

Teacher's Manual | Volume 1

CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



GRADE

4



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Sample materials for review

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# *Making* Meaning<sup>®</sup>

THIRD EDITION

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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270, fax: (510) 464-3670  
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---

## Making Meaning Revision Team

### PROGRAM DEVELOPMENT STAFF

Lana Costantini, Director of Program Development  
Dennis Binkley, Associate Director of Program Development  
Bonnie Brook, Program Manager  
Jackie Jacobs, Program Manager  
Sarah Rosenthal, Program Manager  
Will Art, Curriculum Developer  
Grady Carson, Curriculum Developer  
Katie MacLean, Curriculum Developer  
Charlotte MacLennan, Curriculum Developer  
Miki Terasawa, Curriculum Developer  
Catherine Wittman, Curriculum Developer  
Jill Detweiler, Library Manager

### LEARNING TECHNOLOGY STAFF

Nazar Yousif, Chief Technology Officer  
Stephen Applebaum, Learning Technology Operations Director  
Joshua Callman, Associate Director of Learning Technology  
Maggie DeAngelis, Learning Technology Product Manager  
Robert Kaehms, Learning Technology Operations Architect  
Ivan Milanez, Learning Technology Project Coordinator  
Matt O'Neill, Learning Technology Product Manager  
Brian Sholly, Learning Technology Engineer  
Paul Williams, Learning Technology Product Manager

### PUBLISHING SERVICES STAFF

Lisa Kent Bandini, Director of Publishing Services  
Laurie Stewart, Managing Editor  
Krista Faries, Senior Project Editor  
Erica Hruby, Senior Project Editor  
Melanie Farley, Project Editor  
Brady Golden, Project Editor  
Katie Seibel, Project Editor  
Richard Ables, Production Editor  
Rachel Gunn, Production Editor  
Katharine Moore, Production Editor  
Julie Pinkerton, Production Editor  
David Staloch, Production Editor  
Shannon Waite, Production Editor  
Jennie McDonald, Publisher Relations and Rights Director  
Kimo Yancey, Rights and Publishing Services Associate  
Jodi Hammerwold, Publisher Relations and Rights Associate  
Roberta Morris, Art Director  
Debra Grose, Production Manager  
Jennifer Bowyer, Production Specialist  
Jean Butterfield, Production Specialist  
Garry Williams, Senior Graphic Artist  
Carolyn Kemp, Sourcing and Manufacturing Manager

## **AUDIOVISUAL DEVELOPMENT STAFF**

Toby Levenson, Media Development Manager

Jeff Allen, Multimedia Administrator

Jackie Jacobs, Program Manager

Sarah Rosenthal, Program Manager

Grady Carson, Curriculum Developer

## **CENTER FOR THE COLLABORATIVE CLASSROOM CONSULTANTS**

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# Introduction



# The Collaborative Classroom

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

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

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

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

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

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

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

---

## Overview of the CCC Collaborative Literacy Suite

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

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

### **IMPLEMENTATION GUIDE**

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

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

# Program Overview

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

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

---

## New to the Third Edition

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

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

- A new *Assessment Resource Book* at kindergarten and new and expanded reading comprehension assessments at grades 1–6
- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Reading Assessment Preparation Guide* that prepares students for standards-based reading comprehension assessments at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, mini-lessons, and extension activities
- An updated and expanded vocabulary supplement at all grades, the *Vocabulary Teaching Guide*

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

---

## Unique Pedagogy

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

### RESEARCH BASED/CLASSROOM TESTED

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

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

## **DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING**

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

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

## **TEACHER SUPPORT**

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

---

\* To read more about the theoretical and research basis for the *Making Meaning* program, please refer to the Bibliography on page 721.

---

## Program at a Glance

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

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

### STRATEGY DEVELOPMENT

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

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

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

## Development Across the Grades

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

■ formally taught □ informally experienced

## PROGRAM COMPONENTS

The *Making Meaning* program includes:

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

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

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



AV37



AV38

## **ALIGNMENT WITH STANDARDS**

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

# Understanding the Program

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

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## Focus on Comprehension

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

### THE GRADE 4 COMPREHENSION STRATEGIES

The strategies that follow are formally taught or informally experienced in grade 4 of the program.

- **Using schema/Making connections.** Schema is the prior knowledge a reader brings to a text. Readers construct meaning by making connections between their prior knowledge and new information in a text. In *Making Meaning* grade 4, the students learn to connect what they know from their own experiences to texts before, during, and after a read-aloud. They also make connections between texts.
- **Visualizing.** Visualizing is the process of creating mental images while reading. Mental images can include sights, sounds, smells, tastes, sensations, and emotions. Good readers form mental images to help them understand, remember, and enjoy texts. In *Making Meaning* grade 4, the students visualize to make sense of figurative language and deepen their understanding and enjoyment of poems and stories.
- **Wondering/Questioning.** Proficient readers wonder and ask questions to focus their reading, clarify meaning, and delve deeper into a text. They wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding. In *Making Meaning* grade 4, the students wonder and ask questions before, during, and after a read-aloud to make sense of a text.
- **Using text features.** Readers who understand that expository texts have common features, such as tables of contents and indexes, headings and subheadings, and

diagrams and charts, use those features to help them unlock a text’s meaning. In *Making Meaning* grade 4, the students identify features of expository texts and use those features to help them understand the texts.

- **Making inferences.** Not everything communicated by a text is directly stated. Good readers use their prior knowledge and the information in a text to understand implied meanings. Making inferences helps readers move beyond the literal to a deeper understanding of texts. In *Making Meaning* grade 4, the students make inferences to think more deeply about both narrative and expository texts.
- **Determining important ideas.** Determining the important ideas in a text helps readers identify information that is essential to know and remember. What is identified as important in a text will vary from reader to reader, depending on the purpose for reading and prior knowledge. In *Making Meaning* grade 4, the students explore which ideas in texts are important and support their thinking with evidence from the texts.
- **Analyzing text structure.** Proficient readers use their knowledge of narrative and expository text structure to approach and comprehend texts. For example, readers who understand that stories have common elements, such as setting, characters, and plot, have a framework for thinking about stories. Readers who understand that authors of expository texts organize information through text structures, such as chronological order, cause and effect, and compare and contrast, use those structures to understand and remember the information. In *Making Meaning* grade 4, the students use story elements to help them think about stories.
- **Summarizing.** Summarizing is the process of identifying and bringing together the essential ideas in a text. Readers summarize as a way of understanding what they have read and communicating it to others. In *Making Meaning* grade 4, the students use text structure to help them think about both narrative and expository texts.
- **Synthesizing.** Synthesizing is a complex process that requires the reader to visualize, use schema, question, infer, and summarize to develop new ideas and understandings based on information in a text. In *Making Meaning* grade 4, the students informally synthesize to form opinions and make judgments about texts.

## THINKING TOOLS

The students learn various “Thinking Tools” that help them implement the strategies they are learning and delve more deeply into texts. In grade 4, the students learn and use:

- **Stop and Ask Questions.** The teacher stops at various places during a read-aloud, and the students write questions about what they are hearing. The students then have a record of their questions to use during partner or class discussions.
- **Double-entry Journal.** A student might write a quotation from a text in one column and his or her reaction to the quotation in the other column. Alternatively, he or she might write thoughts about a character at the start of a story in one column, and his or

her thoughts about the character at the end of the story in the other column. This kind of writing in a double-entry journal helps the students to become more reflective about their reading and builds writing skills.

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## Focus on Social/Ethical Development

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

### **BUILDING RELATIONSHIPS**

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

### **VALUES AND SOCIAL SKILLS**

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

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

Social development objectives for each week’s lessons are listed in the Overview of the week. The week’s lessons provide activities, questions, and cooperative structures that target these

objectives. (For more information, see “Cooperative Structures” on page xxviii.) Social skills emphasized in grade 4 include listening respectfully to the thinking of others and sharing their own, using prompts to add to one another’s thinking, and working in a responsible way. The lessons also provide opportunities for the students to decide such things as how they will divide the work fairly and how they will report their ideas to the class. Learning how to make these decisions helps the students become responsible group members. A Social Skills Assessment (grades 1–6) is included for use early in the year, mid-year, and at the end of the year to help you assess your students’ progress in meeting the social development objectives of the program.

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

### Social Skills Across the Grades

	K	1	2	3	4	5	6
Speaking clearly	•	•					
Taking turns talking and listening	•	•	•	•			
Participating in partner work and class discussions	•	•	•	•	•	•	•
Following classroom procedures	•	•	•	•	•	•	•
Listening respectfully to others	•	•	•	•	•	•	•
Contributing ideas that are different from other people’s ideas	•	•	•	•	•	•	•
Sharing partner’s thinking with the class	•	•	•	•	•	•	•
Reflecting on own behavior	•	•	•	•	•	•	•
Taking responsibility for learning and behavior	•	•	•	•	•	•	•
Explaining thinking	•	•	•	•	•	•	•
Giving reasons to support opinions			•	•	•	•	•

(continues)

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

	K	1	2	3	4	5	6
Using discussion prompts			•	•	•	•	•
Agreeing and disagreeing respectfully				•	•	•	•
Using clarifying questions and statements				•	•	•	•
Including everyone and contributing to group work					•	•	•
Making decisions and solving problems respectfully					•	•	•
Discussing feedback and giving opinions respectfully					•	•	•
Confirming another person's thinking					•	•	•

### RANDOM PAIRING

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

Random pairing sends several positive messages to the students: there is no hidden agenda behind how you pair the students (such as choosing pairs based on achievement); every student is considered a valuable partner; and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous groupings over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female).

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

### Some Random Pairing Methods

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



## COOPERATIVE STRUCTURES

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

### Cooperative Structures in the Program

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

In grade 4, the students learn "Turn to Your Partner" and "Think, Pair, Share." Other structures are added as developmentally appropriate.

# Teaching the Program

## How the Grade 4 Program Is Organized

The *Making Meaning* program for grade 4 consists of nine units. The units vary in length from one to five weeks. Each week has four days of instruction and practice. The calendar below provides an overview of the year.

### Sample Calendar for Grade 4

	Unit/Read-aloud	Length	Focus
FALL	<b>1. The Reading Community: Fiction</b> <ul style="list-style-type: none"> <li>▪ <i>A Bad Case of Stripes</i> by David Shannon</li> <li>▪ <i>The Old Woman Who Named Things</i> by Cynthia Rylant</li> <li>▪ <i>Song and Dance Man</i> by Karen Ackerman</li> </ul>	2 weeks	Listen to and discuss stories Explore themes in stories Build the reading community Learn the procedures for gathering, “Turn to Your Partner,” “Think, Pair, Share,” and Individualized Daily Reading
	<b>2. Recognizing Text Features: Expository Nonfiction</b> <ul style="list-style-type: none"> <li>▪ <i>Shattering Earthquakes</i> by Louise and Richard Spilsbury</li> <li>▪ “Tying the Score: Men, Women, and Basketball”</li> <li>▪ “Food for Thought: Cafeteria Menus Shape Up”</li> <li>▪ <i>Nineteenth-Century Migration to America</i> by John Bliss</li> </ul>	3 weeks	Use text features to find and understand information Learn the procedure for “Think, Pair, Write”
	<b>3. Questioning: Expository Nonfiction</b> <ul style="list-style-type: none"> <li>▪ <i>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</i> by Pamela Hickman</li> <li>▪ <i>Slinky Scaly Slithery Snakes</i> by Dorothy Hinshaw Patent</li> </ul>	3 weeks	Use questioning to think about expository texts Use schema to think about all they know about a topic Build a body of knowledge about animal life Learn the procedure for “Stop and Ask Questions”

(continues)

Sample Calendar for Grade 4 (continued)

	Unit/Read-aloud	Length	Focus
FALL (continued)	<b>4. Analyzing Text Structure: Fiction, Narrative Nonfiction, and Drama</b> <ul style="list-style-type: none"> <li>▪ <i>Thunder Cake</i> by Patricia Polacco</li> <li>▪ <i>The Princess and the Pizza</i> by Mary Jane and Herm Auch</li> <li>▪ <i>Chicken Sunday</i> by Patricia Polacco</li> <li>▪ <i>The Bat Boy &amp; His Violin</i> by Gavin Curtis</li> <li>▪ <i>Teammates</i> by Peter Golenbock</li> <li>▪ “Demeter and Persephone”</li> <li>▪ “Co-chin and the Spirits”</li> <li>▪ <i>Gluskabe and Old Man Winter</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i> by Joseph Bruchac</li> </ul>	5 weeks	Explore narrative text structure through discussions of plot, setting, character, and conflict  Use questioning to think about narrative texts  Explore first- and third-person points of view
	<b>5. Making Inferences: Fiction and Poetry</b> <ul style="list-style-type: none"> <li>▪ <i>Hurricane</i> by David Wiesner</li> <li>▪ <i>My Man Blue</i> by Nikki Grimes</li> </ul>	3 weeks	Make inferences to understand narrative text and poetry  Make inferences and visualize to understand poetry  Use a double-entry journal  Learn the procedure for “Heads Together”
	<b>6. Making Inferences: Fiction and Narrative Nonfiction</b> <ul style="list-style-type: none"> <li>▪ <i>Amelia’s Road</i> by Linda Jacobs Altman</li> <li>▪ <i>Peppe the Lamplighter</i> by Elisa Bartone</li> <li>▪ <i>Coming to America: The Story of Immigration</i> by Betsy Maestro</li> <li>▪ <i>A Picture Book of Harriet Tubman</i> by David A. Adler</li> </ul>	4 weeks	Make inferences to understand narrative and expository texts  Make inferences to explore causal relationships in narrative and expository texts  Learn the procedure for “Group Brainstorming”
WINTER	<b>7. Analyzing Text Structure: Expository Nonfiction</b> <ul style="list-style-type: none"> <li>▪ “Virtual Worlds: Community in a Computer”</li> <li>▪ “School Uniforms: The Way to Go”</li> <li>▪ “School Uniforms: No Way!”</li> <li>▪ “How to Make Oobleck”</li> <li>▪ “Simon’s Sandwich Shop”</li> <li>▪ “City of Lawrence Street Map”</li> <li>▪ <i>Farm Workers Unite: The Great Grape Boycott</i></li> </ul>	4 weeks	Analyze expository text structure  Explore ways in which articles and functional texts are organized  Explore the use of sequence of events and compare/contrast relationships in textbooks
ANSWERING QUESTIONS IN RESPONSE TO TEXT UNIT FROM THE READING ASSESSMENT PREPARATION GUIDE (1 WEEK)			

(continues)

## Sample Calendar for Grade 4 (continued)

	Unit/Read-aloud	Length	Focus
SPRING	<b>8. Determining Important Ideas and Summarizing: Fiction and Narrative Nonfiction</b> <ul style="list-style-type: none"> <li>▪ <i>Flight</i> by Robert Burleigh</li> <li>▪ <i>A Picture Book of Amelia Earhart</i> by David A. Adler</li> <li>▪ <i>In My Own Backyard</i> by Judi Kurjian</li> <li>▪ <i>A Picture Book of Rosa Parks</i> by David A. Adler</li> <li>▪ "Excerpt from <i>Rosa Parks: My Story</i>" by Rosa Parks with Jim Haskins</li> </ul>	5 weeks	Determine important ideas in texts Distinguish between important and supporting ideas in texts Use important ideas to summarize
	<b>9. Revisiting the Reading Community</b>	1 week	Prepare book recommendations and generate summer reading lists Reflect on the students' growth as readers Reflect on the reading community

## Planning and Teaching the Lessons

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

### TEACHING THE UNITS IN ORDER

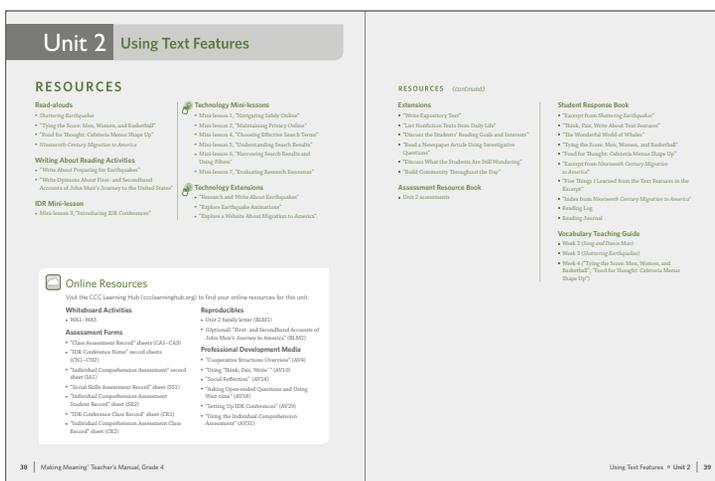
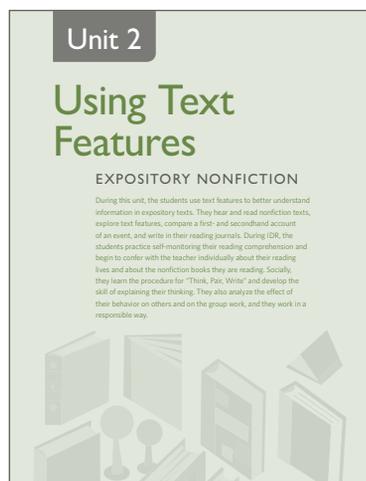
We recommend that you teach the units in the order in which they appear in the Teacher's Manual for several reasons:

- Instruction in comprehension strategies builds systematically across the year. In Unit 2, for example, the students use text features to help them make sense of expository nonfiction texts, while in Unit 3, they use questioning to explore the genre of expository nonfiction in more depth. In Unit 4, the students analyze narrative text structure to help them make sense of fiction and drama before doing the challenging work of making inferences in fiction, poetry, and narrative nonfiction in Units 5 and 6. In the final units of the year, the students hear and read increasingly complex expository nonfiction texts. They analyze text structures, determine important ideas, and write summaries of texts.
- Support for Individualized Daily Reading also builds across the year. Procedures necessary for the success of IDR, as well as critical practices such as keeping a Reading Log and Reading Journal, self-monitoring, and using "fix-up" strategies, are introduced early in the year, preparing the students for the important work in subsequent units of using comprehension strategies as they read and reflecting on and conferring about their reading. Expectations for stamina also increase throughout the year.

- Routines and cooperative structures critical to both academic and social development, including “Turn to Your Partner,” “Think, Pair, Share,” and “Think, Pair, Write,” are introduced in early units and used throughout the year. Later units build on the students’ experiences with pair work to support group work and cooperative structures such as “Heads Together” and “Group Brainstorming.”
- Social skills deepen in complexity across the year. In Units 1 and 2, for example, the students practice listening respectfully to the thinking of others and sharing their own thinking. This is preparation for using discussion prompts to build on one another’s thinking, a critical skill introduced in Unit 3. In later units, the students transition from pair work to working in groups of four, and learn skills that support group work, such as making decisions, solving problems, and discussing opinions respectfully.
- The lessons in the *Vocabulary Teaching Guide* must be taught in order. Words introduced in early weeks of the program are reviewed in later weeks, providing the students with multiple exposures to the words, and instruction in independent word-learning strategies, such as using prefixes, suffixes, and roots, builds across the year. The assessments also rely on the words being taught in the order prescribed. For more information, see “*Vocabulary Teaching Guide*”.

## UNIT AND WEEK OVERVIEWS

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



The Development Across the Grades table shows how the reading comprehension strategies taught in the program develop across the grades, highlighting the strategy featured during that unit. The Overview table identifies the key academic focuses of each day of instruction in the unit, as well as each day's read-aloud text.

Unit 2 Using Text Features		DEVELOPMENT ACROSS THE GRADES					
Reading Strategy	K	1	2	3	4	5	6
Using Schemas/Making Connections	■	■	■	■	■	■	■
Reading	■	■	■	■	■	■	■
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	■	■	■	■	■	■	■
Determining Important Ideas	■	■	■	■	■	■	■
Analyzing Text Structure	■	■	■	■	■	■	■
Summarizing	■	■	■	■	■	■	■
Synthesizing	■	■	■	■	■	■	■

GRADE 4 OVERVIEW				
	Day 1	Day 2	Day 3	Day 4
<b>Week 1</b>	<b>Read-aloud</b> "Shattering Earthquakes" Focus: • Analyzing text features such as using the features, such as the title, the topic, the author's purpose, to better understand the text. Text: "Shattering Earthquakes" (LAF.4.1.1)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)
<b>Week 2</b>	<b>Read-aloud</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)
<b>Week 3</b>	<b>Read-aloud</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)	<b>Strategic Reading Practice</b> "Using the Space, Main, Words, and Features" Focus: • Finding and discussing an expository text's main idea and supporting details. Text: "Using the Space, Main, Words, and Features" (LAF.4.1.2)

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

<p><b>Week 1 OVERVIEW</b></p> <p><b>Shattering Earthquakes</b> By Susan and Brian Silberty This book describes the causes and destructive consequences of earthquakes and explains how these natural disasters affect landscapes, communities, and people.</p> <p><b>Online Resources</b> Visit the CCG Learning Hub (collaborativehub.org) to find your online resources for this week.</p> <p><b>Whiteboard Activities</b></p> <ul style="list-style-type: none"> <li>• WH.1-102</li> </ul> <p><b>Assessment Forms</b></p> <ul style="list-style-type: none"> <li>• "Class Assessment Record" sheet (CA2)</li> <li>• "TRC Confidence Rating" record sheet (CR2)</li> <li>• "TRC Confidence Class Record" sheet (CR3)</li> </ul> <p><b>Professional Development Media</b></p> <ul style="list-style-type: none"> <li>• "Comparative Structures Overview" (AP6)</li> <li>• "Using 'Think, Plan, Write'" (AP10)</li> <li>• "Using Open-ended Questions and Using 'Main Idea'" (AP18)</li> <li>• "Setting Up TRC Confidence" (AP20)</li> </ul>	<p><b>Comprehension Focus</b></p> <ul style="list-style-type: none"> <li>• Students use text features to better understand expository nonfiction texts.</li> <li>• Students read independently.</li> </ul> <p><b>Social Development Focus</b></p> <ul style="list-style-type: none"> <li>• Students learn the procedures for "Think, Plan, Write."</li> <li>• Students share their personal challenges with their class.</li> <li>• Students analyze the effect of their behavior on others and on the group work.</li> <li>• Students develop the skill of explaining their thinking.</li> </ul> <p><b>DO AHEAD</b></p> <ul style="list-style-type: none"> <li>✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to share and discuss the text features.</li> <li>✓ Make available expository nonfiction and functional texts at a variety of levels so that the students can practice using text features during DR and Independent Strategic Practice throughout the week. For more information, see "About Expository Text" at the beginning of Day 1.</li> <li>✓ Prior to Day 1, divide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing," "Considerations for Pairing ELs," and "Cooperative Structures" in the Introduction.</li> <li>✓ For more information, view "Cooperative Structures Overview" (AP6).</li> <li>✓ Prior to Day 2, prepare a sheet of chart paper with the title "Text Features."</li> </ul> <p>(CONTINUED)</p>	<p><b>DO AHEAD (continued)</b></p> <ul style="list-style-type: none"> <li>✓ Prior to Day 2, make a class set of "TRC Confidence Rating" record sheets (CR2); see page 144 of the Assessment Resource Book. This week, you will begin conferring with individual students during DR and deconstructing your observations and suggestions for each student. You might record the data(s) you confer with each student using the "TRC Confidence Class Record" sheet (CR3); see page 145 of the Assessment Resource Book.</li> <li>✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3); see page 8 of the Assessment Resource Book.</li> <li>✓ Prior to Day 3, prepare a sheet of chart paper with the title "Reading Comprehension Strategies."</li> <li>✓ Prior to Day 4, prepare to model completing a Reading Journal entry (see Step 3).</li> </ul> <p><b>Vocabulary Note</b></p> <p>Focus on teaching the vocabulary items from the Week 1 focus this week.</p>
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## PREPARING THE DAILY LESSONS

### Read-aloud Lessons

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

To Prepare for a Read-aloud:

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

### Read-aloud Lessons with Alternative Texts

You may want to substitute another text for the provided read-aloud text to teach the comprehension focus of the week or to repeat a week of instruction. For this purpose, a list of “Grade 4 Alternative Texts” is provided in the General Resources section of the CCC Learning Hub. The trade books suggested in the list of alternative texts are offered in Center for the Collaborative Classroom’s Comprehension Strategies Libraries. These grade-level libraries are designed to support instruction of the specific strategies used in the lessons. Visit Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)) for more information.

## Strategy Lessons

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

To Prepare for a Strategy Lesson:

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

## Guided Strategy Practice Lessons and Independent Strategy Practice Lessons

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

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

To Prepare for a Guided or Independent Strategy Practice Lesson:

- Read the entire lesson (including the *Student Response Book* pages) and collect materials.
- Practice any teacher modeling required in the lesson.

- Plan how you will pace the lesson to keep it moving.
- Review suggested discussion questions and decide which ones you will ask.
- Review and plan any extension activities you want to do with your class.

## LESSON LENGTH AND PACING

Grade 4 lessons take, on average, 20–40 minutes. Lessons in the first few weeks of the program may take longer as you introduce and practice cooperative structures (“Turn to Your Partner” and “Think, Pair, Share”). A few of the read-alouds will require additional time. A Teacher Note at the beginning of these lessons alerts you to the need for more time and suggests how you might break the reading into two parts, if necessary.

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

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

## EXTENDING THE INSTRUCTION

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

- **Writing About Reading.** These optional activities provide a reading/writing connection within the *Making Meaning* program by asking the students to write opinions about and make connections to the texts they hear and discuss during read-aloud lessons. The activities build in complexity across the grades, with students at all levels encouraged to refer to the texts to support their thinking. Support for modeling writing is included in these activities. The activities can be done at the end of a lesson or at another time.

- **Extensions.** These optional activities provide additional learning opportunities that extend or enhance the instruction in the core lessons. Examples of extension activities include reading other books by the author of the read-aloud, imagining an alternative ending to the story, and learning more about a topic introduced in the read-aloud text.

## **STUDENT RESPONSE BOOKS**

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

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

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

## **PROFESSIONAL DEVELOPMENT MEDIA**

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

## **HELPFUL LESSON FEATURES**

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

## Helpful Lesson Features

- **Vocabulary Notes.** These notes appear at the beginning and end of the week’s lessons to alert you to the vocabulary lessons you will be teaching in the *Vocabulary Teaching Guide*.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students’ responses) in order to increase participation and encourage deeper conversations among your students. For a concise summary of the Facilitation Tips, see the “Teacher’s Facilitation Bookmark” in the General Resources section of the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where cooperative structures, such as “Turn to Your Partner” and “Think, Pair, Share,” are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We have selected vocabulary words based on how crucial they are to understanding the text and on the unlikelihood that students will be able to glean their meanings from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **“Students might say.”** This feature gives you examples of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some of the ideas in the “Students might say” note and then ask them to generate additional ideas.
- **“You might say.”** This feature provides sample language that you can draw on when you introduce a cooperative structure or model using reading comprehension or self-monitoring strategies. Providing the students with opportunities to hear you think out loud as you use a strategy helps them apply the strategy to their reading.
- **Chart Diagrams.** These diagrams illustrate charting techniques and provide examples of ideas generated by the class or by teacher modeling.
- **Technology Tips.** These notes suggest ways you might integrate technology in the lessons. In grades 3–6, they also refer to the technology mini-lessons in Appendix B, which instruct students on topics such as how to navigate safely online and how to conduct online research.
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **IDR Conference Notes.** These notes support you as you confer with individual students during IDR. (See “IDR Conferences” on the next page.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class as they demonstrate their use of a strategy during a lesson. (See “Assessments” on page xlvi.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting end-of-unit assessments.

## Individualized Daily Reading (IDR)

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

### INDEPENDENT READING IN GRADE 4

During Individualized Daily Reading in grade 4, the students spend up to 30 minutes a day reading books independently at their appropriate reading levels. An IDR section appears at the end of each lesson, except for independent strategy practice lessons. IDR can follow the day's lesson, or you can schedule it during another time of the school day.

IDR begins in Unit 1 (Week 1) of the grade 4 program. In Unit 1, the students learn the procedures for IDR and how to identify books that are at the appropriate level for them. They also learn procedures for using the classroom library and begin tracking the books they are reading in their Reading Logs within their *Student Response Books*. In Unit 2, the students learn questions they can ask themselves to monitor their comprehension. They also begin conferring with the teacher about their reading lives. In Unit 3, they discuss strategies they can use to “fix” comprehension problems. In this unit and in subsequent units, the students apply the reading comprehension strategies they are learning to various types of texts and reflect on their use of the strategies during conferences.

### THE TEACHER'S ROLE

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

### IDR CONFERENCES

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

Beginning in Unit 2 of grade 4, you will use a unit-specific “Resource Sheet for IDR Conferences” to guide you as you confer. This resource sheet outlines a process you can use when conferring with individual students about their independent reading. It includes questions you can ask to probe each student’s thinking about what he or she is reading and to assess the student’s comprehension of the text. It also includes suggestions for supporting the student’s reading growth. You will document your IDR conferences using the “IDR Conference Notes” record sheet. We recommend that you document at least one IDR conference per student per unit. These notes are an important source of information for each student’s Individual Comprehension Assessment (see “Assessments” on page xlvi).

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

## **READING APPROPRIATELY LEVELED TEXTS**

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

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

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

## **DETERMINING INDEPENDENT READING LEVELS**

Other informal and formal tools are available for determining a student’s independent reading level. Running records are classroom-based, informal assessments of fluency and comprehension that can be used periodically to evaluate a student’s reading performance;

identify his or her independent, instructional, and frustration reading levels; and monitor his or her progress. A variety of formal benchmark assessments, such as the Developmental Reading Assessment (DRA) and Fountas and Pinnell Benchmark Assessment System (BAS), can also be used to measure the student’s progress and identify his or her reading level.

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

## SETTING UP A CLASSROOM LIBRARY

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

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

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

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

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

To help you build and maintain your library, you might consider using free book-management software called Classroom Organizer® from Booksource. With Classroom Organizer, you can inventory the print and digital books in your library by scanning the barcodes, import your

class roster, enable students to check out and return books electronically, compile reports on students' reading activities, and add new titles. For more information, visit the Booksource website ([classroom.booksource.com](http://classroom.booksource.com)).

## LEVELING TEXTS

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

### The Fountas & Pinnell Leveling System

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

### The Lexile® Framework for Reading

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

## BUILDING STAMINA

Building stamina for reading independently is critical if the students are to develop and grow as readers. In the grade 4 program, the students begin IDR by reading independently for up to 15 minutes a day. By Unit 4, the expectation is that the students will be reading independently for up to 30 minutes each day. The time allotments suggested in the IDR lesson steps, however, are goals, not requirements, and IDR times should be adjusted as necessary to meet your students' particular needs and their capacities to remain engaged and attentive. You might consider increasing the time allotted to IDR gradually, for example, one to two minutes every two weeks.

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

## Building Stamina for Independent Reading

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

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

### IDR MINI-LESSONS

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

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

## TIPS FOR MANAGING IDR

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

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

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## Vocabulary Teaching Guide

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

## Development Across the Grades

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

■ formally taught □ informally explored or reviewed

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

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## Assessments

The assessment component of the *Making Meaning* program is designed to help you (1) make informed instructional decisions as you teach the lessons and (2) track your students' reading comprehension and social development over time. The expectation is that *all* of your students are developing—at their own pace—into readers with high levels of comprehension and that they can each develop positive, effective interpersonal skills and values.

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

### FORMATIVE ASSESSMENTS

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

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

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

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

## SUMMATIVE ASSESSMENTS

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

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

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

# Using the Technology Features

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

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## Digital Teacher Resources

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

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

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

### **CCC LEARNING HUB**

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

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

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



### **CCC CLASSVIEW APP**

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

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



## Additional Technology Features

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

### TECHNOLOGY TIPS

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

### TECHNOLOGY EXTENSIONS

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

### TECHNOLOGY TUTORIALS

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

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

## TECHNOLOGY MINI-LESSONS

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

These lessons include:

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

# Special Considerations

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## Teaching the Program in Multi-age Classrooms

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

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## Support for English Language Learners (ELLs)

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

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

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

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

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

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

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

### Stages of Second Language Acquisition

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

## CONSIDERATIONS FOR PAIRING ELLs

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

## HOW THE MAKING MEANING PROGRAM SUPPORTS ELLs

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

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

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

(continues)

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

(continued)

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

### ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

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

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.
- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches can help to increase a student's comprehension. When giving directions, physically modeling the steps and writing them where the students can see them while saying them aloud are effective ways to boost comprehension. Audiovisual resources, such as recordings of texts read aloud, author interviews, and interactive versions of read-alouds can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method developed by James Asher helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see the Bibliography on page 721).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it

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

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

### Suggestions for Simplifying Questions

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

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

## **ADDITIONAL MODIFICATIONS FOR ELLs**

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

### **Read-aloud Lessons**

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

### **Strategy Lessons**

- **Use multiple modalities.** Encourage ELLs to use drama, drawing, realia, and writing to practice comprehension strategies.
- **Create visual aids.** Use chart paper or otherwise visually record the important parts of class discussions.
- **Review vocabulary.** Emphasize vocabulary and story language to help ELLs make sense of a text and use vocabulary meaningfully.

## Guided Strategy Practice Lessons

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

## Independent Strategy Practice Lessons

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

## Individualized Daily Reading (IDR)

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

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

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

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## Building the Home-School Connection

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



## FAMILY LETTERS

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

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

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

### BASAL PROGRAMS

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

- The *Making Meaning* grade 4 program is designed in four-day weeks. This allows you to read the week's basal anthology selection on Monday, so the week's spelling, writing, grammar, and other language arts skills instruction can be linked to that reading. *Making Meaning* lessons can then be used to replace the basal's comprehension lessons during the rest of the week.
- In addition to other reading materials, basal anthologies can be used as independent reading material during Individualized Daily Reading (IDR).
- The basal anthology selection can be used as an alternative read-aloud text if you decide to repeat a week of instruction in the *Making Meaning* program.

### LITERATURE CIRCLES

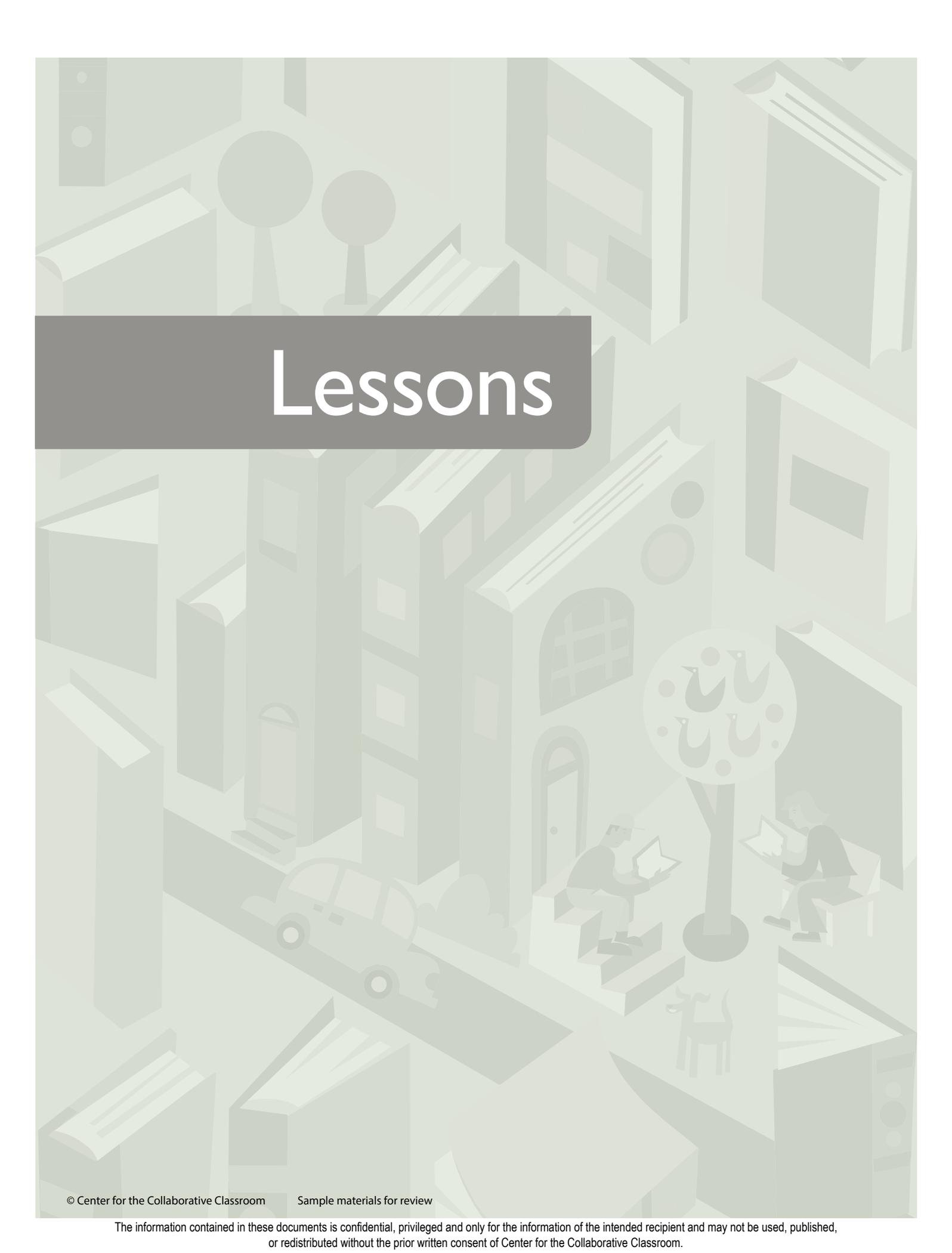
The *Making Meaning* program can support and enhance the work the students do in literature circles. The students can practice and strengthen the social development skills they have learned in *Making Meaning*, such as listening to others and explaining their thinking, as they

interact in their circles. They can also apply the comprehension strategies they have learned to their literature circle selections, thereby building their understanding of the strategies and gaining experience in applying them to their individual, day-to-day reading. When the students are reading expository texts or narrative texts in the *Making Meaning* program, they can select the same type of text for their literature circle, and they can use their IDR time to read their circle selections.

## **GUIDED READING**

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





# Lessons



# Unit 1

# The Reading Community

## FICTION

During this unit, the students begin the important work of building their reading community. They hear and talk about stories and discuss a video presentation of one of the stories. They also begin Individualized Daily Reading (IDR), learn how to select books at their independent reading levels, self-monitor their reading comprehension, and use a reading log. Socially, they learn the procedures for gathering for a read-aloud, “Turn to Your Partner,” “Think, Pair, Share,” and IDR. As they build the reading community, they practice listening to the thinking of others, sharing their own thinking, and working in a responsible way.



# Unit 1

## The Reading Community

### RESOURCES

#### Read-alouds

- *A Bad Case of Stripes*
- *The Old Woman Who Named Things*
- *Song and Dance Man*

#### Writing About Reading Activity

- “Write Personal Opinions About *The Old Woman Who Named Things*”

#### IDR Mini-lessons

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



#### Technology Extension

- “Meet the Author: Cynthia Rylant”

#### Assessment Resource Book

- Unit 1 assessments

#### Student Response Book

- Reading Log

#### Vocabulary Teaching Guide

- Week 1 (*A Bad Case of Stripes*; *The Old Woman Who Named Things*)



### Online Resources

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

#### Whiteboard Activities

- WA1–WA2

#### Instructional Media

- “*A Bad Case of Stripes* Read by Sean Astin” (IV1)

#### Assessment Forms

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

#### Reproducibles

- Unit 1 family letter (BLM1)
- (Optional) “Excerpt from *The Old Woman Who Named Things*” (BLM2)

#### Professional Development Media

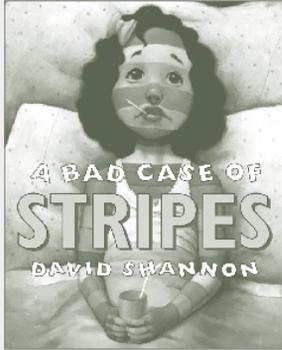
- “Building a Community of Readers” (AV1)
- “Introducing Vocabulary During a Read-aloud” (AV3)
- “Cooperative Structures Overview” (AV4)
- “Using ‘Turn to Your Partner’” (AV6)
- “Using ‘Think, Pair, Share’” (AV8)
- “Planning a Lesson” (AV12)
- “Adapting Lessons for English Language Learners” (AV13)
- “Turning and Looking at the Speaker” (AV16)
- “Getting Started with IDR” (AV27)
- “Using the CCC Learning Hub” tutorial (AV39)
- “Using CCC’s Whiteboard Activities” tutorial (AV40)
- “Using the CCC ClassView App” tutorial (AV41)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> <i>A Bad Case of Stripes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning the procedure for gathering</li> <li>▪ Hearing and discussing a story</li> <li>▪ Exploring the theme of the story</li> </ul>	<p><b>Listening Practice:</b> <i>A Bad Case of Stripes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning the procedure for “Turn to Your Partner”</li> <li>▪ Hearing a story again to build comprehension</li> <li>▪ Making connections between the story and a visual presentation of the story</li> </ul>	<p><b>Read-aloud:</b> <i>The Old Woman Who Named Things</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing a story</li> <li>▪ Learning the procedure for Individualized Daily Reading (IDR)</li> </ul>	<p><b>Listening Practice:</b> <i>The Old Woman Who Named Things</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing a story again to build comprehension</li> <li>▪ Exploring the theme of the story</li> <li>▪ Learning a procedure for selecting texts at their independent reading levels</li> </ul>
Week 2	<p><b>Read-aloud:</b> <i>Song and Dance Man</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning the procedure for “Think, Pair, Share”</li> <li>▪ Hearing and discussing a story</li> </ul>	<p><b>Listening Practice:</b> <i>Song and Dance Man</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing a story again to build comprehension</li> <li>▪ Discussing a character’s feelings and thoughts</li> </ul>	<p><b>Individualized Daily Reading</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning a procedure for self-monitoring</li> <li>▪ Reading independently</li> </ul>	<p><b>Individualized Daily Reading</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning how to use a reading log</li> <li>▪ Reading independently</li> </ul>

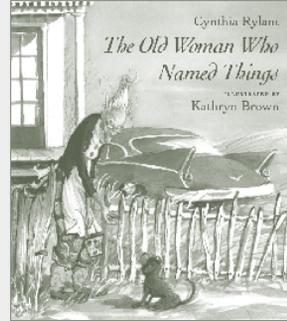
# Week 1

## OVERVIEW



### ***A Bad Case of Stripes***

by David Shannon  
Camilla Cream learns that being true to herself is the remedy for her “bad case of stripes.”



### ***The Old Woman Who Named Things***

by Cynthia Rylant,  
illustrated by  
Kathryn Brown  
An old woman who has outlived all her friends becomes attached to the stray dog that visits her each day.



### ***“A Bad Case of Stripes Read by Sean Astin” (IV1)***

The actor Sean Astin reads aloud *A Bad Case of Stripes*.



## Online Resources

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

### **Instructional Media**

- “*A Bad Case of Stripes* Read by Sean Astin” (IV1)

### **Assessment Forms**

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

### **Reproducible**

- (Optional) “Excerpt from *The Old Woman Who Named Things*” (BLM2)

### **Professional Development Media**

- “Building a Community of Readers” (AV1)
- “Introducing Vocabulary During a Read-aloud” (AV3)
- “Cooperative Structures Overview” (AV4)
- “Using “Turn to Your Partner”” (AV6)
- “Planning a Lesson” (AV12)
- “Turning and Looking at the Speaker” (AV16)
- “Getting Started with IDR” (AV27)
- “Using the CCC Learning Hub” tutorial (AV39)
- “Using the CCC ClassView App” tutorial (AV41)

## Comprehension Focus

- Students hear and discuss stories.
- Students explore the themes of the stories.
- Students discuss a visual presentation of a story.
- Students begin Individualized Daily Reading (IDR) and read independently.

## Social Development Focus

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

## 1 DO AHEAD

- ✓ Familiarize yourself with the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), where the online lesson resources for each lesson are located. For more information, view the “Using the CCC Learning Hub” tutorial (AV39).



- ✓ Plan a space in the classroom, such as a rug area, for the class to gather. For read-alouds and discussions, the students should sit facing you, close enough to see the books you will share. If a rug area is not available, plan how the students will sit in their chairs facing you. Keep in mind that the students will begin partner work on Day 2, and your setup should allow for partners to easily turn to each other to talk.
- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Show the students the illustrations, and stop during the reading to discuss vocabulary and check for understanding.

*(continues)*

## 1 DO AHEAD *(continued)*

- ✓ Prior to Day 2, decide how you will randomly assign partners to work together during the unit. For suggestions about assigning partners, see “Random Pairing,” “Considerations for Pairing ELLs,” and “Cooperative Structures” in the Introduction. For more information, view “Cooperative Structures Overview” (AV4). 
- ✓ Prior to Day 2, watch the video “A Bad Case of Stripes Read by Sean Astin” (IV1) and prepare to show the video to your students with stops (see Step 4 and Step 5). You will need to project the video from your computer so that all of the students can see it. 
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 4 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, introduce your students to the classroom library and give them time to become familiar with its organization. Provide time for each student to select two or three books to read independently during Individualized Daily Reading (see Step 5). For more information, see “Setting Up a Classroom Library” in the Introduction.
- ✓ Prior to Day 4, determine the procedure you would like the students to use when selecting books at their independent reading levels during IDR (see Step 6).

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### Vocabulary Note

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

**In this lesson, the students:**

- Learn the procedure for gathering for a read-aloud
- Hear and discuss a story
- Explore the theme of the story
- Gather in a responsible way
- Share their reading lives
- Explain their thinking and listen carefully

**1** Introduce the Reading Community

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

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

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

**2** Learn the Procedure for Gathering

Explain that the class will gather to hear a book read aloud. Explain that you would like the students to gather and sit facing you, either on a rug or in their seats. Before asking the students to move, state your expectations.

**You might say:**

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

**Materials**

- *A Bad Case of Stripes*

**Teacher Note**

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

**Technology Tip**

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

**Teacher Note**

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

**Teacher Note**

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

## Teacher Note

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

## ELL Note

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

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

### You might say:

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

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

## 3 Discuss the Students' Reading Lives

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

### You might say:

"I love to read, and I try to read every day. Usually I read before I go to bed. I crawl under the covers and get nice and cozy and then read for an hour or so. I've always enjoyed reading adventure novels, although recently my favorite books have been mysteries. I'm starting to get interested in gardening, so I plan to read some books about that soon."

Ask and briefly discuss:

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

Have one or two volunteers share their thinking. Use the same procedure to discuss the following questions:

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

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

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

## 4 Introduce *A Bad Case of Stripes*

Show the cover of *A Bad Case of Stripes*, read the title and the author's name aloud, and ask:

**Q** *What can you tell about this book already?*

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

Have a few volunteers share their thinking. Before reading, state your expectations for the way the students will listen and speak during the reading and discussion.

**You might say:**

"I would like you to sit facing forward and not touching anyone else. I would like you to look at the illustrations as I read and raise your hand if you want to share what you're thinking. When we talk as a class, one person will talk at a time and everyone else will look at the person who's talking."

## 5 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary when you encounter it in the story by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'She's just too much of a distraction'—a *distraction* is 'something that gets in the way of concentration'—'She's just too much of a distraction, and I've been getting calls from the other parents'").

### Suggested Vocabulary

**distraction:** something that gets in the way of concentration (p. 12)

**contagious:** easily spread from person to person (p. 12)

**remedies:** treatments for curing diseases (p. 23)

### ELL Vocabulary

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

**outfits:** sets of clothes (p. 3; refer to the illustration on pp. 2-3)

**ointment:** greasy medicine to put on the skin (p. 6)

**Pledge of Allegiance:** oath of loyalty to the United States, often recited in classrooms (p. 8)

**chicken pox:** childhood disease that causes red, itchy spots (p. 14)

**Experts:** people, such as scientists, who know a lot about something (p. 18)

**lab:** short for *laboratory*, a room for scientific experiments or testing (p. 18)

## 6 Discuss the Story and Explore the Story's Theme

At the end of the story, facilitate a discussion using the questions that follow. During the discussion, be ready to reread passages and show illustrations again to help the students recall what they heard.

**Q** *What causes Camilla's bad case of stripes? What in the story makes you think so?*

**Q** *When the old woman gives her a few lima beans and says, "I knew the real you was in there somewhere," what does she mean? Why do you think so?*

### ELL Note

English Language Learners may benefit from stopping to discuss the reading, for example, after pages 10, 16, and 23.

### Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not

discussed. For more information, view "Introducing Vocabulary During a Read-aloud" (AV3).



### Facilitation Tip

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



## Teacher Note

This question gives the students an opportunity to think about the story's *themes*, or messages or lessons about life. The students will explore the concept of theme in Unit 4, which focuses on analyzing story structure.

## Teacher Note

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

**Q** *What do you think David Shannon might be trying to tell us in this story about Camilla Cream? Explain your thinking.*

### Students might say:

"I think the author is saying that people should try to be themselves and not worry about what other people think."

"If I only do what other kids think is cool, I might not feel so good inside. That's like having a bad case of stripes."

Explain that the students will revisit *A Bad Case of Stripes* in the next lesson.

## 7 Reflect on Working Together

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

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

### You might say:

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

Ask and briefly discuss:

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

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

## In this lesson, the students:

- Learn and practice “Turn to Your Partner”
- Hear a story read aloud again
- Make connections between the words of the story and a visual presentation of the words
- Gather in a responsible way
- Explain their thinking and listen carefully

**TEKS 1.A.i**  
Student/Teacher Narrative  
Step 1 and Step 2  
(all, beginning on page 11 and continuing on to page 12)

## 1 Pair Students and Introduce “Turn to Your Partner”

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

Gather the class with partners sitting together, facing you. Explain that you will often ask partners to turn and talk to each other. The purpose is to give all of the students a chance to think more about what they are learning by talking to another person.

Explain the “Turn to Your Partner” procedure.

### You might say:

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

## 2 Model “Turn to Your Partner”

Have a student act as your partner, and model turning to face each other and introducing yourselves by your full names. Then ask partners to turn and face each other and introduce themselves. After a moment, raise your hand and have the students turn back to face you. Practice again by asking:



**Q** *What is your favorite school subject? Why is that subject your favorite? Turn to your partner.*

Have partners discuss their thinking. After a moment, signal for their attention. Have a few volunteers briefly share with the class what they discussed.

Explain that today and throughout the year, the students will use “Turn to Your Partner” to share their thinking about books they hear and read.

## Materials

- *A Bad Case of Stripes*
- “A Bad Case of Stripes Read by Sean Astin” (IV1)

## Teacher Note

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

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

## Teacher Note

If your students are unfamiliar with “Turn to Your Partner,” this lesson may require an extended class period. If they are already familiar with the procedure, you do not need to model it in Step 2.

Instead, remind the students of your expectations. To see an example, view “Using ‘Turn to Your Partner’” (AV6).



## Teacher Note

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

## Teacher Note

As partners talk, look for gestures and verbalizations that let you know they are talking about the book and listening to each other (for example, they might be facing each other, looking at each other, and mentioning events they remember from the story). Be ready to report your observations to the students at the end of the lesson.

## Teacher Note

You might tell your students that Sean Astin has been in three movies adapted from the books in the *Lord of the Rings* trilogy by J. R. R. Tolkien: *The Lord of the Rings: The Two Towers*, *The Lord of the Rings: Fellowship of the Ring*, and *The Lord of the Rings: The Return of the King*.

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

TEKS 1.A.i  
Student/Teacher Activity  
Step 3 (all)

Show the cover of *A Bad Case of Stripes*. Ask:



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

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students' attention and have one or two volunteers share their thinking with the class.

Explain that today the students will hear *A Bad Case of Stripes* read aloud again. Explain that hearing a story a second time gives the students an opportunity to listen for details they might have missed the first time, think more deeply about the story, or practice a reading comprehension strategy. Explain that usually you will be the one rereading the book, but today the students will hear and see *A Bad Case of Stripes* read aloud by an actor named Sean Astin. Ask the students to listen carefully as they watch the video for any details about the story that they missed during the first reading.

### 4 Watch the Video

Explain that you will stop the video three times. At each stop, you will ask the students to talk in pairs about the story. Play the video "A Bad Case of Stripes Read by Sean Astin" (IV1), stopping after:

**p. 28** "What she really wanted was a nice plate of lima beans, but she had been laughed at enough for one day."

Ask:



**Q** *What happens in the part of the story you just heard? Turn to your partner.*

Without sharing as a class, continue to play the video. Following the same procedure, have the students discuss what happens in the story at the following stops:

**p. 43** "Each so-called cure only added to poor Camilla's strange appearance until it was hard to even recognize her."

**p. 22** "She ate all the lima beans she wanted, and she never had even a touch of the stripes again."

### 5 Make Connections Between the Book and the Video

Show the students pages 18–19 of the text and review that in this part of the story Dr. Bumble brings the Experts to see Camilla. Explain that you will replay the part of the video in which Sean Astin reads this page.

Tell the students that as they listen to the words of the story, you want them to notice what they *see* and *hear* happening in the video. Then replay the video, beginning at 6:02 and stopping at 7:08. Ask:

**Q** *What did you notice happening in the video as you listened to the words of the story? What did you see and hear?*

**Students might say:**

"I noticed that Sean Astin uses different voices for different characters."

"Sometimes the video shows a close-up of one of the pictures."

"I heard whispering when the story says the scientists whispered together."

"There were popping noises when the story said virus balls appeared on Camilla."

If the students struggle to answer the questions, support them by suggesting ideas like those in the "Students might say" note. Then replay the first part of the reading (from 6:02 to 6:32), stopping at the following places to point out features such as:

- At 6:10: the zoom to a close-up of the Experts in the illustration when the text says, "But this time, instead of the Specialists, he brought the Experts."
- At 6:25: the whispering sound effect when the text says, "Then they huddled together and whispered."
- At 6:32: the popping sound effect when the text says, "Suddenly, fuzzy little virus balls appeared all over Camilla."

Explain that the makers of the video thought carefully about the words and descriptions in the story. Then they used video features, such as close-ups and sound effects, to bring the words and descriptions to life through sound and movement. Discuss:

**Q** *Did watching the video help you better understand or enjoy the story? Why do you say that?*

## **6** Reflect on Partner Work

Help the students reflect on their work together by asking:

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

**Q** *What would you like to do differently tomorrow?*

Share some of the positive partner interactions you observed, and explain that these are examples of behaviors that all of the students can practice. Then have the students return to their desks.

# Day 3

## Read-aloud

### Materials

- *The Old Woman Who Named Things*
- “Class Assessment Record” sheet (CA1)

### Teacher Note

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



### In this lesson, the students:

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

### ABOUT INDIVIDUALIZED DAILY READING IN FOURTH GRADE

Today the students are introduced to Individualized Daily Reading (IDR). In IDR, the students read independently and reflect on and discuss what they have read. We recommend that you base the length of time the students read independently on their attention and engagement. You might begin with 10-15 minutes and gradually add time over the coming weeks. The goal is for the students to read independently for up to 30 minutes by Unit 5 (approximately halfway through the school year).

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

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

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

### 2 Introduce *The Old Woman Who Named Things*

Show the cover of *The Old Woman Who Named Things*, and read the names of the author and the illustrator aloud. Explain that this is a story about an old woman who has outlived all her friends. Ask:



**Q** *What does it mean to have outlived all your friends? What do you think that would be like? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Have a few volunteers share their ideas with the class; then ask the students to keep these ideas in mind as they listen to the story.

### 3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary when you encounter it in the story by reading the word, briefly defining it, rereading it in context, and continuing (for example, “. . . and she thought herself pretty clever”—*clever* means ‘smart’—‘and she thought herself pretty clever in this’”).

#### Suggested Vocabulary

**clever:** smart (p. 19)

#### ELL Vocabulary

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

**bills:** written requests for payment of money owed (p. 7)

**tolerate:** allow (p. 13)

Stop after:

**p. 23** “‘No,’ said the old woman sadly. And she hung up the telephone.”

Ask:



**Q** *What’s happening in the story? What do you think will happen next? Turn to your partner.*

As partners talk, circulate among them and listen as they discuss the story. After most pairs have finished sharing, signal for the students’ attention. Have one or two students share what they discussed.



#### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students taking turns sharing ideas?
- Are the students contributing ideas to the class discussion?

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

Reread the last sentence on page 23 and continue reading to the end of the story.

#### ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 9 and 17.

#### Teacher Note

Use self-stick notes to mark stopping places in the book and to remind you of questions, instructions, or other information you want to convey to the students during the read-aloud. For more information, see “Preparing the Daily Lessons” in the Introduction. To learn more, view “Planning a Lesson” (AV12).



#### Teacher Note

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

#### Technology Tip

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



**TEKS 1.B.i**  
Student/Teacher Narrative  
Step 5 (all)

### Teacher Note

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

### Teacher Note

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

**TEKS 5.A.ii**  
Student/Teacher Narrative  
Step 5 (third paragraph in step  
and last Teacher Note in green  
margin on page 16)

### Teacher Note

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

## 4 Discuss the Story

At the end of the story, facilitate a discussion using the questions that follow. During the discussion, be ready to reread passages and show illustrations again to help the students recall what they heard.

**Q** *Why doesn't the old woman want to name the dog?*

Reread page 24, beginning at the top of the page and ending after the sentence “The old woman made a decision.” Then ask:

**Q** *What is the old woman's decision? Why does she make that decision?*

Tell the students that they will revisit *The Old Woman Who Named Things* in the next lesson.

## INDIVIDUALIZED DAILY READING

## 5 Introduce Individualized Daily Reading

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

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

### You might say:

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

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

Ask and briefly discuss:

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

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

## WRITING ABOUT READING

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

### Write Personal Opinions About *The Old Woman Who Named Things*

Show the cover of *The Old Woman Who Named Things* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about the book* *The Old Woman Who Named Things*?

Have a few volunteers share their thinking. Then explain that you will reread the part of the story where the old woman decides to search for the shy brown dog. Distribute a copy of “Excerpt from *The Old Woman Who Named Things*” (BLM2) to each student, and explain that the passages you will read are reproduced there. Ask the students to follow along as you read aloud. Reread aloud pages 24–28 and the first sentence on page 29. After reading, ask:

**Q** *Do you think naming the dog and bringing it home was a good decision? What in the story makes you think that?*

#### Students might say:

“I think it was a good decision because the old woman was lonely without the dog. She was worried when the dog didn’t come to her house.”

“I do not think it was a good decision because if she outlives the dog, she’s going to be disappointed and lonely again.”

“I think it was a bad decision because if something happens to the old woman, no one will be there to take care of the dog.”

Explain that each student will write a paragraph about whether the old woman’s decision to name the dog and bring it home was a good one. Tell the students that readers often have different opinions about the characters and events in a story, and that is fine. What is important is that they support their thinking with facts and details from the story. Ask the students to watch as you think aloud and model writing an opinion about the old woman’s decision.

#### Materials

- *The Old Woman Who Named Things*
- Copy of “Excerpt from *The Old Woman Who Named Things*” (BLM2) for each student

#### Teacher Note

Prior to doing this activity, you will visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print copies of “Excerpt from *The Old Woman Who Named Things*” (BLM2).

### You might say:

"I think that even though the old woman might outlive the dog, she made the right decision to name it and take it home. I'll start by writing: *In the book The Old Woman Who Named Things by Cynthia Rylant, the old woman decided to bring home the dog to live with her. I think that the old woman made a good decision when she named the dog and brought it home because the dog made her happy.* Notice that I stated my opinion and included the title and the author's name in the opening sentences. Now I need to explain my thinking using facts and details. I'll write: *The old woman had spent many years alone because she had outlived all of her friends. She thought that if she didn't allow any living things in her life, she wouldn't be lonely. Then she realized that knowing all of those friends made her life better. She thought, 'how lucky she had been to have known these friends,' and she thought, 'what a lucky old woman she was.' Thinking about those friends helped her realize how lucky she was to find the dog.* Now I need a conclusion. I'll write: *I think the old woman made the right decision. In the end, bringing the dog home made them both happy.*"

Explain that each student should start with one or two opening sentences that state his opinion and include the title of the book and the author's name. He should then give a reason for his opinion, include a fact or detail to support his reason, and provide a closing sentence or two that wraps up his writing. Have the students write about their opinions. If time permits, invite the students to share their opinions with the class.

## Day 4

## Listening Practice

### Materials

- *The Old Woman Who Named Things*

### In this lesson, the students:

- Hear a story read aloud again
- Explore the theme of the story
- Learn a procedure for selecting texts at their independent reading levels
- Read independently for up to 15 minutes
- Listen carefully
- Work in a responsible way

### ABOUT READING LEVELED TEXTS DURING IDR

In order for the students to grow as readers, they need to spend time reading texts that they can comprehend and read fluently with few miscues (accuracy errors). For that reason, during IDR they read books at their independent reading levels. In this unit, they learn a procedure for choosing books at

appropriate levels and self-monitoring strategies to help them think about how well they understand what they are reading. For more information, see “Reading Appropriately Leveled Texts” in the Introduction.

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

## 1 Discuss the Reading Community and Get Ready to Listen

Gather the class with partners sitting together, facing you. Remind the students that in building their reading community this week, they have been focusing on learning some new procedures (gathering for a read-aloud, “Turn to Your Partner,” and IDR), listening to one another, and taking responsibility for themselves. Ask:

**Q** *How do you think our class is doing with building a caring reading community?*

**Q** *What do you want to keep working on?*

Encourage the students to focus today on the things they want to keep working on (you may want to write these where everyone can see them). Tell the students that at the end of the lesson, you will check in to see how they did working on these items.

## 2 Review *The Old Woman Who Named Things*

Show the cover of *The Old Woman Who Named Things*. Ask:

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

Scan the class as partners talk, without intervening. When most pairs have finished talking, signal for the students’ attention and have one or two volunteers share their thinking with the class.

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

Remind the students that rereading is an important technique for helping readers understand and enjoy a book at a deeper level. Explain that you will reread *The Old Woman Who Named Things* aloud, and ask the students to listen carefully for any details they missed during the first reading.

Read the story aloud again, slowly and clearly.

## 4 Discuss the Story and Explore the Story’s Theme

After the reading, ask and briefly discuss:

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

### Teacher Note

This question gives the students an opportunity to think about the story's *themes*, or messages or lessons about life. The students will explore the concept of theme in Unit 4, which focuses on analyzing story structure.

### ELL Note

You might want to explain that *consistently* means "again and again in the same way."

### Teacher Note

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

#### TEKS 1.B.i

Student/Teacher Activity  
Step 6 (all, beginning on page 20 and continuing on to page 21)

#### TEKS 5.A.i

Student/Teacher Narrative  
Step 6 (first three paragraphs in the step and the "You might say" note at the top of page 21)

After most pairs have finished sharing, signal for the students' attention. Have a few volunteers share their thinking with the class. Facilitate a discussion of the story using the questions that follow. During the discussion, be ready to reread passages and show illustrations again to help the students recall what they heard.

Ask and briefly discuss:

- Q *The story says, "[She] named only those things she knew she could never outlive." Why do you think the old woman named only things she knew she could never outlive? What in the story makes you think that?*
- Q *What does this story tell us about loneliness and friendship? What in the story makes you think that?*

## 5 Reflect on Working Together

Help the students reflect on their work together. Remind them of the things they wanted to work on in building their reading community. Ask:

- Q *What did you do today to help build our reading community? How will doing those things consistently help to build our reading community?*
- Q *What did you do to take responsibility for yourself this week?*

#### Students might say:

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

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

"I paid attention during the read-aloud."

## INDIVIDUALIZED DAILY READING

## 6 Introduce Selecting Texts at the Right Levels

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

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

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

**TEKS 5.A.i**  
**Student/Teacher**  
**Activity**  
**Step 6**  
**(first paragraph**  
**after the "You**  
**might say" note to**  
**the end of the**  
**step)**

**You might say:**

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

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

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

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

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

**You might say:**

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

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

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### Teacher Note

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

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### ELL Note

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

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### Teacher Note

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

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### Teacher Note

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

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### Vocabulary Note

Next week you will revisit *A Bad Case of Stripes* and *The Old Woman Who Named Things* to teach the Week 1 vocabulary lessons.



### Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Cynthia Rylant. (You might look for interviews, examples of her illustrations, or biographies.) Search for information online using the keywords “Cynthia Rylant.”



## TECHNOLOGY EXTENSION

### Meet the Author: Cynthia Rylant

Have the students learn more about Cynthia Rylant, the author of *The Old Woman Who Named Things*. Show the cover of *The Old Woman Who Named Things*, and tell the students that Cynthia Rylant, the author of *The Old Woman Who Named Things*, has written dozens of books including *Missing May*, *Gooseberry Park*, *The Relatives Came*, and the Lighthouse Family series of chapter books. Tell the students that when Cynthia Rylant was young, she never thought of being a writer, but once she took an English course in college, she became interested in writing. Ask:

**Q** *What else would you like to know about Cynthia Rylant?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Display the online sources you located that contain information about Cynthia Rylant, and read aloud the sections you have identified. Ask:

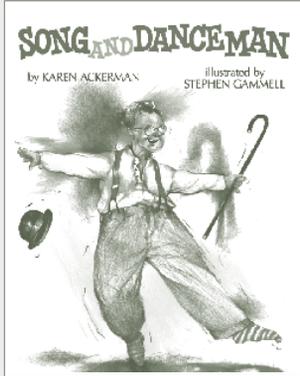
**Q** *What is something you learned about Cynthia Rylant?*

Encourage interested students to check out other books by Cynthia Rylant from the classroom library, school library, or public library.



# Week 2

## OVERVIEW



### *Song and Dance Man*

by Karen Ackerman, illustrated by Stephen Gammell

A grandfather gives his grandchildren a glimpse of his life as a song-and-dance man on the vaudeville stage.



### Online Resources

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

#### **Whiteboard Activity**

- WA1

#### **Assessment Form**

- “Class Assessment Record” sheet (CA2)

#### **Professional Development Media**

- “Using “Think, Pair, Share”” (AV8)
- “Adapting Lessons for English Language Learners” (AV13)
- “Using CCC’s Whiteboard Activities” tutorial (AV40)

### Comprehension Focus

- Students hear and discuss a story.
- Students discuss a character’s feelings and thoughts.
- Students read independently.

### Social Development Focus

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

## DO AHEAD

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

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### Vocabulary Note

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

# Day 1

## Read-aloud

### Materials

- *Song and Dance Man*

### Teacher Note

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



### In this lesson, the students:

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

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

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

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



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

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

## 2 Introduce *Song and Dance Man*

Show the cover of *Song and Dance Man* and read the names of the author and the illustrator aloud. Explain that in today’s story, a grandfather shows his grandchildren how he once sang and danced on the vaudeville stage. This means that he used to be a performer in a kind of theater, called *vaudeville*, that was popular in the late nineteenth and early twentieth centuries. Vaudeville theater featured singing, tap dancing, comedy, and magic.

## 3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary when you encounter it in the story by reading the word, briefly defining it,

rereading it in context, and continuing (for example, “Then he turns on the light to the attic, and we follow him up the steep, wooden stairs’—*steep* means ‘rising at a sharp angle or slant’—‘and we follow him up the steep, wooden stairs’”).

### Suggested Vocabulary

**steep:** rising at a sharp angle or slant (p. 6; refer to the illustration on p. 7)

### ELL Vocabulary

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

**rack:** frame for hanging things (p. 9; refer to the illustration)

**gliding:** moving smoothly or easily (p. 14; model the movement)

**glances:** takes a quick look (p. 29; refer to the illustration)

Stop after:

- p. 9** “He moves some cardboard boxes and a rack of Grandma’s winter dresses out of the way, and we see a dusty brown, leather-trimmed trunk in the corner.”

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



**Q** *What’s happening? What do you think will happen next?* [pause] *Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share what they discussed with the class. Reread the last sentence on page 9 and continue reading to the next stop:

- p. 17** “‘What’s that in your ear?’ he asks, and he pulls a silver dollar out of somebody’s hair.”

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



**Q** *What has happened in the story so far?* [pause] *Turn to your partner.*

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

## 4 Discuss the Story

Show pages 28–29 and reread page 29 aloud. Ask and briefly discuss:

**Q** *What do you think Grandpa might have been feeling right then? Why?*

Have a few volunteers share their thinking with the class.



### Facilitation Tip

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

### ELL Note

Cooperative structures like “Turn to Your Partner” and “Think, Pair, Share” support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others. To learn more, view “Adapting Lessons for English Language Learners” (AV13).



### Teacher Note

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

### Teacher Note

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

Show the illustration of Grandpa on the page facing the title page, and then show the illustration of Grandpa on page 16. Ask and briefly discuss:

**Q** *What do you think about when you see these two pictures of Grandpa? What effect do his memories have on him?*

## 5 Reflect on “Think, Pair, Share”

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

**Q** *How did thinking before you shared with your partner help you and your partner talk about the story?*

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Share Reading with Partners

**TEKS 1.B.i**  
Student/Teacher Activity  
Step 6 (all)

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

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

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

#### You might say:

“I read a book called *A Bad Case of Stripes* by David Shannon. It’s about a girl named Camilla who is afraid to admit that she loves lima beans because she doesn’t want other kids to make fun of her. She comes down with a strange sickness that covers her skin with all kinds of colorful designs. She finds out that being true to herself is the only cure for her embarrassing ‘bad case of stripes.’”



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

Help the students reflect on their partner work by asking:

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

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

## In this lesson, the students:

- Practice “Think, Pair, Share”
- Hear and discuss a story read aloud again
- Discuss a character’s feelings and thoughts
- Read independently for up to 15 minutes
- Work in a responsible way

## 1 Review “Think, Pair, Share” and Get Ready to Listen

Gather the class with partners sitting together, facing you. Explain that during today’s lesson, you will ask them to use “Think, Pair, Share” to talk about their thinking. Remind them that the purpose of “Think, Pair, Share” is to give all of the students a chance to think by themselves before they talk in pairs.

## 2 Review *Song and Dance Man* and Reread Part of the Story Aloud

Show the cover of *Song and Dance Man*. Ask:

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

Have a few volunteers share with the class what they remember. Explain that today you will reread part of *Song and Dance Man*, starting when Grandpa starts to perform for the children. Ask the students to listen carefully and to think about how Grandpa is feeling in this part of the story.

Read aloud slowly and clearly, beginning on page 14 and continuing to the end of the story.

## 3 Discuss a Character’s Feelings and Thoughts

After the reading, use “Think, Pair, Share” to have the students first think about and then discuss:

 **Q** *How do you think Grandpa feels when he starts to sing and dance? What in the story makes you think that? [pause] Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share their thinking with the class. As the students offer their ideas, reread the text that supports their thinking. (For example, if the students say that Grandpa feels happy because he laughed so hard he started to cry, read aloud from page 19: “We’ve heard that joke before, but the song and dance man slaps his knee and laughs until his eyes water.”)

## Materials

- *Song and Dance Man*
- “Class Assessment Record” sheet (CA2)

**ELPS 3.E.i**  
Steps 1–3  
(all, beginning on page 29 and continuing on to page 30)

Use “Think, Pair, Share” to discuss:

-  **Q** *What do you think it means when Grandpa says that he “wouldn’t trade a million good old days for the days he spends with us”? What in the story makes you think that? [pause] Turn to your partner.*

As partners talk, circulate among them and listen as they discuss the story.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students taking time to think before talking with their partners?
- Are the students referring back to the text to support their thinking?

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

Signal for the students’ attention and have one or two volunteers share their thinking with the class. Explain that thinking about a character’s thoughts and feelings can help us understand and enjoy a story.

## 4 Reflect on “Think, Pair, Share”

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

- Q** *What did you and your partner do to take responsibility for your thinking and talking during “Think, Pair, Share”?*
- Q** *What might you want to do differently next time?*

Have one or two volunteers share their thinking with the class.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Share Reading with Partners

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



Signal to let the students know when it is time to stop reading. Have partners take turns discussing what they read. After partners have had a chance to share, have a few volunteers share what they read with the class. Have the students return to their desks and put away their books.

### ELL Note

You might provide the prompts “I took responsibility when I . . .” and “Next time I will . . .” to your English Language Learners to help them verbalize their answers to these questions.

**ELPS 3.E.i**  
Step 5 (all)

### Teacher Note

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

## In this lesson, the students:

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

**TEKS 6.I.i**  
Student/Teacher Narrative  
Step 1 and Step 2  
(all, beginning on page 31 and  
continuing on to page 32)

## 1 Introduce Self-monitoring

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

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

*Thinking About My Reading*

*What is happening in my book?*

*Do I understand what I am reading?*

*Do I know what most of the words mean?*

*Is this book interesting and fun to read?*

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

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

## Materials

- "Thinking About My Reading" chart, prepared ahead

## Teacher Note

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

## 2 Model Self-monitoring

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

### You might say:

“I picked the book *The Old Woman Who Named Things* by Cynthia Rylant to read during IDR. I’m going to read the first few pages quietly to myself. Now I’m going to check to see if this book is right for me. I’ll ask myself the first question on the chart: ‘What is happening in my book?’ In this part of the book, I learned that there was an old woman who lived alone in an old house. She only named things she knew she couldn’t outlive. I can retell what’s happening in the part of the book I just read. Next I’ll ask myself the second question: ‘Do I understand what I am reading?’ Yes, I do understand what I am reading. I know that the old woman has outlived all of her friends and family and that only naming things she can’t outlive makes her think that she won’t have to worry about losing anyone else close to her. Next, I’ll ask myself the third question: ‘Do I know what most of the words mean?’ Yes, so far I know what all of the words mean. Finally, I’ll ask myself the last question: ‘Is this book interesting and fun to read?’ Yes, I’m enjoying the story. Based on my answers to these questions, I think that I can continue reading this book.”

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

## 3 Read Independently and Self-monitor

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

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

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

### TEKS 1.B.ii

Student/Teacher Activity  
Step 3 and Step 4  
(all, beginning on page 32  
and continuing on to page  
33)

### TEKS 6.L.i

Student/Teacher Activity  
Step 3 (all)

## 4 Reflect on Independent Reading

Ask and briefly discuss:

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

Have a few volunteers share their thinking with the class.

### Students might say:

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

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

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

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

### Teacher Note

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

# Individualized Daily Reading

# Day 4

### In this lesson, the students:

- Practice the procedure for self-monitoring
- Learn how to use a reading log
- Read independently for up to 15 minutes
- Listen to one another
- Work in a responsible way

## 1 Review Self-monitoring

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

### Materials

- "Thinking About My Reading Chart" from Day 3
- *Student Response Book*, Reading Log section
- "Reading Log" chart (WA1)
- Copy of this unit's family letter (BLM1) for each student

### Facilitation Tip

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

### Technology Tip

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



## 2 Read Independently and Practice Self-monitoring

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

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

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

 Have partners take turns discussing what they read. After partners have had a chance to share, have a few volunteers share the titles and authors of their books and what they read with the class.

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

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

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

## 4 Model Completing an Entry in the Reading Log

Have the students return to their desks with partners sitting together. Distribute a *Student Response Book* to each student. Explain that the students will use their *Student Response Books* throughout the year to record their thinking about books they hear and read. Ask each student to write her name on the inside front cover of the *Student Response Book*. Have each student turn to the first page of the Reading Log section at the back of the *Student Response Book*. Explain that this is where the students will write comments about each book they finish during IDR. Display the "Reading Log" chart ( WA1) and ask the students to watch as you model writing a book entry in the log. Use a book that the students are all familiar with, such as *Song and Dance Man*.

**You might say:**

"I'm going to write an entry for the book *Song and Dance Man*. In the first column, I'll write today's date. In the next column, I'll write the title of the book and then underline it to show that this is the title of a book. In the next column, I'll write the author's name, Karen Ackerman. In the last column, I'm going to write a comment, or a sentence that tells what I think about the book. I'll write: *I like this book because it reminds me of my grandfather and the times he showed us the tools and equipment he used on his farm.*"

**Reading Log**

Date	Title	Author	Comment
9/25/15	<u>Song and Dance Man</u>	Karen Ackerman	I like this book because it reminds me of my grandfather and the times he showed us the tools and equipment he used on his farm.

WA1

 **ELL Note**

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

**5 Write an Entry in the Reading Log**

Tell the students that now they will practice writing entries in their reading logs. Remind the students of another book they are all familiar with. Write today's date, the book's title, and the author's name on the "Reading Log" chart (WA1), and have the students write the same information in their reading logs. Then use "Think, Pair, Share" to have partners first think about and then discuss:

 **Q** *What kind of comment might you write about [A Bad Case of Stripes]? [pause] Turn to your partner.*

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

**Students might say:**

"I might write a sentence about what the story is about."

"I could write why I liked it or didn't like it."

"I can write about [Camilla Cream]."

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

**Teacher Note**

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

**Teacher Note**

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

**Vocabulary Note**

Next week you will revisit *Song and Dance Man* to teach the Week 2 vocabulary lessons.

## End-of-unit Considerations

### Wrap Up the Unit

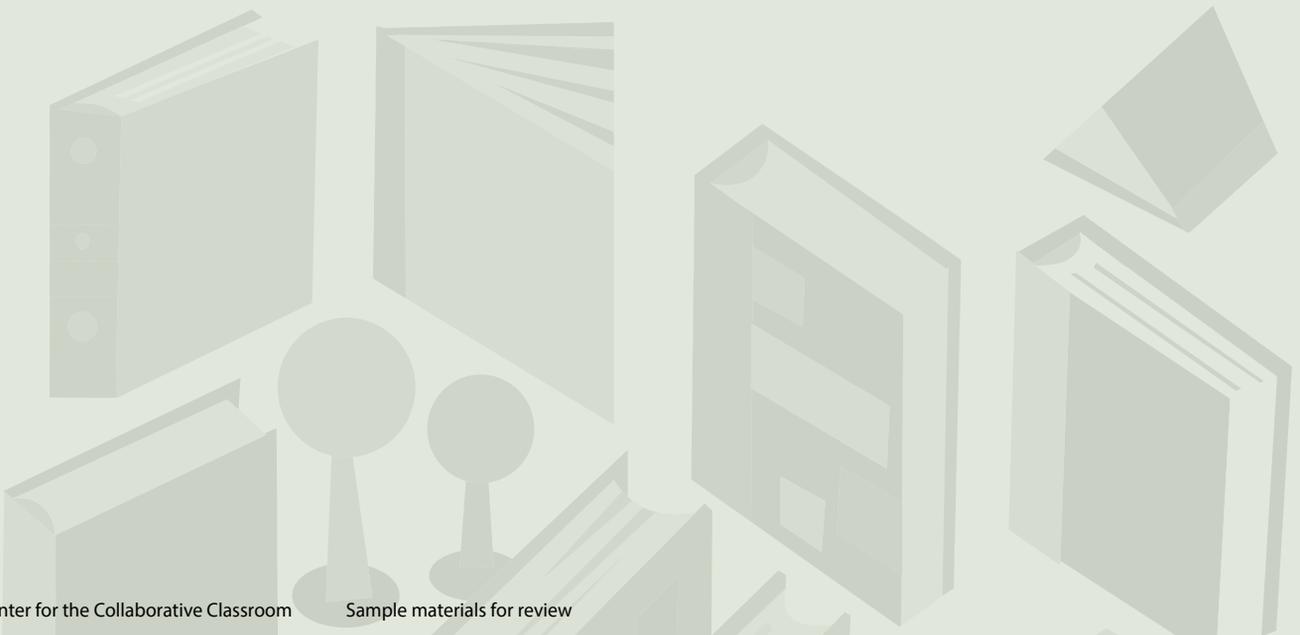
- This is the end of Unit 1. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

# Unit 2

# Using Text Features

## EXPOSITORY NONFICTION

During this unit, the students use text features to better understand information in expository texts. They hear and read nonfiction texts, explore text features, compare a first- and secondhand account of an event, and write in their reading journals. During IDR, the students practice self-monitoring their reading comprehension and begin to confer with the teacher individually about their reading lives and about the nonfiction books they are reading. Socially, they learn the procedure for “Think, Pair, Write” and develop the skill of explaining their thinking. They also analyze the effect of their behavior on others and on the group work, and they work in a responsible way.



# Unit 2

## Using Text Features

### RESOURCES

#### Read-alouds

- *Shattering Earthquakes*
- “Tying the Score: Men, Women, and Basketball”
- “Food for Thought: Cafeteria Menus Shape Up”
- *Nineteenth-Century Migration to America*

#### Writing About Reading Activities

- “Write About Preparing for Earthquakes”
- “Write Opinions About First- and Secondhand Accounts of John Muir’s Journey to the United States”

#### IDR Mini-lesson

- Mini-lesson 3, “Introducing IDR Conferences”



#### Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”
- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Narrowing Search Results and Using Filters”
- Mini-lesson 7, “Evaluating Research Resources”



#### Technology Extensions

- “Research and Write About Earthquakes”
- “Explore Earthquake Animations”
- “Explore a Website About Migration to America”



### Online Resources

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

#### Whiteboard Activities

- WA1–WA5

#### Assessment Forms

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

#### Reproducibles

- Unit 2 family letter (BLM1)
- (Optional) “First- and Secondhand Accounts of John Muir’s Journey to America” (BLM2)

#### Professional Development Media

- “Cooperative Structures Overview” (AV4)
- “Using ‘Think, Pair, Write’” (AV10)
- “Social Reflection” (AV14)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Setting Up IDR Conferences” (AV29)
- “Using the Individual Comprehension Assessment” (AV31)

## RESOURCES (continued)

### Extensions

- “Write Expository Text”
- “List Nonfiction Texts from Daily Life”
- “Discuss the Students’ Reading Goals and Interests”
- “Read a Newspaper Article Using Investigative Questions”
- “Investigate Your School’s Lunch Menu”
- “Discuss What the Students Are Still Wondering”
- “Build Community Throughout the Day”

### Assessment Resource Book

- Unit 2 assessments

### Student Response Book

- “Excerpt from *Shattering Earthquakes*”
- “Think, Pair, Write About Text Features”
- “The Wonderful World of Whales”
- “Tying the Score: Men, Women, and Basketball”
- “Food for Thought: Cafeteria Menus Shape Up”
- “Excerpt from *Nineteenth-Century Migration to America*”
- “Five Things I Learned from the Text Features in the Excerpt”
- “Index from *Nineteenth-Century Migration to America*”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 2 (*Song and Dance Man*)
- Week 3 (*Shattering Earthquakes*)
- Week 4 (“Tying the Score: Men, Women, and Basketball”; “Food for Thought: Cafeteria Menus Shape Up”)

# Unit 2

## Using Text Features

### DEVELOPMENT ACROSS THE GRADES

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

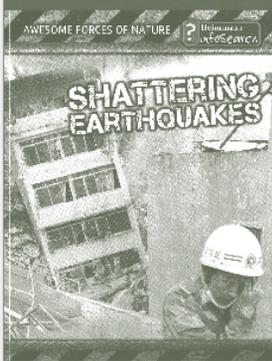
■ formally taught □ informally experienced

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> <i>Shattering Earthquakes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using text features, such as the table of contents, to better understand information in the book</li> </ul>	<p><b>Strategy Lesson:</b> <i>Shattering Earthquakes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Learning the procedure for "Think, Pair, Write"</li> <li>Hearing parts of an expository nonfiction book again to build comprehension</li> <li>Using text features, such as a map, a map key, and captions, to better understand information in the book</li> <li>Comparing first- and secondhand accounts of an event</li> </ul>	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Examining an expository nonfiction article</li> <li>Using text features, such as headings, to better understand information in the article</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Using text features to better understand information in the texts</li> <li>Learning how to use a reading journal</li> </ul>
Week 2	<p><b>Read-aloud:</b> "Tying the Score: Men, Women, and Basketball"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction article</li> </ul>	<p><b>Guided Strategy Practice:</b> "Tying the Score: Men, Women, and Basketball"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing an expository nonfiction article again to build comprehension</li> <li>Using text features, such as a photograph, captions, and a chart, to better understand and locate key information in the article</li> </ul>	<p><b>Read-aloud:</b> "Food for Thought: Cafeteria Menus Shape Up"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Skimming an expository nonfiction article by reading the title, subtitle, and headings</li> <li>Hearing and discussing the article</li> <li>Using text features, such as the title, the subtitle, and headings, to better understand and locate key information in the article</li> </ul>	<p><b>Guided Strategy Practice:</b> "Food for Thought: Cafeteria Menus Shape Up"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing an expository nonfiction article again to build comprehension</li> <li>Using text features, such as a text box, to better understand and locate key information in the article</li> </ul>
Week 3	<p><b>Read-aloud:</b> <i>Nineteenth-Century Migration to America</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using text features, such as the table of contents and front and back covers, to better understand and locate key information in the book</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Nineteenth-Century Migration to America</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing parts of an expository nonfiction book again to build comprehension</li> <li>Using text features to better understand and locate key information in the book</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Nineteenth-Century Migration to America</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using text features, such as an index, a map, a glossary, keywords, and a "Find Out More" section, to better understand and locate key information in the book</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading expository texts independently</li> <li>Using text features to better understand and locate key information in the texts</li> <li>Writing in their reading journals</li> </ul>

# Week 1

## OVERVIEW



### *Shattering Earthquakes*

by Louise and Richard Spilsbury

This book describes the causes and destructive consequences of earthquakes and explains how these natural disasters affect landscapes, communities, and people.



### Online Resources

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

#### **Whiteboard Activities**

- WA1–WA2

#### **Assessment Forms**

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

#### **Professional Development Media**

- “Cooperative Structures Overview” (AV4)
- “Using “Think, Pair, Write”” (AV10)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Setting Up IDR Conferences” (AV29)

## Comprehension Focus

- Students use text features to better understand expository nonfiction texts.
- Students read independently.

## Social Development Focus

- Students learn the procedure for “Think, Pair, Write.”
- Students share their partners’ thinking with the class.
- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skill of explaining their thinking.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to show and discuss the text features.
- ✓ Make available expository nonfiction and functional texts at a variety of levels so that the students can practice using text features during IDR and Independent Strategy Practice throughout the unit. For more information, see “About Expository Text” at the beginning of Day 1.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit. For suggestions about assigning partners, see “Random Pairing,” “Considerations for Pairing ELLs,” and “Cooperative Structures” in the Introduction. For more information, view “Cooperative Structures Overview” (AV4).
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Text Features.”



(continues)

## 1 DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a class set of “IDR Conference Notes” record sheets (CN1); see page 14 of the *Assessment Resource Book*. This week you will begin conferring with individual students during IDR and documenting your observations and suggestions for each student. You might record the date(s) you confer with each student using the “IDR Conference Class Record” sheet (CR1); see page 145 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 8 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare a sheet of chart paper with the title “Reading Comprehension Strategies.”
- ✓ Prior to Day 4, prepare to model completing a Reading Journal entry (see Step 3).

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### Vocabulary Note

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

**In this lesson, the students:**

- Begin working with new partners
- Hear and discuss part of an expository nonfiction book
- Use text features to better understand information in the book
- Read independently for 15–20 minutes and practice self-monitoring
- Share their partners' thinking with the class

**ABOUT EXPOSITORY TEXT**

Nonfiction plays an increasingly important role in students' learning in the upper elementary grades. Students must be able to read and understand both narrative nonfiction—such as biographies, memoirs, and other true stories—and expository texts that are not written as stories. Expository texts include trade books, textbooks, newspapers, encyclopedias, online and print articles, how-to manuals, and many other informational or functional texts.

In this unit, the students will explore text features found in a variety of expository texts, including expository nonfiction books and articles. Collect trade books, textbooks, articles, and functional texts at various reading levels that contain examples of a range of features, such as tables of contents, chapter titles and subtitles, headings, illustrations, photographs, diagrams, maps, graphs, charts, captions, labels, text boxes, text columns, keywords, glossaries, indexes, and appendices. Your school or local library is a source of books, magazines (for example, *Ranger Rick*, *National Geographic Kids*, and *Time for Kids*), and newspapers. Textbooks can also be used, although they are often challenging for students to read. Read textbook passages aloud with the students before having them read them on their own. For more information, see “The Grade 4 Comprehension Strategies” in the Introduction.

**1 Pair Students and Get Ready to Work Together**

Randomly assign partners (see “Do Ahead”) and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that during today's lesson, the students will hear a book read aloud and will use “Think, Pair, Share” to help them think and talk about the reading.

Tell the students that in addition to having them share their own thinking today, you will also ask them to share their partners' thinking with the class, so it is very important for them to listen carefully to what

**Materials**

- *Shattering Earthquakes*
- “Thinking About My Reading” chart
- *Student Response Book*, Reading Log section

**Teacher Note**

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

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

### Facilitation Tip

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



### Teacher Note

You might explain that the *topic* of a text is "the subject of the text or what the text is about."

**ELPS 4.C.iii**  
**Step 3**  
(all, beginning on page 46 and continuing on to the top of page 47)

their partners say. Tell them that you will ask them to share what their partners say about the following question. Then ask:

 **Q** *What are some things you can do today to make sure you work well with your partner?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share what their partners said with the class. Ask:

**Q** *Was it hard or easy to share what your partner said with the class? Why?*

#### Students might say:

"I thought it was easy because we both thought the same things."

"I thought it was hard because at first I didn't really understand what my partner said. I had to ask him to repeat what he said."

"I thought it was hard because I couldn't hear my partner very well. I had to ask her to speak louder."

Tell the students that the purpose of sharing their partners' thinking is to help them develop their listening skills. Encourage the students to listen carefully to each other during "Turn to Your Partner" because you will regularly ask them to share what their partners said with the class.

## 2 Introduce *Shattering Earthquakes* and Expository Nonfiction

Show the cover of *Shattering Earthquakes* and read the title aloud. Turn to the title page and read the authors' names aloud. Ask:

**Q** *What do you think you already know about earthquakes?*

**Q** *Do you think the book is fiction (make-believe) or nonfiction (true)?*

If necessary, explain that this book is a type of nonfiction called *expository nonfiction*. Explain that expository nonfiction texts give factual, or true, information and are usually about particular topics.

## 3 Introduce the Table of Contents

Show the table of contents on page 3 and tell the students that expository texts like *Shattering Earthquakes* often include a table of contents. Explain that the table of contents, or "Contents" as it is called here, lists the chapters in the book with the page numbers on which the chapters start. Point to the first chapter title and explain that the first chapter is titled "What Is an Earthquake?" and it begins on page 4. Explain that the table of contents also lists other parts of the book that have useful information, and point to "Case Study," "Glossary," "Find Out More," and "Index." Explain that the students will learn more about these parts of the book later.

Tell the students that today you will read the first four chapters of *Shattering Earthquakes* aloud: "What Is an Earthquake?" "What Causes Earthquakes?" "Where Do Earthquakes Happen?" and "What Happens

in an Earthquake?” Explain that you will stop several times during the reading so partners can talk about what they learn.

#### 4 Read Aloud the First Part of *Shattering Earthquakes*

Read pages 4–13 aloud slowly and clearly, showing the photographs and reading the accompanying captions, and stopping as described below. Clarify vocabulary as you read, using the procedure you used in Unit 1, Week 2, Day 1 (see Step 3).

##### Suggested Vocabulary

**natural disaster:** event such as a flood, earthquake, or hurricane that causes great damage (p. 5)

**United Kingdom:** area also called Britain or Great Britain (p. 11; refer to the map on p. 11)

##### ELL Vocabulary

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

**earthquake:** sudden shaking of the ground (title)

**wobble:** move from side to side (p. 4)

**jerks:** makes a quick, sudden movement (p. 4)

**transform:** change (p. 5)

**collapse:** fall (p. 12)

**quicksand:** loose, wet sand that sucks in anything resting on it (p. 13)

Stop after:

**p. 5** “Cars, buildings, and whole lakes can disappear into these cracks.”

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



**Q** *What did you learn in the part of the book you just heard?* [pause] *Turn to your partner.*

Without sharing as a class, reread the last two sentences on page 5 and continue reading aloud to the next stopping point. Follow this procedure at the following stops:

**p. 8** “They usually occur within a few days, getting weaker over time.”

**p. 10** “Another area that suffers from many earthquakes is a zone that runs from Italy and Greece, through central Asia and the Himalayas.”

**p. 12** “They make things that were weakened by the first earthquake fall down.”

##### Teacher Note

Keywords (in bold type) are defined in the glossary on page 30 of the book; you may wish to define these for your students. You will discuss how to use a glossary with the students in Week 3, Day 3 (see Step 3).

##### ELL Note

English Language Learners may benefit from additional stops to discuss the reading. For example, you might stop after pages 7 and 9.

##### Teacher Note

After asking the question, pause for 10 seconds to give the students time to think. Then say “Turn to your partner” and have partners discuss the question.

##### Teacher Note

Not sharing as a class after each stop builds the students’ independence and emphasizes the importance of partner discussions. However, if you notice that partners are having difficulty talking, you might have a few pairs report what they talked about after the first or second stop to provide discussion ideas for the other students.

## 5 Discuss the Reading

Facilitate a class discussion using the questions that follow. As the students respond, be ready to reread passages and show photographs again to help them recall what they heard.

**Q** *What is one thing you or your partner learned from this reading?*

Turn to page 4 and review that the author says, “The worst earthquakes in the world cause terrible destruction.” Ask:

**Q** *What evidence does the author provide in the text to support that statement?*

Tell the students that they will continue to discuss the book *Shattering Earthquakes* tomorrow.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Practice Self-monitoring

Direct the students’ attention to the “Thinking About My Reading” chart. Review that these are questions the students can ask themselves as they are reading to help them decide if their books are at the right levels for them. Review that earlier during IDR, you stopped so that the students could think about the questions on the chart. Explain that today you will not stop but that you expect the students to be responsible for thinking about the questions on their own. Remind them that if they decide their books are not at the right levels for them, they may select different books to read.

Tell the students that for the next few weeks, they will be reading nonfiction texts during IDR. If necessary, give the students a few moments to select nonfiction texts. Have the students read silently for 15–20 minutes. As the students read, circulate among them and ask individual students to read parts of their texts aloud and tell you about them. If any students are struggling to understand their texts, use the questions on the chart to help them be aware of their own comprehension.

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

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

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

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

### ELL Note

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

### Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time as your students are ready. The goal is for them to read independently for up to 30 minutes by Unit 5.



## TECHNOLOGY EXTENSION

### Research and Write About Earthquakes

Use “Think, Pair, Share” to have the students think about and discuss the following question:

**Q** *What is something you want to know about earthquakes? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Record the students’ ideas as questions where everyone can see them. Choose one of the questions to research as a class, and then guide the students in an online search for reputable websites with relevant information. Briefly discuss what keywords might be useful in an Internet search to answer the question (for example, “earthquakes for kids” or “underwater earthquakes for kids”). As a class, browse the websites to find information and images that answer the question. After the search is finished, briefly discuss:

**Q** *What is something new you learned about earthquakes?*

You might have the students work in pairs to create posters or flyers about what they learned and then have them share their writing with the class. If time permits, have the students research other questions they have about earthquakes and write about what they learned.



### Technology Tip

To support the students in doing online research, you might teach the following Technology Mini-lessons found in Appendix B: Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Narrowing Search Results and Using Filters”; and Mini-lesson 7, “Evaluating Research Sources.” For more information about teaching Technology Mini-lessons 4–7, see “About Teaching the Online Research Lessons” at the beginning of Technology Mini-lesson 4.

If the students need support in using the Internet safely, you might teach the following lessons before the students begin their online research: Mini-lesson 1, “Navigating Safely Online,” and Mini-lesson 2, “Maintaining Privacy Online.”

## Strategy Lesson

## Day 2

### In this lesson, the students:

- Learn the procedure for “Think, Pair, Write”
- Hear parts of an expository nonfiction book again
- Use text features to better understand information in the book
- Compare first- and secondhand accounts of an event
- Read independently for 15–20 minutes
- Explain their thinking

### ABOUT IDR CONFERENCES

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

### Materials

- *Shattering Earthquakes*
- *Student Response Book* pages 3–5
- “Text Features” chart, prepared ahead, and a marker
- “Thinking About My Reading” chart
- Class set of “IDR Conference Notes” record sheets (CN1)

### Teacher Note

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



## Teacher Note

If your students are already familiar with the procedure, you do not need to model it. Instead, remind the students of your expectations. To see an example, view “Using ‘Think, Pair, Write’” (AV10).



## ELL Note

Consider providing extra support to your English Language Learners during “Think, Pair, Write” throughout this unit. Students with limited English proficiency might benefit from drawing pictures rather than writing.

## Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step and in Day 3, Step 2, for this unit’s Individual Comprehension Assessment. For more information, see “Individual Comprehension Assessment” in the Assessment Overview of the *Assessment Resource Book*.

### TEKS 9.F.i

Student/Teacher Activity  
Step 2 (all, beginning on page 50 and continuing on to page 51)

## 1 Introduce “Think, Pair, Write”

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Explain that today you will teach the students a cooperative structure called “Think, Pair, Write.” As with “Think, Pair, Share,” you will ask a question and have the students think quietly for a moment. When you signal, they will turn to their partners to share their ideas, and then each student will write her ideas in her own *Student Response Book*. Ask:

**Q** *What have you learned about working with a partner during “Think, Pair, Share” that can help you during “Think, Pair, Write”?*

### Students might say:

“I’ve learned that I need to do my part of the thinking and sharing.”

“I need to listen carefully to my partner so I can understand what he’s thinking.”

“If I don’t understand what my partner says, I should ask her nicely to explain what she means.”

Tell the students that the purpose of using “Think, Pair, Write” is to practice explaining their thinking before writing and that at the end of the lesson you will ask them to report how their conversations went.

## 2 Explore Text Features

Review that in the previous lesson, the students listened to and discussed part of the book *Shattering Earthquakes*. Remind them that the book is an example of an expository nonfiction text and that expository nonfiction texts give factual, or true, information about a topic. Show the table of contents on page 3 and explain that expository nonfiction texts often include *features*, or special parts or sections, such as a table of contents, that help the reader locate information in the text or understand the topic better. Explain that today the students will explore some of these text features.

Show pages 10–11 of the book and read the chapter title aloud. Then ask the students to listen as you reread these pages. Read aloud the main text first, and then read the information in the text features. When you finish, draw the students’ attention to the map on page 10 and read aloud the caption and the map key. Ask:

**Q** *How might this map help a reader better understand what this page is about?*

Have the students turn to *Student Response Book* pages 4–5, “Excerpt from *Shattering Earthquakes*.” Use “Think, Pair, Share” to discuss:

 **Q** *Besides maps, what other features do you notice on these two pages that might help a reader better understand the topic? [pause] Turn to your partner.*

If the students have difficulty recognizing features, signal for their attention and point out a text feature (for example, the map key, the photograph, the captions, the words in bold type, or the text box with the quotation), and then ask:

Q *What information does this feature give you?*

Q *How does that help you understand the body (or main part) of the text?*

Have the students individually record the features on *Student Response Book* page 3, “Think, Pair, Write About Text Features.”

**TEKS 9.F.i**  
Student/Teacher Narrative  
Step 3 (all)

### 3 Share Features as a Class

When the students finish their lists, ask volunteers to share the features they identified. List the features on the “Text Features” chart. Be sure to include the following features: *chapter titles, headings, map and map key, photograph, captions, bold words (keywords), and text box.*

Page through *Shattering Earthquakes*, showing the students other pages and features. In particular, point out these features and add them to the chart: *table of contents* (page 3), *glossary* (page 30), and *index* (page 32).

Explain that although some expository texts do not contain text features, many do. Ask the students to look for these kinds of features as they read independently in the coming days.

### 4 Compare First- and Secondhand Accounts

Direct the students’ attention to the second page of “Excerpt from *Shattering Earthquakes*” on *Student Response Book* page 5. Review that the case study on this page tells about an earthquake that happened in the town of Dudley in the United Kingdom in 2002. (You might explain that in this book, “case studies” give information about particular earthquakes.) Point out that the authors based their description of what happened during the earthquake on their research; they did not actually experience the earthquake. Tell the students that if someone who did not experience an event talks or writes about it, it is called a *secondhand account*. Read the main text aloud. Ask:

Q *What information did you learn from the secondhand account?*

**Students might say:**

“I learned when and where the earthquake happened.”

“I learned how many people felt the earthquake.”

“I learned how long the earthquake lasted.”

Point out that the secondhand account gives the reader background knowledge about the earthquake, such as when and where it happened. Direct the students’ attention to the text box above the photograph. Read the text in the text box aloud. Point out that the person who said this was in Dudley during the earthquake; he experienced it. Tell the

#### Teacher Note

You might explain that words in bold type are *keywords*, or important words for understanding the topic. Keywords are often defined in the glossary.

#### Teacher Note

You might show the students page 10 and point out that all of the circles on the map are red.

#### Teacher Note

Save the “Text Features” chart to use throughout this unit and in Unit 7.

#### Teacher Note

You might provide a few examples of texts that are commonly secondhand accounts of events, such as biographies, news reports, and books and articles about historic events.



### Technology Tip

To provide the students with more practice comparing first- and secondhand accounts, you might search online for newscasts or articles that were written about the 2002 Dudley earthquake. Have the students watch portions of the newscasts, determine which parts are first- or secondhand accounts of the event, and discuss why they think so. Repeat the procedure to discuss any articles you find. Search for information online using the keywords “Dudley earthquake 2002.”

students that if someone who experiences an event talks or writes about it, it is called a *firsthand account*. Ask:

**Q** *How is the information in the firsthand account the same as the information in the secondhand account? How is it different? What in the text makes you think that?*

**Students might say:**

“The firsthand account explains what the person saw and felt when it happened. He said his ‘house started shaking quite violently’ and the ‘streets were in darkness.’”

“They both tell what the earthquake felt like. The secondhand account says that people’s furniture was shaking, and the firsthand account says that the house shook.”

“The firsthand account says that some people went outside after it happened. The secondhand account doesn’t talk about what people did after the earthquake.”

## 5 Reflect on “Think, Pair, Write”

Help the students reflect on their work together during “Think, Pair, Write.” Ask:

**Q** *What did you and your partner do to explain your thinking during “Think, Pair, Write”?*

**Students might say:**

“We both named a text feature we saw and then explained what we learned from it.”

“I didn’t understand what my partner said, so I asked him to repeat what he said.”

“We took turns naming features, and then we talked about what we learned from them.”

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Begin Conferring About the Students’ Reading Lives

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

**You might say:**

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

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

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

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



## IDR CONFERENCE NOTE

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

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



Signal to let the students know when it is time to stop reading. Have the students share the titles of their books, the authors' names, and interesting things they read with partners. Explain that you would like each student to be prepared to share with the class something his partner said. After partners have had a chance to share, discuss as a class:

**Q** *What did your partner share with you today about his or her reading?*

Remind the students that the purpose of sharing their partners' thinking is to help them develop their listening skills. Have the students return to their desks and put away their texts.

## Teacher Note

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

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

## Teacher Note

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

## Materials

- *Shattering Earthquakes*

# WRITING ABOUT READING

## Write About Preparing for Earthquakes

Show the cover of *Shattering Earthquakes* and remind the students that they heard part of this book earlier. Show the table of contents and explain that one of the book's chapters ("Can People Prepare for Earthquakes?") is about how people can prepare for an earthquake. Explain that you will read this chapter aloud, and ask the students to think as they listen about how people can prepare for earthquakes. Read the main text on pages 24–25 aloud. Then point to each photograph and read its caption aloud. Ask:

**Q** *What did you learn about how people can prepare for earthquakes?*

Have a few volunteers share their thinking with the class. Record the students' ideas where everyone can see them. Read the main text and the text box on pages 26–27 aloud slowly and clearly. Then point to each photograph and read its caption aloud. Ask:

**Q** *What else did you learn about how people can prepare for earthquakes?*

Have a few volunteers share with the class. Record the students' ideas where everyone can see them. Point out that this chapter explains how we can build communities that are safer during earthquakes and also tells what individuals can do to prepare for an earthquake. Ask the students to watch as you model writing about the information you learned about preparing for earthquakes.

### You might say:

"I learned that we can prepare for earthquakes by making sure that buildings are designed to move slightly during an earthquake. I also remember reading that buildings should be built on very hard ground. I'll write: *There are many things that people can do to prepare for earthquakes. We can make sure that buildings are built on hard ground so they won't sink or move during an earthquake. We can also make sure that buildings move slightly during earthquakes without breaking up.* Now I will tell what I learned about how individuals can prepare for earthquakes. I'll write: *People can prepare for earthquakes by making sure their houses are safe. For example, they can make sure that heavy objects are low to the ground and that there are no heavy pictures or mirrors hanging over their beds. People can also prepare by knowing what to do in an earthquake. Knowing what to do will help them stay calm.*"

Have the students write about what they learned about preparing for earthquakes. If time permits, invite the students to share their writing with the class.

## Teacher Note

Alternatively, you might have the students create an earthquake safety poster or brochure that explains what to do during an earthquake. Encourage the students to include text features, such as illustrations and labels, to help readers understand the information.

## In this lesson, the students:

- Practice the procedure for “Think, Pair, Write”
- Examine an expository nonfiction article
- Use text features to better understand information in the article
- Read independently for 15–20 minutes
- Explain their thinking
- Solve problems working together

## 1 Review Text Features

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that they explored text features in *Shattering Earthquakes*. Ask them to turn to *Student Response Book* pages 3–5, “Think, Pair, Write About Text Features” and “Excerpt from *Shattering Earthquakes*,” and review their work from yesterday. Ask:

- Q *What features did we notice on these pages?*
- Q *How did these features help us understand the information on these pages?*

Refer the students to the “Text Features” chart from Day 2 and review the list of features. Tell the students that today they will look at another expository text to see what features they notice.

## 2 Read an Article and Examine Text Features

Ask the students to turn to *Student Response Book* pages 6–7, “The Wonderful World of Whales.” Read the title of the article aloud. Ask:

- Q *After hearing the title, what do you think this article might be about?*

Have one or two volunteers share their thinking. Read aloud the headings, “Toothed Whales and Baleen Whales” and “Goodnight, Whales,” and then ask:

- Q *After reading the headings, what do you think you will learn about whales from this article?*

Have one or two volunteers share their thinking. Tell the students that first they will read the article silently and then they will use “Think, Pair, Write” to discuss and list the features they find that can help a reader better understand the article. Have the students read the article silently.

## Materials

- *Student Response Book* pages 3–7
- “Class Assessment Record” sheet (CA1)
- “Text Features” chart from Day 2 and a marker
- “Reading Comprehension Strategies” chart, prepared ahead, and a marker

**ELPS 4.D.i**  
Step 2 (all, beginning on page 55 and continuing on to page 56)

## Teacher Note

Alternatively, you might read the article aloud.



After the students have had time to read the article, call for their attention. Ask the students to look at the article and think about the text features they notice. After the students have had time to think, have partners share the features they noticed and discuss how the features are used. Then have them add the features to the lists they started yesterday (on *Student Response Book* page 3). Tell the students that they will share their lists with the class later. Circulate among the students as they work, and randomly select students to observe.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students notice text features?
- Do they understand what information the text features provide?

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

- If **all or most students** are noticing text features and seem to understand what information they provide, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are noticing text features and seem to understand what information they provide, you might want to give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### Teacher Note

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

### Teacher Note

Additional features include *diagrams, illustrations, and labels*.

## 3 Discuss Text Features

When the students finish, discuss their findings as a class. Ask:

- Q** *What features did you find that are already listed on the chart? How are they used?*
- Q** *What features did you find that are not listed on the chart? How are they used?*

As the students mention new features, add them to the “Text Features” chart.

#### Students might say:

“I found a diagram that showed what baleen plates look like.”

“I found photographs and captions. The photographs show me what the whales look like, and the captions tell me more about the photographs.”

“I found pictures with labels. These pictures help me understand how big a whale is compared with other living things.”

#### 4 Begin the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart. Read the title aloud and explain that you are going to use the chart to keep a list of strategies that good readers use to help them make sense of what they read. Tell the students that they are learning to use text features to help them make sense of expository text. Write *using text features* on the chart and encourage the students to look for and use the features in their independent reading.



#### 5 Reflect on Working Together

Facilitate a brief discussion about the ways the students worked together. Ask questions such as:

- Q *What did you like about how you and your partner worked together today?*
- Q *What problems did you have? How did those problems affect your work? How did you try to solve those problems?*

## INDIVIDUALIZED DAILY READING

#### 6 Read Independently and Confer

Review that yesterday you began conferring, or talking, with individual students during IDR. Tell the students that you will confer with individual students again today, so it is important that they read silently.

Have the students get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the text features help them learn. After the students have settled into their reading, confer with individual students.

**ELPS 4.C.ii**  
Step 4 (all)

#### Teacher Note

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

#### Teacher Note

The purpose of these questions is to emphasize a problem-solving approach to difficulties the students have working together and to allow the students to hear one another’s problems and solutions. Emphasize that it is normal for people to have problems working together at times and that the students will learn ways to solve their problems.

#### Teacher Note

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



## IDR CONFERENCE NOTE

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

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

Signal to let the students know when it is time to stop reading. Ask:

**Q** *What text features did you encounter in your reading today?*

Add any new text features the students mention to the “Text Features” chart and have the students show them to the class. Briefly discuss each new feature and what information it helped them learn. Ask:

**Q** *Did anyone read an expository text that had few or no features? If so, how can you tell it is an expository text?*

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

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## EXTENSION

### Write Expository Text

Have the students write a paragraph of expository text that explains how to complete a task they know well (for example, how to ride a bike, make a sandwich, prepare for a sleepover, or play a game). Ask the students to title their paragraphs and to include at least one other feature. Remind them to refer to the “Text Features” chart for ideas. This activity will probably require some teacher modeling before the students write their paragraphs.

## In this lesson, the students:

- Read independently
- Use text features to better understand information in a text
- Learn how to use a reading journal
- Analyze the effects of their behavior on the group work
- Explain their thinking

## 1 Review the Week

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together. Remind the students that this week they began to explore expository texts. Refer to the “Text Features” chart and review that the students created a list of features. Ask:

**Q** *What have we learned this week about expository texts?*

Explain that the students also learned “Think, Pair, Write” and focused on explaining their thinking to their partners. Ask:



**Q** *How has clearly explaining your thinking helped your work this week? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Then ask:



**Q** *What did you do if you didn't understand your partner? How did that help? Turn to your partner.*

Have one or two volunteers share their thinking. Ask the students to continue to focus on explaining their thinking today.

## 2 Read Independently

Explain that today the students will read expository texts independently. Encourage them to think as they read about what they are learning about the topics and what text features, if any, they notice.

Have the students read silently for 10–15 minutes. As they read, circulate among them and ask individual students to tell you what their texts are about and what features, if any, they have noticed. You might probe their thinking by asking questions such as:

**Q** *What are you learning about the topic of this book?*

**Q** *What is one feature on this page that adds to your understanding? What information does this feature give you?*

## Materials

- “Text Features” chart from Day 3 and a marker
- Expository text for teacher modeling, selected ahead
- *Student Response Book*, Reading Journal section
- “Reading Journal” chart (WA1)
- “Journal Entry” chart (WA2)

## Teacher Note

This question gives you an opportunity to informally assess the students' learning this week. To gauge their understanding, you may need to ask follow-up questions such as:

**Q** *What is the purpose of expository text?*

**Q** *What kinds of expository text have we looked at?*

**Q** *What features of expository text have we identified?*

**Q** *How does noticing features of expository text help us make sense of it?*

### 3 Model Writing About an Expository Text

Signal to let the students know when it is time to stop reading. Ask the students to think to themselves about what they are learning about the topics and what text features they noticed in their reading.

Have the students open their *Student Response Books* to the Reading Journal section. Explain that this is a place where they can write about what they are reading. Explain that today they will use their reading journals to record their thoughts about the reading and any text features they noticed as they read.

Display the “Reading Journal” chart (🗺️ WA1) and model writing about an expository text. Using a text the students are familiar with, model thinking aloud about what the book is about, what you are learning, what text features you notice, and how the text features help you understand the text. Then model writing a brief journal entry about the text.

#### You might say:

“I read the book *Shattering Earthquakes* by Louise and Richard Spilsbury. The book is about earthquakes. It explains what causes them, the damage they can cause, and the ways people help after an earthquake. In the part I was just reading, I learned about an earthquake that happened in San Francisco, California, in 1989. A text feature I noticed is the map that shows where in California the earthquake happened. It also shows where California is in the United States. First I’ll write my name and the date at the top of the page. Now I’ll write a few sentences telling what my book is about. I’ll write: *The book I am reading is called Shattering Earthquakes by Louise and Richard Spilsbury. It’s about earthquakes. It explains what causes them, the damage they can cause, and the ways people help after an earthquake.* Now I’m going to write about the part I just read and a text feature I noticed. I’ll write: *I learned that there was a 7.1 earthquake in San Francisco in 1989 that caused about \$10 billion in damage. A text feature in this part of the book is the map. The map helps me understand where in California the earthquake happened. It also helps me understand where California is in the United States.*”

#### Teacher Note

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

### 4 Write About Expository Texts

Display the “Journal Entry” chart (🗺️ WA2) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the text you are reading. Please include:

- The title and the author's name
- What the text is about
- What you learned in the part of the text you read today
- One text feature you found
- What the text feature helped you learn



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals.

## 5 Discuss the Students' Journal Entries

Have a few volunteers share their journal entries with the class and show the text features they found in their reading. As the students mention new features, add the features to the “Text Features” chart and briefly discuss what information the features provide.

## 6 Reflect on the Partner Work

Facilitate a class discussion about how partners worked together. Ask questions such as:

- Q *How did you do explaining your thinking to your partner?*
- Q *What are you enjoying about working with your partner? What would you like to do [the same way/differently] the next time you work together?*

Explain that in the coming weeks, the students will read and think more about expository text.

## EXTENSION

### List Nonfiction Texts from Daily Life

Have the students make an ongoing list of nonfiction texts they read both in school and outside of school. During the next several weeks, give the students regular opportunities to update their lists and share them with one another. Sharing the lists will help the students recognize how many kinds of nonfiction texts they encounter and discover some of the reasons they read them. It will also make them aware of what their classmates are reading.

### ELL Note

Consider having students with limited English proficiency draw pictures of the parts of the book they read rather than writing sentences.

### Teacher Note

Consider providing additional opportunities for the students to write in their reading journals. You might provide specific prompts for them to respond to or have them write about their reading in any way they choose.

### Vocabulary Note

Next week, you will revisit *Shattering Earthquakes* to teach the Week 3 vocabulary lessons.



### Technology Tip

Prior to doing this activity, find a few web pages that feature animations of earthquake terms accompanied by explanations of the terms. Search for resources online using the keywords “earthquake term animation” or “earthquake glossary animation.” Identify a few age-appropriate terms and animations to share with your students (for example, *normal fault*, *thrust fault*, *strike-slip fault*, or *liquefaction*). You might bookmark the page(s) you will share with your students in your browser.



## TECHNOLOGY EXTENSION

### Explore Earthquake Animations

Page through *Shattering Earthquakes* and remind the students that some expository texts contain features such as maps, diagrams, photographs, and glossaries to help the reader better understand the topic. Explain that many web pages also contain features that help readers understand the topics.

Display one of the web pages you located that contains explanations and animations of earthquake terms. Point out that the web page explains many earthquake terms (words used to describe or explain earthquakes) and also provides animations (moving pictures) that help the reader understand the terms better. Read the first term you identified aloud. Ask:

**Q** *What did you learn about [liquefaction] from the text?*

Show the animation and then ask:

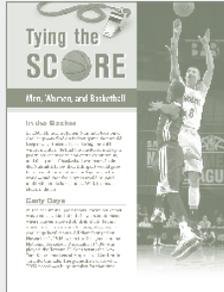
**Q** *How does the animation help you better understand what [liquefaction] is?*

Repeat this procedure to discuss the remaining terms you identified.



# Week 2

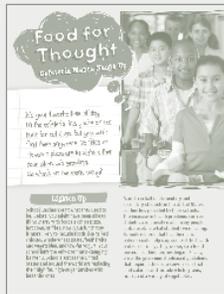
## OVERVIEW



### “Tying the Score: Men, Women, and Basketball”

(see pages 80–81)

This article compares and contrasts the NBA and the WNBA.



### “Food for Thought: Cafeteria Menus Shape Up”

(see pages 82–83)

This article discusses the trend toward healthier meal options in school cafeterias and looks at the benefits of making better food choices.



### Online Resources

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

#### Whiteboard Activity

- WA3

#### Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheets (CN1–CN2)

#### Professional Development Media

- “Social Reflection” (AV14)

### Comprehension Focus

- Students use text features to better understand expository nonfiction articles.
- Students use text features to locate key information.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students share their partners' thinking with the class.

## 🕒 DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA2); see page 9 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a class set of “IDR Conference Notes” record sheets (CN2); see page 15 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 3 lessons this week.

### Materials

- “Tying the Score” (see pages 80–81)
- “Reading Comprehension Strategies” chart
- “Text Features” chart from Week 1 and a marker
- *Student Response Book*, Reading Log section



### Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students’ thinking, experiment by asking a closed question first (such as “Do you read magazines?” or “Does anyone you know read articles?”) and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 10 seconds of **wait-time** after the question before you invite the students to respond.

### In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Read independently for 15–20 minutes
- Explain their thinking
- Share their partners’ thinking

## 1 Get Ready to Work Together

Gather the students with partners sitting together, facing you. Explain that during today’s lesson the students will talk about a nonfiction article that you will read aloud. Encourage them to focus on explaining their thinking clearly to their partners. Tell them that you will ask them to report on their partner conversations at the end of the lesson.

## 2 Review Text Features and Introduce “Tying the Score”

Remind the students that last week they explored a kind of nonfiction called *expository nonfiction*. They heard *Shattering Earthquakes* and used text features to help them understand the text. Refer to the “Reading Comprehension Strategies” chart and review that good readers use text features to help them make sense of expository text.

Explain that this week the students will use text features to help them understand news articles. News articles are short pieces of expository writing that appear in newspapers and magazines and on websites. Ask and briefly discuss:

- Q *What newspapers, magazines, or websites have you seen or read?*
- Q *Why do people read newspapers, magazines, and websites?*

Tell the students that the article you will read aloud today is titled “Tying the Score: Men, Women, and Basketball.” Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully to their partners because they will share their partners’ thinking with the class. Ask:



- Q *After hearing the title, what do you think this article might be about? Turn to your partner.*

Have one or two volunteers share their partners’ thinking. Remind the students that the purpose of sharing their partners’ thinking is to help them develop their listening skills and be responsible learners in their partnerships.

Tell the students that today you will read the article aloud without showing the text features. Tomorrow they will have a chance to see and discuss the features.

### 3 Read Aloud

Read “Tying the Score” aloud slowly and clearly, stopping as described below and clarifying vocabulary as you read.

#### Suggested Vocabulary

**caretaker:** person who takes care of a building (p. 80)

**sideshow entertainment:** show like a circus (p. 80)

**is not yet as financially successful:** does not make as much money (p. 81)

**time slots:** time to show commercials (p. 81)

#### ELL Vocabulary

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

**rowdy:** loud and not following the rules (p. 80)

**gymnasium:** room or building used for sports (p. 80)

**the game of basketball was born:** people played basketball for the first time (p. 80)

**superstar player:** very famous player (p. 81)

**sank baskets:** (slang) threw basketballs into the hoop (p. 81)

**fast-forward:** move ahead in time (p. 81)

**hot on the heels of:** (idiom) right after (p. 81)

**signed a 10-year extension on:** added 10 more years to (p. 81)

**higher prices:** more money (p. 81)

Stop after:

**p. 80** “The game drew a crowd of 7,090 people—a huge number for that time.”

Ask:

 **Q** *What have you found out so far? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the end of the article.

### 4 Discuss the Article

Ask and discuss as a class:

**Q** *What is this article about?*

Use “Think, Pair, Share” to discuss the following questions. Remind the students to explain their thinking.

 **Q** *Why might players in the WNBA make less money than those in the NBA? What in the article makes you think that? [pause] Turn to your partner.*

#### ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, at the end of each paragraph or section.

#### ELL Note

You may want to reread parts of the article to help your students recall this information.

### Teacher Note

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



Have a few volunteers share their thinking. Then ask:

-  **Q** *Do you think that the WNBA will become as popular as the NBA? Why do you think that? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Review that tomorrow the students will explore the text features in the article.

## 5 Reflect on How the Students Explained Their Thinking

Ask and briefly discuss questions such as:

- Q** *What did you say to your partner to help explain your thinking today?*
- Q** *What can you say to your partner next time if you don't understand what he or she said?*

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Confer

Tell the students that you will continue talking with individual students during IDR today, so it is important that they read silently. Remind the students that they are reading nonfiction texts during IDR. Have them get their texts and read silently for 15–20 minutes. Ask the students to notice text features as they read and think about what the text features help them learn. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

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

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

Signal to let the students know when it is time to stop reading. Ask:

- Q** *What text feature(s) did you notice in your reading today?*

Add any new text features the students mention to the "Text Features" chart and have the students show them to the class. Briefly discuss each new feature and note what information it helped the students learn. Have the students return to their desks and put away their texts.

Give the students time to record any texts they finished reading in their reading logs.

## In this lesson, the students:

- Hear an expository nonfiction article again
- Use text features to better understand and locate key information in the article
- Analyze a text feature
- Read independently for 15–20 minutes
- Explain their thinking

## 1 Review “Tying the Score”

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that yesterday the students heard and discussed the article “Tying the Score: Men, Women, and Basketball.” Ask:

**Q** *What do you remember about the article?*

Have a few volunteers share what they remember.

## 2 Reread the Article and Discuss Text Features

Ask the students to turn to *Student Response Book* pages 8–9. Explain that this is a copy of the article. Tell the students that you will read the article aloud and ask them to follow along as you read. Afterward they will discuss the text features in pairs and then as a class.

Read the article aloud slowly and clearly. When you finish, draw the students’ attention to the photo on *Student Response Book* page 9 and read the caption aloud.

Remind the students that many news articles include photographs with captions and other features to help readers better understand the topics. Have the students think quietly about the following questions as they scan the article for additional features.

**Q** *What text features do you notice?*

**Q** *How might these text features help readers understand the topic of the article?*



After the students have had time to think, have partners share the text features they noticed. Then discuss as a class how the features might help readers understand the article. Add any new features they mention to the “Text Features” chart. Circulate among the students as they work, and randomly select students to observe.

## Materials

- “Tying the Score” (see pages 80–81)
- *Student Response Book* pages 8–9
- “Text Features” chart from Day 1 and a marker
- “Class Assessment Record” sheet (CA2)

## ELL Note

You might provide the prompt “I remember . . .” to your English Language Learners to help them verbalize their answers to this question.

## Teacher Note

As an alternative to reading the article aloud, and if appropriate, ask the students to read the article independently. Monitor the students and provide help to struggling readers.

## Teacher Note

Additional features include *chart* and *subtitle*.

**ELPS 2.I.iii**  
Step 3  
(all, beginning on  
page 70 and  
continuing on to  
page 71)

### Teacher Note

If the students have difficulty making statements, offer some examples like those in the “Students might say” note. Then ask the students what additional statements they can make about the chart.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students notice text features?
- Do they understand what information the text features provide?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 9 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are noticing text features and seem to understand what information they provide, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are noticing text features and seem to understand what information they provide, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative article before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### 3 Examine and Discuss the “League Stats” Chart

Draw the students’ attention to the chart titled “League Stats” on *Student Response Book* page 9. Explain that charts can help readers understand *data*, or pieces of information, in a quick and easy way. Point out that this chart helps readers compare information about the NBA and the WNBA. Help the students read the chart by asking and briefly discussing questions such as:

- Q *What is the average number of people who go to WNBA games? NBA games?*
- Q *Which league has more teams?*
- Q *How much larger are NBA basketballs than WNBA basketballs?*

Use “Think, Pair, Share” to discuss:

- Q *By looking at the information in this chart, what statements can you make about the WNBA and the NBA? [pause] Turn to your partner.*

Ask a few volunteers to share their thinking.

#### Students might say:

“The average salary in the NBA is \$5 million.”

“The NBA games are longer. The NBA plays four 12-minute quarters, and the WNBA plays four 10-minute quarters.”

“The NBA is more popular. About 9,500 more people go to each NBA game than go to each WNBA game.”

As volunteers share, ask follow-up questions such as:

- Q *[Rosa] said that about 9,500 more people go to NBA games than to WNBA games. Do you agree or disagree? Why?*
- Q *Do you agree with [Jamal] that the NBA games are longer than the WNBA games? Why or why not?*
- Q *What questions do you have for [Eileen] about her thinking?*

Point out that text features, such as this chart, help readers make sense of the information in articles and books. Remind the students to take time to notice text features when they read independently. Explain that over the next two days, the students will explore the text features in another news article.

#### 4 Reflect on How the Students Explained Their Thinking

Facilitate a brief discussion about how partners worked together. Ask:

- Q *What did you say to your partner if you did not understand his or her thinking? Did that help?*

## INDIVIDUALIZED DAILY READING

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

Have the students get their texts and read silently for 15–20 minutes. Tell the students that at the end of IDR today, you will ask them to talk with partners about interesting things they learned from their texts. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

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

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



Signal to let the students know when it is time to stop reading. Have the students share the titles of their books, the authors’ names, and interesting things they learned from their reading with partners. Have the students return to their desks and put away their texts.

#### ELL Note

For students with limited English proficiency, consider providing books and magazines in their primary languages.

#### Teacher Note

On Day 3 of this week, you will begin conferring with the students about the nonfiction texts they are reading during IDR. If you have not met with all of your students to discuss their reading lives, you may want to do so before changing the focus of your conferencing.

#### Teacher Note

You might review the students’ responses to the questions on the “IDR Conference Notes” record sheet (CN1) to identify patterns across the members of the class as well as individual responses that stand out to you. After analyzing the students’ responses, you might facilitate a class discussion about what you learned about them as readers and how you plan to build their love of reading over the course of the year. For ideas on how to facilitate this discussion, see the extension “Discuss the Students’ Reading Goals and Interests” on the next page.

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## EXTENSION

### Discuss the Students' Reading Goals and Interests

Remind the students that during IDR conferences over the past few days, you asked them questions about their ideas and feelings about reading. Tell the students that you learned a lot about the kinds of books the class is interested in reading as well as how each student wants to grow as a reader.

**You might say:**

"Many of you said that you were interested in reading nonfiction books about topics like animals, sports, and different countries and cultures. We'll read some nonfiction books about natural disasters, baseball, famous people in history, and people who immigrated to the United States from other countries. Some of you said that you'd like to read fiction stories, including plays. We'll also read a lot of fiction this year. I also learned that some students are eager to read poetry this year."

Explain that you will use this information to make sure everyone has fun reading this year. Ask and briefly discuss:

- Q *What are you excited to read about this year?*
- Q *How do you want to grow as a reader this year?*

**Students might say:**

"I want to be able to read books with longer words."  
"I want to read more nonfiction books."  
"I want to read more books by Avi."

**In this lesson, the students:**

- Skim an expository nonfiction article by reading the title, subtitle, and headings
- Hear and discuss the article
- Use text features to better understand and locate key information in the article
- Read independently for 15–20 minutes
- Work in a responsible way

**1** Introduce Skimming a Text Before Reading

Gather the students with partners sitting together, facing you. Remind the students that they heard and read the news article “Tying the Score: Men, Women, and Basketball” and thought about what readers can learn by looking closely at text features. Today they will look at another article and practice *skimming* the article, or quickly looking through it for information, before they read.

Tell the students that readers often skim a newspaper article or a chapter in a book by reading and thinking about the title, subtitle, and headings before they read. Ask:

**Q** *Why might you want to skim an article or a chapter in a book before you read it?*

Have a few volunteers share their thinking.

**Students might say:**

“You’d skim it to find out what it’s about.”

“Maybe if you skim it, you’ll decide you don’t want to read it.”

“Looking at it beforehand might make it easier to read because you know what comes next.”

Display the “Excerpt from ‘Food for Thought’” chart (WA3) and explain that today the students will skim the headings before they hear the article read aloud. Explain that some of the text and text features have been left out of this version of the article so the students can focus on the title, subtitle, and headings. Point out and read aloud the title, subtitle, and headings. If necessary, take time to explain the purpose of the title, subtitle, and headings in an article.

**Materials**

- “Food for Thought” (see pages 82–83)
- “Excerpt from ‘Food for Thought’” chart (WA3)
- Class set of “IDR Conference Notes” record sheets (CN2)
- *Assessment Resource Book* page 15

**Teacher Note**

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

**ELL Note**

To support your English Language Learners, consider demonstrating skimming an article while explaining your thinking. For example, you might skim “Food for Thought” and say, “From the title, I think the article is about food. The subtitle tells me it’s about cafeteria menus. I wonder if the article is about school lunch menus. The heading ‘Lighten Up’ suggests the article has information about helping kids lose weight. Maybe the section titled ‘Food for Focus’ will give examples of foods that help kids concentrate at school.”

**You might say:**

"The title is important because it tells the reader the topic of the text. A subtitle provides a little more information about the topic. Headings break an article or chapter into smaller sections. They let the reader know what that section of text is about."

Ask:

**Q** *After reading the title, subtitle, and headings, what do you think this article is about?*

Have a few volunteers share their thinking.

**Students might say:**

"I think it's about food. The word *food* is in the title and in one of the headings."

"One of the headings says 'Lighten Up.' That may mean the article is about eating healthy food."

 **ELL Note**

English Language Learners may benefit from additional stops to discuss the reading, for example, at the end of each paragraph or section.

**2** **Read Aloud**

Read the full text of "Food for Thought" aloud, stopping as described below. Clarify vocabulary as you read.

**Suggested Vocabulary**

**secondary students:** middle school and high school students (p. 82)

**diabetes:** disease in which there is too much sugar in the blood (p. 82)

**obesity:** unhealthy condition caused by being very overweight (p. 82)

**trend:** way in which something is changing (p. 82)

**affects your concentration:** makes a difference in how well you think (p. 83)

**consistent:** even; about the same (p. 83)

**jittery:** nervous or jumpy (p. 83)

 **ELL Vocabulary**

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

**on the hunt:** (idiom) looking; searching (p. 82)

**your stomach's growling:** (idiom) you are hungry (p. 82)

**a good supply:** enough; a certain amount (p. 83)

**the benefits are certain:** you can be sure it's good (p. 83)

Stop after:

**p. 82** "Finally, in 2012, the government released guidelines that require schools to serve meals that limit calories and include whole grains, fruits, and a variety of vegetables."

Ask:



**Q** *What have you found out so far? Turn to your partner.*

Without sharing as a class, reread the last sentence and continue reading to the end of the article.

### 3 Discuss the Article

Use “Think, Pair, Share” to discuss:



**Q** *What did you find out from the article? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Discuss as a class:

**Q** *Did the article include the information you expected, based on what you thought after you skimmed the title, subtitle, and headings? Explain your thinking.*

Have a few volunteers share their thinking. Explain that tomorrow the students will look closely at text features in the article to find out what more they can learn about school lunches.

### 4 Discuss How Partners Acted Responsibly

Facilitate a brief discussion about the ways the students worked together. Ask questions such as:

**Q** *What did you do to be a responsible partner during “Think, Pair, Share” today?*

**Q** *Why is it important to [listen carefully when your partner is talking to you]?*

## INDIVIDUALIZED DAILY READING

### 5 Read Independently/Introduce Conferring About Books

Remind the students that you have been conferring, or talking with them individually, about their reading lives during IDR. Explain that beginning today, IDR conferences will focus on the nonfiction texts they are reading. Explain that by conferring with them about their reading, you can learn about their strengths as readers and talk with them about how they can become even stronger readers. Remind the students that when you are conferring with individual students, it is important that they read silently.

Have the students get their texts and read silently for 15–20 minutes. Tell the students that at the end of IDR, you will ask them to share what they are reading and what they like about their texts with partners. After the students have settled into their reading, select a student and have her bring a text she can read to the conference.

#### Teacher Note

For additional support, you might teach IDR Mini-lesson 3, “Introducing IDR Conferences” (found in Appendix A).



## IDR CONFERENCE NOTE

Beginning today, and continuing through next week, confer individually with the students about what they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of his text and the author’s name, what the text is about, and what he likes about his text. Circulate as the students share, and make note of their conversations. Have the students return to their desks and put away their texts.

# Day 4

## Guided Strategy Practice

### Materials

- “Food for Thought” (see pages 82–83)
- “Text Features” chart from Day 3 and a marker
- *Student Response Book* pages 10–11

### In this lesson, the students:

- Hear an expository nonfiction article again
- Use text features to better understand and locate key information in the article
- Analyze a text feature
- Read independently for 15–20 minutes
- Share their partners’ thinking with the class
- Explain their thinking

### 1 Review “Food for Thought”

Review that yesterday the students skimmed the article “Food for Thought: Cafeteria Menus Shape Up” and heard it read aloud. Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully to their partners because they will share their partners’ thinking with the class. Ask:



**Q** *What do you remember about the article? Turn to your partner.*

Have a few volunteers share their partners’ thinking with the class.

## 2 Reread the Article and Discuss Text Features

Ask the students to turn to *Student Response Book* pages 10–11. Explain that this is a copy of the article. Tell the students that, as before, you will read the article aloud and ask them to follow along as you read. Afterward they will discuss the text features in pairs and then as a class.

Reread the article aloud slowly and clearly. When you finish, have the students think quietly about the following questions as they scan (look over) the article for additional features:

Q *What features do you notice?*

Q *How might these text features help readers understand the topic of the article?*

After the students have had time to think, have them share the features they noticed and discuss as a class how the features might be helpful to readers. As the students share, add any new text features to the “Text Features” chart.

## 3 Examine and Discuss the “Changes Schools Are Making” Text Box

Remind the students that this week they looked closely at a chart to help them compare information about the NBA and the WNBA. Today partners will look at another text feature. Draw the students’ attention to the text box entitled “Changes Schools Are Making” on page 11 of their *Student Response Books*. Tell the students that a text box provides extra information about a topic. Explain that text boxes might contain interesting facts or important information that helps the reader understand the main text. Help the students read the text box by asking questions such as:

Q *What are the three big changes schools are making to their lunch menus?*

Q *What are schools doing to [reduce sugar]?*

Use “Think, Pair, Share” to discuss:

 Q *How did reading the text box help you understand the changes schools are making to their lunches? [pause] Turn to your partner.*

Ask several pairs to share their thinking.

### Students might say:

“The information in the text box helped me understand which foods are healthier.”

“Reading the text box helped me understand how schools are reducing the sugar and unhealthy fat in lunches.”

“When I read the text box, I learned that there are easy changes you can make to make a healthier lunch. You can drink plain milk instead of chocolate milk.”

**ELPS 4.F.ii**  
Step 2 (all)

### Teacher Note

As an alternative to reading the article aloud, and if appropriate, ask the students to read the article independently. Monitor the students and provide help to struggling readers.

### Teacher Note

Additional features include *introductory paragraph* and *text box*.

### Teacher Note

You might record the students' questions about school lunches and healthy eating on a sheet of chart paper. You might use the questions as a starting point for a class research project using the Internet to find out more about school lunch programs and health implications.

As volunteers share, ask follow-up questions such as:

- Q *[Isabella] said that reading the text box helped her understand which foods are healthier. Do you agree or disagree? Why?*
- Q *What questions do you have for [Liam] about his thinking?*

## 4 Discuss What the Students Wonder About the Text Box

Explain that even though text features like this text box provide extra information about the topic, readers often have questions about what they learned.

Use “Think, Pair, Share” to discuss:



- Q *What are you wondering after reading this text box? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

“My grandmother said that when she was young, they didn’t have processed foods. I’m wondering if that’s what’s making everyone sick.”

“I’m wondering if in the future, cafeteria food will be even healthier.”

“I wonder how the students reacted when the menu first changed.”

Point out that text features give readers information to help them understand what they read and to get them thinking more about the topic. Encourage the students to continue to explore text features as they read expository texts independently.

## 5 Reflect on the Partner Work

Facilitate a class discussion about how partners worked together. Ask:

- Q *What are you enjoying about working with your partner? What would you like to do [the same way/differently] the next time you work together?*

Explain that next week the students will continue to work together to understand text features as they hear and read other kinds of expository text.

## INDIVIDUALIZED DAILY READING

## 6 Read Independently and Share What the Students Learned

Tell the students that today you will continue to confer with individual students about the texts they are reading during IDR. Have the students get their texts and read silently for 15–20 minutes. Tell the students

that at the end of IDR, you will ask the students to share what they have learned from their texts or from text features in their texts. After the students have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share the titles of their books, the authors’ names, and what they learned from their texts or from text features in their texts. Ask questions such as:

- Q *What is your [magazine] about?*
- Q *What information have you learned from reading the [magazine]?*
- Q *What did you learn from reading the text features in the [magazine]?*

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

---

## EXTENSION

### Read a Newspaper Article Using Investigative Questions

Tell the students that newspaper reporters often try to answer these six questions when they investigate a story: *Who? What? Where? When? Why? How?* When the students read a newspaper article, they can use the same questions to identify and remember the article’s key information. Have each student read a newspaper article and find the answers to the six questions. Give the students a chance to share their findings with the class.

### Investigate Your School’s Lunch Menu

Have pairs of students each write a letter to the school cafeteria staff to find out more information about the food served in their cafeteria. Have the pairs use the investigative questions *Who? What? When? Where? Why? How?* to generate questions to ask the cafeteria staff. Once they have their questions, have each pair write a letter or email that politely requests the information they are curious about. After they receive a response, invite the students to report what information they learned.

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### Vocabulary Note

Next week, you will revisit “Tying the Score: Men, Women, and Basketball” and “Food for Thought: Cafeteria Menus Shape Up” to teach the Week 4 vocabulary lessons.

**TEKS 12.D.i**  
Student/Teacher Activity  
Extension (all)



# Tying the SCORE

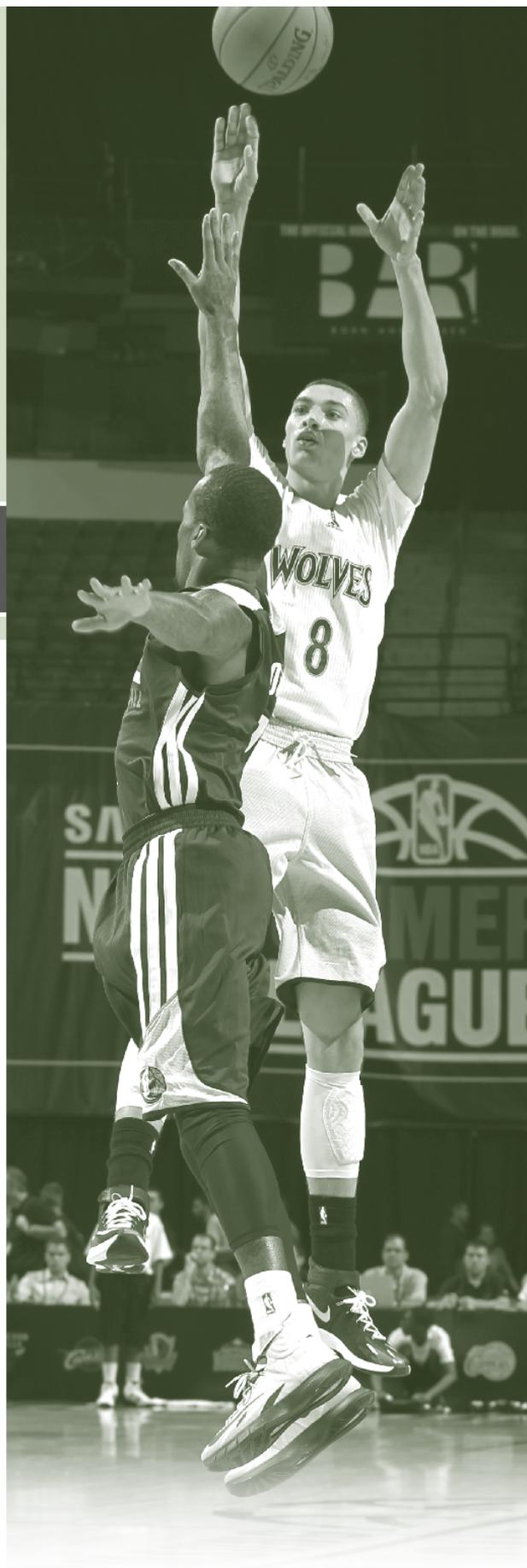
## Men, Women, and Basketball

### In the Basket

In 1891, PE teacher James Naismith took on a challenge—to find an indoor game that would keep rowdy students busy during the cold winter months. He had the caretaker nail up a peach basket at each end of the gymnasium, and the game of basketball was born. Little did Naismith know that this sport would grow to be one of the most watched games in the world—and that the players would be paid multimillion-dollar salaries. Well, the male players, that is!

### Early Days

In the beginning, professional men's basketball was seen as a kind of sideshow entertainment where players showed off their skills. Teams would travel from town to town, stopping to challenge local teams. All that changed on November 1, 1946, when the first game in the National Basketball Association (NBA) was played: the Toronto Huskies versus the New York Knickerbockers at Maple Leaf Gardens in Toronto, Canada. The game drew a crowd of 7,090 people—a huge number for that time.

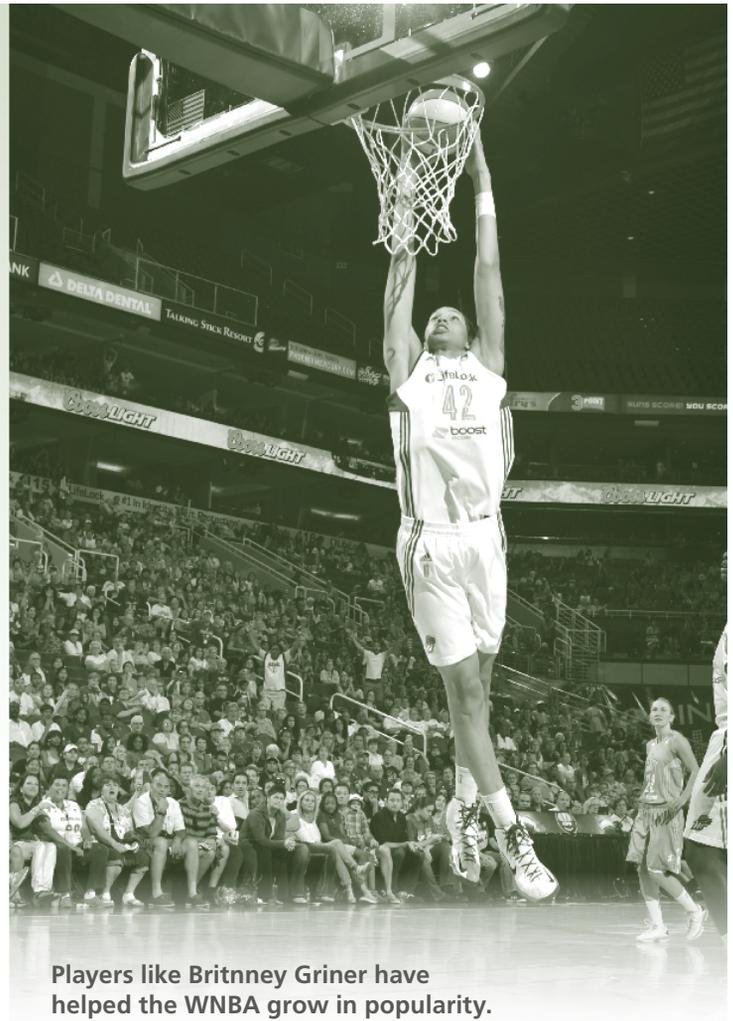


Women’s basketball got off to a slower start, but by the 1950s, women’s college basketball was going strong. Women even had their own superstar player—the extraordinary Nera White. Standing at an impressive 6 feet, 1 inch, White regularly sank baskets from center court. Fast-forward to 1996: hot on the heels of the U.S. women’s team winning a gold medal at the Olympics, the Women’s National Basketball Association (WNBA) was formed. Women finally had a national league of their own.

## A Numbers Game

The WNBA is not yet as financially successful as the NBA, but that’s probably because men’s basketball had a 50-year head start. However, the number of WNBA fans keeps growing. In 2013, the WNBA signed a 10-year extension on its television contract with one of the largest sports networks, ESPN. Many WNBA players have become household names and have huge fan clubs.

Today, the NBA and WNBA are the same in some ways but very different in others. Both are exciting to watch, and they attract large crowds. However, an NBA player can earn close to 100 times



Players like Brittney Griner have helped the WNBA grow in popularity.

more than a player in the WNBA. That’s something women players want to see changed. As more people watch WNBA games and advertisers pay higher prices for TV time slots, women players may just get their wish.

## League Stats

NBA	WNBA
<b>Founded:</b> 1946	<b>Founded:</b> 1996
<b>Number of teams:</b> 30	<b>Number of teams:</b> 12
<b>Countries involved:</b> United States, Canada	<b>Countries involved:</b> United States
<b>Ball circumference:</b> 29.5 inches	<b>Ball circumference:</b> 28.5 inches
<b>Duration of game:</b> four 12-minute quarters	<b>Duration of game:</b> four 10-minute quarters
<b>Average player’s salary:</b> \$5 million	<b>Average player’s salary:</b> \$72,000
<b>Average game attendance (2013):</b> around 17,000	<b>Average game attendance (2013):</b> around 7,500

# Food for Thought

## Cafeteria Menus Shape Up

It's your favorite time of day. In the cafeteria line, you're on the hunt for hot dogs, but you can't find them anywhere. No fries or Hawaiian pizza are in sight, either. Your stomach's growling. So what's on the menu today?



### Lighten Up

School lunches aren't what they used to be. Before, you might have been able to fill your tray with foods such as pizza, hot dogs, or fries. Now, your lunch tray is more likely to include foods like grilled chicken, whole-wheat pasta, fresh fruits and vegetables, and low-fat yogurt. Your school isn't the only one that's changing its menu. Schools across the United States and around the world are replacing their high-fat, high-sugar lunches with healthier ones.

More than half of elementary and secondary students in the United States eat lunches provided by their schools. The increase in health problems such as diabetes and obesity made many people look closely at what students were eating. Schools realized that healthier lunch options could help stop some of the health problems from getting worse, so a trend toward healthier lunches began. Finally, in 2012, the government released guidelines that require schools to serve meals that limit calories and include whole grains, fruits, and a variety of vegetables.



A healthy lunch includes a variety of tasty foods.

## Food for Focus

Research shows that food affects your concentration. Eating a healthy meal may help you to focus better on your schoolwork. Here are some food facts for thought:

- Although foods high in sugar—such as soda and cookies—will give you an energy boost, it won't last long. It's better to eat foods such as whole-wheat bread, whole-wheat pasta, and fresh fruit. These foods help keep your energy level consistent all day.
- Your brain does need a good supply of fat to work well, but not the kind of fat found in foods such as cheeseburgers and hot dogs. By eating foods containing healthier fats—like fish, nuts, and seeds—you'll be helping to keep your brain in good shape.
- Chocolate and many sodas contain caffeine, which can give you energy but also leave you feeling jittery, making it hard to concentrate on your work.

Switching from eating high-fat, high-sugar foods to healthier choices might not be easy, but the benefits are certain—you'll have more energy to get you through the day and the ability to concentrate when you need to.

## Changes Schools Are Making

In school cafeterias across the United States, healthy foods have replaced foods high in sugar and fat. Here are some simple changes schools are making to provide healthy and delicious lunches for their students:

### Increasing Whole Grains

- Replacing foods made with white flour—such as white bread, flour tortillas, and saltine crackers—with foods made with whole grains—such as whole-wheat or rye bread, whole-wheat tortillas, and whole-grain crackers
- Replacing white rice with brown rice, wild rice, or quinoa (KEEN-wah)

### Reducing Sugar

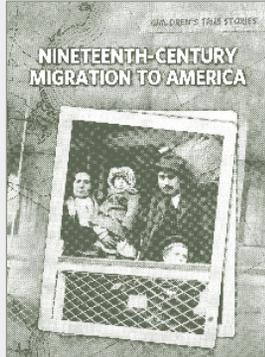
- Replacing chocolate milk with plain, low-fat milk
- Replacing canned fruit with fresh fruit

### Reducing Unhealthy Fat

- Replacing deep-fried foods like chicken nuggets and french fries with roasted chicken and root vegetables such as sweet potatoes, parsnips, carrots, and rutabagas
- Replacing potato chips and onion dip with raw vegetables and hummus dip

# Week 3

## OVERVIEW



### *Nineteenth-Century Migration to America*

by John Bliss

Readers trace the history of migration to the United States and explore the lives of immigrants from Scotland, China, Ireland, and Italy.



### Online Resources

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

#### Whiteboard Activities

- WA4–WA5

#### Assessment Forms

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

#### Reproducibles

- Unit 2 family letter (BLM1)
- (Optional) “First- and Secondhand Accounts of John Muir’s Journey to the United States” (BLM2)

#### Professional Development Media

- “Using the Individual Comprehension Assessment” (AV31)

### Comprehension Focus

- Students use text features to better understand an expository nonfiction book.
- Students use text features to locate key information in a text.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students share their partners' thinking with the class.

## 🕒 DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA3); see page 10 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student. (For more information about the family letters, see “Family Letters” in the Introduction.)

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 4 lessons this week.

### Materials

- *Nineteenth-Century Migration to America*
- “Contents from *Nineteenth-Century Migration to America*” chart (WA4)
- *Student Response Book*, Reading Log section

### In this lesson, the students:

- Hear and discuss parts of an expository nonfiction book
- Use text features to better understand and locate key information in the book
- Read independently for 15–20 minutes
- Share their partners' thinking with the class
- Work in a responsible way

### 1 Review and Get Ready to Work Together

Gather the class with partners sitting together, facing you. Review that last week the students explored text features in news articles. This week they will continue to work in pairs and to explore text features in an expository nonfiction book as a class. Ask and briefly discuss:

**Q** *What will you do to be responsible when you are working with your partner? When we are working together as a class?*

### 2 Introduce *Nineteenth-Century Migration to America*

Without showing the cover, tell the students that today they will hear parts of an expository nonfiction book called *Nineteenth-Century Migration to America*. Tell the students that during the 1800s, many people *migrated*, or moved, to the United States from other countries. Explain that the book tells the stories of four children who migrated to the United States with the hope of having better lives. Show the map on pages 28–29 and explain that each of the children came to the United States from a different country. Read the name of each child and point out the route he or she traveled to come to the United States.

### 3 Discuss the Table of Contents and the Front and Back Covers

Display the “Contents from *Nineteenth-Century Migration to America*” chart (WA4) and explain that this is a copy of the table of contents in the book. Review that the table of contents lists the chapters in a book with the page numbers. Read one or two chapter titles aloud. Point out that this page also shows examples of a few of the text features included in the book along with a description of the kind of information found in each one. Give the students a few moments to quietly look over the table of contents chart. Then ask:



**Q** *After reading the chapter titles and the text feature descriptions, what information do you think you might find in this book? Turn to your partner.*

### Teacher Note

Alternatively, you might read the chapter titles and text feature descriptions aloud.

Have a few volunteers share their thinking.

**Students might say:**

"We'll find out what it was like to move to the United States from countries like China and Ireland."

"We might learn about why people migrated to the United States."

"When we read the 'Daily Life' feature, we'll learn what the children's lives were like after they moved to the United States."

"The 'Number Crunching' feature will tell us how many people migrated to the United States."

Show the cover of the book and the title page and read the title and the author's name aloud. Then show the back cover and explain that the back cover gives more information about the book and the author. Explain that readers can often quickly find information about a book by looking at the front and back covers and the table of contents.

Explain that today the students will learn why people migrated to the United States in the 1800s. They will also hear the story of Lee Chew, a boy who migrated to the United States from China in 1880, and they will learn about immigration to the United States today.

#### 4 Read Aloud Parts of *Nineteenth-Century Migration to America*

Read pages 4–5, 12–17, and 26–27 aloud slowly and clearly, showing but not reading the text features and stopping as described on the next page. Clarify vocabulary as you read.

##### Suggested Vocabulary

**identify with these words:** understand or relate to the words in the poem (p. 5)

**gave his blessing:** allowed him to go (p. 14)

**servant:** person who is paid to cook and clean in another person's home (p. 16)

**boomed:** increased quickly (p. 27)

##### ELL Vocabulary

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

**the streets were paved with gold:** (idiom) the United States was a place where people could make a lot of money (p. 4)

**making his fortune:** earning a lot of money (p. 13)

**get a decent meal:** get food he liked to eat (p. 15)

##### Teacher Note

Words in bold type are defined in the glossary on page 30 of the book; you may wish to define these words for your students.

##### ELL Note

English Language Learners may benefit from additional stops to discuss the reading. For example, you might stop after pages 13 and 15.

Stop after:

**p. 4** "They came to get their share."

Use "Think, Pair, Share" to discuss:

 **Q** *What did you learn in the part of the book you just heard? [pause] Turn to your partner.*

Without sharing as a class, tell the students that now you will read the chapter about migration from China. Turn to page 12 and continue reading to the next stop. Stop after:

**p. 17** "Years later, he wrote about his experiences in the United States."

Use "Think, Pair, Share" to discuss:

 **Q** *What did you learn in the part of the book you just heard? [pause] Turn to your partner.*

Without sharing as a class, tell the students that now you will read the chapter about immigrating to the United States today. Turn to page 26 and continue reading to the next stop. Stop after:

**p. 27** "They will help create the United States of tomorrow."

## **5** Discuss the Reading

Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully to their partners because they will share their partners' thinking with the class. Then ask:

 **Q** *What did you find out about migration to the United States? Turn to your partner.*

Ask one or two volunteers to share their partners' thinking with the class. Use "Think, Pair, Share" to discuss the questions that follow, stopping between questions to have volunteers share their thinking. As the students share, refer to the text to help them remember what they heard.

 **Q** *Why did Lee Chew, and many other Chinese people, want to leave China and come to the United States? What did you hear that makes you think that? [pause] Turn to your partner.*

**Q** *What was life like for Lee after he arrived in the United States? [pause] Turn to your partner.*

**Students might say:**

"Lee wanted to find gold in California."

"He thought he would become rich like the man that returned to his village."

"It must have been hard because he didn't speak English."

"He had to work hard to make his money. He didn't find gold and become rich like he had hoped."

"He ended up being successful. He opened his own laundry and then moved to New York and opened a store."

### **ELL Note**

If you have students who have recently immigrated to the United States, you might ask them if they are willing to share their experiences with the rest of the class.

Explain that tomorrow the students will explore the text features found in one of the chapters they heard today.

## 6 Reflect on How the Students Acted Responsibly

Ask and briefly discuss:

**Q** *What did you do to take responsibility for yourself when you were working with your partner today? When we were working together as a class?*

## INDIVIDUALIZED DAILY READING

## 7 Read Independently and Discuss Text Features

Remind the students that you will continue to confer with individual students about the texts they are reading during IDR. Explain that the students will continue to read nonfiction texts during IDR this week. Have the students get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the features help them learn.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of her text and the author’s name, what the text is about, a text feature included in the text, and what the feature helped her learn. Have the students return to their desks and put away their texts. Give the students time to record any texts they finished in their reading logs.



### SOCIAL SKILLS ASSESSMENT NOTE

During this final week of this unit, assess the students’ social skill development using the “Social Skills Assessment Record” sheet (SS1). You can access and print a record sheet from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or make a copy from page 144 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student’s progress when you reassess social skill development in Units 5 and 9. For more information, see “Social Skills Assessment” in the Assessment Overview of the *Assessment Resource Book*.

## TEKS 7.B.i

Student/Teacher Narrative  
Writing About Reading (all,  
beginning on page 90 and  
continuing on to page 91)

### Materials

- *Nineteenth-Century Migration to America*
- Copy of “First- and Secondhand Accounts of John Muir’s Journey to the United States” (BLM2) for each student

### Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “First- and Secondhand Accounts of John Muir’s Journey to the United States” (BLM2). Make enough copies for each student to have one and set aside a copy for yourself. Preview the excerpts and identify vocabulary that you want to clarify as you read.

## WRITING ABOUT READING

### Write Opinions About First- and Secondhand Accounts of John Muir’s Journey to the United States

Show the cover of *Nineteenth-Century Migration to America* and remind the students that they heard parts of this book earlier. Tell the students that when John Bliss wrote this book, he researched the topic of migration to the United States during the 1800s and then wrote about what he learned. Explain that since he wrote about other people’s experiences, this book is a *secondhand account* of the events. Tell the students that you will read another chapter from this book today, about an immigrant named John Muir. Read pages 6–11 aloud. Ask:

**Q** *What did you learn about John Muir?*

Distribute a copy of “First- and Secondhand Accounts of John Muir’s Journey to the United States” (BLM2) to each student. Direct the students’ attention to the paragraph labeled “Secondhand Account” and explain that this is an excerpt from the part of the chapter that tells about John’s journey from Scotland to the United States. Ask the students to follow along as you read the excerpt aloud and to think as they listen about what they are learning about John’s journey. After you read the paragraph aloud, ask:

**Q** *What did you learn about John’s journey to the United States?*

Write the heading “Secondhand Account” where everyone can see it, and record the students’ ideas beneath it.

Tell the students that John Muir wrote a book about his life titled *The Story of My Boyhood and Youth*. Explain that in his autobiography (true story about his life), he wrote about his experience of migrating from Scotland to the United States. Explain that because John Muir wrote this himself, this is a *firsthand account* of his experience.

Direct the students’ attention to the paragraph labeled “Firsthand Account” and explain that this paragraph is an excerpt from John Muir’s autobiography, *The Story of My Boyhood and Youth*. Tell the students that like the secondhand account, this excerpt tells about John’s journey from Scotland to the United States. Ask the students to follow along as you read aloud and to think as they listen about what else they learn about John’s journey. Read the excerpt aloud, clarifying vocabulary you identified. After the reading, ask:

**Q** *What else did you learn about John’s journey to the United States?*

Write the heading “Firsthand Account” where everyone can see it, and record the students’ ideas beneath it. Facilitate a discussion comparing the first- and secondhand accounts by asking the following questions:

- Q *How is the firsthand account the same as the secondhand account? How is it different?*
- Q *How can you tell that John Muir wrote the firsthand account?*
- Q *Which do you think is more interesting, the firsthand account or the secondhand account? Why?*

Tell the students that when they talk about which account of John’s journey is more interesting, they are giving an opinion. Explain that people might have different opinions about the same thing and that this is fine. What matters is that they give reasons to explain their thinking. Ask the students to watch as you think aloud and model writing about which account you think is more interesting.

**You might say:**

“I think the firsthand account written by John Muir is more interesting. I’ll write: *I think the firsthand account of John Muir’s journey is more interesting.* Now I will give a reason why I think the firsthand account is more interesting, based on what we’ve read. I’ll write: *I think so because the firsthand account includes more details about the journey.* I want to explain what details are included in the firsthand account that aren’t included in the secondhand account. I’ll write: *For example, the firsthand account tells that some passengers stayed below deck during bad weather. The secondhand account just says that ‘John’s father and sister stayed below with the “old folk.”’ The firsthand account also tells more about what it was like being on the ship. Words like ‘the old tub tossed about’ help the reader understand that it wasn’t always a smooth ride.”*

Have the students write their own opinions about which account they think is more interesting and why. Encourage the students to refer to “First- and Secondhand Accounts of John Muir’s Journey to the United States” (BLM2) as they write. If time permits, invite the students to share their writing with the class.

**Materials**

- *Nineteenth-Century Migration to America*
- *Student Response Book* pages 12–14
- “Class Assessment Record” sheet (CA3)

**Teacher Note**

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

**In this lesson, the students:**

- Hear part of an expository nonfiction book again
- Use text features to better understand and locate key information in a text
- Read independently for 15–20 minutes
- Explain their thinking

**1** Get Ready to Work Together

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Explain that during today's lesson, the students will take a closer look at part of the book *Nineteenth-Century Migration to America* and discuss what they learn. Encourage them to focus on explaining their thinking clearly to their partners. Tell them that you will ask them to report on their partner conversations at the end of the lesson.

**2** Reread “To America!” and Write About Text Features

Show the cover of *Nineteenth-Century Migration to America* and ask:

- Q** *What do you remember about migration to the United States from yesterday's reading?*

Have a few volunteers share what they remember. Show pages 12–13 and remind the students that they heard this chapter about migration from China earlier. Read the chapter title and the heading aloud and review that these pages introduce Lee Chew, a boy who wanted to immigrate to the United States to make his fortune.

Show pages 14–15, read the heading “To America!” aloud, and review that this part of the book tells about Lee Chew's journey to the United States. Have the students turn to *Student Response Book* pages 12–13, “Excerpt from *Nineteenth-Century Migration to America*,” and explain that these are the pages you just showed them. Explain that you will read the pages aloud and ask the students to follow along as you read. After the reading, partners will write information they learned from the text features on these pages and then share their findings with the class.

Read pages 14–15 of the book aloud slowly and clearly. When you finish, have the students think quietly about the following question as they examine and read the text features in the reprinted pages of the chapter:

- Q** *What information can you find out about migration from China by reading the text features on these pages?*



Have the students discuss what they learned from the text features with their partners. Then have each student turn to *Student Response Book* page 14, “Five Things I Learned from the Text Features in the Excerpt,” and record five things he found out from looking at the text features.

Circulate among the students as they work, and randomly select students to observe.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to use all the text features?
- Are they able to make sense of the information in the text features?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 10 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to use all the text features and make sense of the information in the text features, proceed with the lesson and continue on to Day 3.
- If about **half of the students** or **only a few students** are able to use all the text features and make sense of the information in the text features, you might want to repeat Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### 3 Share What the Students Learned as a Class

When the students finish recording information from the text features, signal for their attention and ask the questions that follow. Remind the students to explain their thinking.



**Q** *What did you find out about migration to the United States? In which text feature did you find that information? Turn to your partner.*

Have volunteers share what they wrote.

#### Students might say:

“When I looked at the photograph on page 14, I learned that people didn’t have rooms on the ships. They sat and slept wherever there was room.”

“From the map, you can see that immigrants from China entered the United States in San Francisco.”

“I found out that more Chinese men came to the United States than Chinese women. I learned that from reading the ‘Number Crunching’ text box.”

“When I read the ‘Number Crunching’ text box, I learned that many immigrants who came to the United States sent money they earned back to their families in China.”

### Teacher Note

If students are having difficulty, stimulate their thinking by asking questions such as:

- Q** *What text features do you notice on these pages?*
- Q** *Looking at [the map], what statement can you make about [where Chinese immigrants entered the United States]?*
- Q** *What is one thing you learned [from reading “Number Crunching”]? How can you write that?*

Alternatively, you might signal for the students’ attention and have a few volunteers each share one thing they have written with the class.



### Facilitation Tip

Reflect on your experience over the past three weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has repeated use of them had on your students’ thinking and participation in discussions? Continue to use and reflect on these techniques throughout the year.

Ask follow-up questions such as:

- Q *[Maria] said she learned from the map that [people who migrated from China entered the United States in San Francisco, California]. What other information did you find in that text feature?*
- Q *[AJ] said that [people sat and slept wherever there was room on the ship]. Do you agree? Explain your thinking.*
- Q *Why do you think the author included [the map]?*
- Q *[Chonisha] said that [people bought steerage tickets because they were the cheapest tickets]. Why is it important for the reader to know that?*
- Q *What can you add to what [Jaime] said?*

#### 4 Reflect on How the Students Explained Their Thinking

Facilitate a brief discussion about how partners worked together. Ask:

- Q *How did explaining your thinking help you and your partner understand the text?*
- Q *If your partner is having trouble explaining his or her thinking, what can you do to help?*

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently and Discuss Text Features

Have the students get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the text features help them learn.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with their partners. Have each partner tell title of her text and the author’s name, what the text is about, a text feature her text includes, and what the feature helped her learn. Have the students return to their desks and put away their texts.

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## EXTENSION

### Discuss What the Students Are Still Wondering

Review that expository texts often leave the reader with additional questions. Ask:

**Q** *What questions do you have after looking closely at the text features on these pages?*

**Students might say:**

"The text box says that in 1880 more than 100,000 Chinese men lived in the United States but only 5,000 Chinese women did. I wonder why more women didn't immigrate to the United States."

"I wonder how long it took to travel from China to the United States by boat."

"I wonder how much a steerage ticket cost."

Write what the students are wondering on a sheet of chart paper titled "What We Are Wondering About Migration to the United States." Post the chart and have students who are interested do research on one or more of the questions. Ask the students to share the information they find.



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## TECHNOLOGY EXTENSION

### Explore a Website About Migration to the United States

Explain that authors of nonfiction sometimes tell readers where they can look to find more information about a topic. Show page 31 of *Nineteenth-Century Migration to America* and explain that this section guides interested readers to websites about immigration. Tell the students that today they will explore one of the websites and then discuss what they learned.

Display your browser page and go to one of the recommended websites. Model navigating the website and read aloud any information that you think the students may find interesting. Afterward, discuss questions such as:

- Q** *What else did you learn about immigration?*
- Q** *What did you find out that interested you?*
- Q** *What did you learn that you're curious to know more about?*
- Q** *How was reading the [Internet article] different from reading the book? How was it the same?*

Have each student write a paragraph explaining what he learned about immigration from listening to the book *Nineteenth-Century Migration to America* and from exploring the website.

**TEKS 6.B.v**  
**TEKS 6.B.vi**  
Student/Teacher Activity  
Extension (all)

**TEKS 9.F.ii**  
Student/Teacher Activity  
Technology Extension (all)



### Technology Tip

Prior to doing this activity, preview the websites on page 31 of *Nineteenth-Century Migration to America* to locate additional information about immigration to the United States. You might search online for additional age-appropriate websites using the keywords "immigration for kids."

### Materials

- *Nineteenth-Century Migration to America*
- *Student Response Book* page 15
- “Text Features” chart from Week 2 and a marker
- “Reading Comprehension Strategies” chart

### In this lesson, the students:

- Use text features to better understand and locate key information in a text
- Read independently for 15–20 minutes
- Work in a responsible way

## 1 Introduce the Index of *Nineteenth-Century Migration to America*

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Show the cover of *Nineteenth-Century Migration to America* and review that the students looked at the table of contents and at the front and back covers to quickly get an idea of what information might be in the book. They also looked closely at text features in part of one chapter and recorded the information they found. Explain that today they will explore text features often found at the end of expository books.

Show the index on page 32 and explain that many nonfiction books have an index. Explain that readers can use the index to help them find specific information about topics mentioned in the book. Explain that an index is a list of topics related to the subject of a book. Each number after a word in the index is the number of a page where readers can find more information about that topic.

Have the students turn to *Student Response Book* page 15 and explain that this is a copy of the index from *Nineteenth-Century Migration to America*. Use “Think, Pair, Share” to discuss:



**Q** What do you notice about the index? [pause] Turn to your partner.

Have a few volunteers share their thinking.

#### Students might say:

“It has names of things in it, like ‘poetry,’ but it also has names of people and places, like ‘John Muir’ and ‘Ellis Island.’”

“The list is in alphabetical order.”

“Some words have a lot of page numbers, and some words have only one page number.”

## 2 Explore the Index in Pairs and as a Class

Tell the students that partners will look at the index in their *Student Response Books* together and circle one or two things they want to learn more about.



Give partners a few moments to circle items; then have a few pairs share what they circled. Model using the index with topics they suggest by turning to a couple of the listed pages and locating the word on the page. Read aloud the sentence containing the word and, if appropriate, the next sentence or two.

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a topic is mentioned. Explain that readers often use the index if they have a question about a topic or want to find out more about it.

Have the students look up “immigration station” in the index and explain that you will read the referenced pages aloud. Read pages 4, 18, and 19 aloud slowly and clearly, taking time to read the text features after you read the main text.

Point out that the index in a nonfiction book can be very helpful for readers looking for information.

### 3 Briefly Explore Other Text Features

Show pages 28–31 of *Nineteenth-Century Migration to America* and explain that these pages contain other text features often found at the end of expository nonfiction books.

Point out “Mapping Migration” on pages 28–29 and review that this is a map that shows where immigrants from other countries around the world entered the United States. Explain that a nonfiction book sometimes contains maps scattered throughout the book or at the end to help the reader understand information in the book.

Show the glossary on page 30 and explain that a *glossary* is a list of words the author thinks readers might need to know to understand the book. Point out that it is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

Turn to page 18 and point out the term “federal government.” Explain that “federal government” is in bold type to let readers know they can look it up in the glossary to find out what it means. Turn back to the glossary and model using it by looking up “federal government” alphabetically and reading the definition. Explain that words defined in a glossary sometimes appear in the text in colored print or in italics (slanted type) instead of in bold type. Review that such words are called *keywords*.

Draw the students’ attention to the “Find Out More” section on page 31 and explain that this is a list of other books about migration for readers who still have questions or want to find more information about the topic. Add any new features to the “Text Features” chart.

#### Teacher Note

Save the “Text Features” chart to use again in Unit 7.

## 4 Review Text Features

Review that over the past few weeks, the students have explored and discussed text features in expository nonfiction books and articles. Refer to the “Reading Comprehension Strategies” chart and review that using text features is a comprehension strategy that readers use to help them make sense of expository text. Ask:

 **Q** *How do text features help readers? Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

“Text features give you more information about the topic.”

“If you have a question about what you’re reading, you might find the answer in a text feature.”

“Text features can help you understand what you read.”

Explain that in the coming weeks, the students will hear and read more expository nonfiction. Encourage them to use text features to help them understand what they read.

## 5 Discuss How Partners Acted Responsibly

Facilitate a brief discussion about the ways the students worked together. Ask:

**Q** *What did you do to be responsible while you were working with your partner today?*

**Q** *How did that help you work together?*

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Discuss Text Features

Have the students get their texts and read silently for 15–20 minutes. Ask the students to think as they read about what text features they notice in their texts and what the text features help them learn.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.

### Teacher Note

In Unit 3, the students are encouraged to read texts from any genre during IDR. If you have not met with all your students to discuss the nonfiction books they are reading during IDR, you may want to do so before beginning the next unit.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of her text and the author's name, what the text is about, a text feature her text includes, and what the feature helped her learn. Have the students return to their desks and put away their texts.

## Independent Strategy Practice

# Day 4

### In this lesson, the students:

- Read independently
- Use text features to locate key information
- Write in their reading journals
- Analyze the effects of their behavior on the group work
- Examine how they are handling books and materials

### 1 Review the Week

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together. Remind the students that they have been exploring expository text. Refer to the “Text Features” chart and review that the students created a list of text features. Ask:

**Q** *What have we learned about expository texts this week?*

### 2 Read Independently

Explain that today the students will read expository texts independently. Encourage them to think as they read about what they are learning about the topics, what text features they notice in their texts, and what they learn from the features.

Have the students read silently for 10–15 minutes. As they read, circulate among them and ask individual students to tell you what their texts are about and what text features, if any, they have noticed. You might probe their thinking with questions such as:

**Q** *What is the topic of this book?*

**Q** *What is one text feature on this page that helped you learn something? What information does this feature give you?*

### Materials

- “Text Features” chart from Day 3 and a marker
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA5)
- Copy of this unit’s family letter (BLM1) for each student

### Teacher Note

This question gives you an opportunity to informally assess the students’ learning this week. To gauge their understanding, you may need to ask follow-up questions such as:

**Q** *What is the purpose of expository text?*

**Q** *What kinds of expository texts have we looked at?*

**Q** *What text features have we identified?*

**Q** *How does noticing text features help us make sense of an expository text?*

## Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

**ELPS 4.C.iii**  
Step 3 (all)

## ELL Note

Consider having your students with limited English proficiency dictate journal entries for you to write down.

## Teacher Note

If the students struggle to write, you might wish to model writing a journal entry as you did in Week 1, Day 4 (see Step 3).

### 3 Write About Expository Texts

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (WA5) and explain that you would like each student to write a journal entry about the expository text he read today. Also explain your expectations for what the journal entry should include.

WA5

#### Journal Entry

Write a journal entry about the text you are reading. Please include:

- The title and the author's name
- What the text is about
- What you learned in the part of the text you read today
- Any text features you noticed
- How the text features helped you better understand what you read



Ask the students to think quietly about what they will write. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class and show the text features they found in their reading.

If the students identify text features not yet discussed in the class, add the features to the “Text Features” chart.

### 4 Reflect on the Reading Community

Use “Think, Pair, Share” to discuss:



**Q** *What have you done to help create a caring and safe classroom community? [pause] Turn to your partner.*

Have a few volunteers share with the class. Probe their thinking with follow-up questions such as:

**Q** *What is working well during partner and class discussions? During independent reading? What do you think we need to work on?*

**Q** *How are we handling and sharing the classroom library books? What do you think we need to work on?*

#### Students might say:

“I help create a caring community by listening quietly and waiting for people to finish speaking before I say something.”

“Sometimes I let my partner do all the thinking and talking. I need to be more responsible and share my thinking with my partner.”

“Some people keep books for a really long time, which makes it hard if you want to read one of those books.”



Explain that in the next lesson, the students will be starting a new unit and working with new partners. Give the students time to thank their partners for working with them during this unit. Have the students put away their materials.

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## EXTENSION

### Build Community Throughout the Day

Help the students build community throughout the school day by having them reflect on how they are creating a safe and caring environment during lunch period, recess, transitions, and lessons in other subject areas. Plan short, periodic class meetings before or after activities to give the students an opportunity to talk about problems they are having and ways to solve those problems and to reflect on how they want to treat one another and be treated.

## End-of-unit Considerations

### Wrap Up the Unit

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

### Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 16 of the *Assessment Resource Book*. For more information, see "Individual Comprehension Assessment" in the Assessment Overview section of the *Assessment Resource Book*.
- You might record your students' progress over the course of the year using the "Individual Comprehension Assessment Class Record" sheet (CR2); see page 147 of the *Assessment Resource Book*.
- You might record each student's progress over the course of the year using the "Individual Comprehension Assessment Student Record" sheet (SR2); see page 146 of the *Assessment Resource Book*.

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### Vocabulary Note

Next week you will revisit *Nineteenth-Century Migration to America* to teach the Week 5 vocabulary lessons.

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### Teacher Note

For more information, view "Using the Individual Comprehension Assessment" (AV31).





# Unit 3

# Questioning

## EXPOSITORY NONFICTION

During this unit, the students use wondering and questioning to help them understand expository nonfiction texts as they continue an across-grades exploration of animal life. In grade 4, the students learn about animal senses. The students use schema to articulate all they know about the topic before they read. They learn the procedure for “Stop and Ask Questions” and use questioning to help them make sense of texts. During IDR, the students practice questioning as they read nonfiction texts independently, write in their reading journals, and continue to confer with the teacher individually about their use of comprehension strategies. They also review self-monitoring and learn “fix-up” strategies (rereading and reading ahead) that they can use when they don’t understand what they have read. Socially, they continue to develop the skill of explaining their thinking and they learn discussion prompts to help them listen and build on one another’s ideas during discussions. They continue to analyze the effect of their behavior on others and to work in a responsible way.

# Unit 3

## Questioning

### RESOURCES

#### Read-alouds

- *Animal Senses: How Animals See, Hear, Taste, Smell and Feel*
- *Slinky Scaly Slithery Snakes*

#### Writing About Reading Activities

- “Write Opinions About Animal Senses”
- “Write About How Animals Use the Sense of Sight”

#### IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



#### Technology Mini-lessons

- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Narrowing Search Results and Using Filters”
- Mini-lesson 7, “Evaluating Research Sources”



#### Technology Extensions

- “Ask an Expert About Animal Senses”
- “Research and Report on Animal Senses”



### Online Resources

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

#### Whiteboard Activities

- WA1–WA8

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 3 family letter (BLM1)

#### Professional Development Media

- “Adapting Lessons for English Language Learners” (AV13)
- “Asking Questions Once and Using Wait-time” (AV25)
- “Using Blogs in the Classroom” tutorial (AV45)

## RESOURCES *(continued)*

### Extensions

- “Start a ‘What We Learned About Animal Senses’ Chart”
- “Do the ‘Hear what you’re missing’ Activity”
- “Do the ‘Take a whiff of the wind’ Activity”
- “Practice Using Questioning with Content-area Reading”
- “Practice Using ‘Stop and Ask Questions’ with Content-area Reading”

### Assessment Resource Book

- Unit 3 assessments

### Student Response Book

- “What I Wonder About How Animals Hear”
- “‘I Wonder’ Statements”
- “Stop and Ask Questions About *Slinky Scaly Slithery Snakes* (1)”
- “Stop and Ask Questions About *Slinky Scaly Slithery Snakes* (2)”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 5 (*Nineteenth-Century Migration to America*)
- Week 6 (*Animal Senses*)
- Week 7 (*Animal Senses*)

# Unit 3

## Questioning

### DEVELOPMENT ACROSS THE GRADES

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

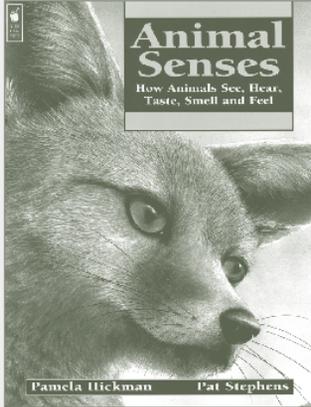
■ formally taught □ informally experienced

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud/Strategy Lesson:</b> <i>Animal Senses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using schema to tell what they know about the topic before listening to the book</li> <li>Generating “I wonder” statements about the topic</li> <li>Using wondering to make sense of the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Animal Senses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Generating more “I wonder” statements about the topic</li> <li>Using wondering to make sense of the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Animal Senses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using schema to tell what they know about the topic before listening to the book</li> <li>Generating “I wonder” statements about the topic</li> <li>Using wondering to make sense of the book</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Writing “I wonder” statements independently</li> </ul>
Week 2	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Animal Senses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using schema to tell what they know about the topic before listening to the book</li> <li>Generating “I wonder” statements about the topic</li> <li>Using wondering to make sense of the book</li> <li>Writing in their reading journals</li> </ul>	<p><b>Read-aloud/Strategy Lesson:</b> <i>Animal Senses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Asking questions about the book using <i>who, what, where, when, why, and how</i></li> <li>Using questioning to make sense of the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Animal Senses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using schema to tell what they know about the topic before listening to the book</li> <li>Using questioning to make sense of the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Animal Senses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using schema to tell what they know about the topic before listening to the book</li> <li>Using questioning to make sense of the book</li> </ul>
Week 3	<p><b>Read-aloud/Strategy Lesson:</b> <i>Slinky Scaly Slithery Snakes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Learning the procedure for “Stop and Ask Questions”</li> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using schema to tell what they know about the topic before listening to the book</li> <li>Using questioning to make sense of the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Slinky Scaly Slithery Snakes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Learning discussion prompts</li> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using questioning to make sense of the book</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Slinky Scaly Slithery Snakes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing parts of an expository nonfiction book again to build comprehension</li> <li>Using questioning to make sense of the book</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading texts independently</li> <li>Using questioning to think about texts they read independently</li> <li>Writing in their reading journals</li> </ul>

# Week 1

## OVERVIEW



### ***Animal Senses: How Animals See, Hear, Taste, Smell and Feel\****

by Pamela Hickman, illustrated by Pat Stephens

Readers learn fascinating facts about how various animals experience the world.

*\*This book will also be used in Week 2.*



### **Online Resources**

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

#### **Whiteboard Activities**

- WA1–WA3

#### **Assessment Forms**

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

#### **Professional Development Media**

- “Asking Questions Once and Using Wait-time” (AV25)

## Comprehension Focus

- Students use wondering to help them make sense of text.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

## Social Development Focus

- Students analyze why it is important to be respectful.
- Students develop the skill of explaining their thinking.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to show and discuss the text features.
- ✓ Make available expository nonfiction and functional texts at a variety of levels so that the students can practice using text features and questioning during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 33 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, select an expository text and prepare to model wondering on Day 4 (see Step 2). Plan what you will wonder about ahead of time so the modeling goes smoothly.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 27 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 5 lessons this week.

### Materials

- *Animal Senses* (pages 6–8)
- *Shattering Earthquakes* from Unit 2
- “What We Wonder About How Animals See” chart (WA1)
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 30
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Self-stick notes for each student

### ELL Note

Prior to this introduction, make sure your English Language Learners understand the term *senses* and know that the five senses are seeing, hearing, tasting, smelling, and feeling.

### In this lesson, the students:

- Begin working with new partners
- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about a topic
- Generate “I wonder” statements about the topic
- Use wondering to make sense of the book
- Read independently for 20–25 minutes

### ABOUT BUILDING A BODY OF KNOWLEDGE ABOUT ANIMAL LIFE

In each grade of the *Making Meaning* program, the students apply the strategy of wondering or questioning to a set of expository nonfiction texts on the topic of animal life. Exploring a topic within and across grades enables the students to systematically build a body of knowledge about the topic. In kindergarten the focus of each text is on animal young. In grade 1, the students learn about a wide variety of animal life and are introduced to the concept of *habitat*, which is then further explored in grades 2 and 3. In grade 4, the focus shifts to animal senses, and in grade 5 the students learn about big cats and the challenges they face as endangered species.

## 1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Explain that during today’s lesson, partners will talk about a book you read aloud. Remind the students that talking with partners helps them think more about the reading, and tell them that you will ask them to report on their partner conversations at the end of the lesson.

## 2 Review Expository Nonfiction and Introduce the Topic of Animal Senses

Remind the students that during the past few weeks they have explored a kind of nonfiction called *expository nonfiction*. Show the cover of *Shattering Earthquakes* and review that the students heard part of the book and explored text features in it and in other expository texts (two articles and the book *Nineteenth-Century Migration to America*). Briefly review some of the text features in *Shattering Earthquakes* by turning to page 3 (table of contents), pages 10–11 (text, maps, photograph, captions, text box), and page 32 (index).

Tell the students that in the expository nonfiction books they hear in the coming weeks, they will learn about animal senses—how animals use their senses to see, hear, taste, smell, and feel what is around them.

### 3 Introduce *Animal Senses*

Show the cover of *Animal Senses* and read the title and the names of the author and the illustrator aloud. Tell the students that you will read different parts of the book aloud over the next two weeks. Explain that today you will read from the part that tells how animals see. Ask:

**Q** *What do you think you know about how animals see?*

Have a few volunteers share their thinking. Ask:

**Q** *Based on what you think you know, what do you wonder about how animals see?*

Display the “What We Wonder About How Animals See” chart (WA1) and list a few of the students’ responses. Write each response as an “I wonder” statement.

#### What We Wonder About How Animals See

*I wonder how animals see at night.*

*I wonder if animals see in color like people do.*

*I wonder how far sea creatures can see underwater.*

WA1

Explain that after you read the first part of the book, the students will talk about their “I wonder” statements and what they learned from the reading.

### 4 Read Part of *Animal Senses* Aloud

Read pages 6–8 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

#### Suggested Vocabulary

**flexible:** able to bend or stretch (p. 6)

**predators:** animals that hunt other animals for food (p. 8)

**prey:** animals that are hunted by other animals for food (p. 8)

#### Teacher Note

During this lesson, the students articulate what they think they know about a topic (how animals see), wonder about the topic, listen to a part of the book, and then discuss what they learned from the reading. Over the course of the next three weeks, the students will progress from making “I wonder” statements to using the comprehension strategy *questioning* as a tool to make sense of what they read.

#### Teacher Note

Listing only a few responses will keep the lesson moving. The students will have opportunities during the reading to add “I wonder” statements to the chart. If the students have difficulty generating “I wonder” statements, offer some examples like those listed in the diagram.

## Teacher Note

Listen while partners talk. Check to see whether they are referring to the book and explaining their thinking.

## Teacher Note

When you come to the “Find your field of vision” activity on page 8, you might have the students listen as you read the instructions once or twice before they try the activity.

## ELL Vocabulary

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

**upside down:** having the top at the bottom and the bottom at the top (p. 6)

**surface:** top or outside (p. 7)

**vision:** sight (p. 8)

Stop after:

**p. 7** “This would help you look out for danger and food.”

Ask:



**Q** *What have you learned so far about how animals see? Turn to your partner.*

Have two or three volunteers share their ideas with the class. Briefly refer to the “What We Wonder About How Animals See” chart and ask the class:

**Q** *What “I wonder” statements have been explained in the reading so far?*

**Q** *What else do you wonder?*

Have a few volunteers share their thinking, and quickly record any additional “I wonder” statements on the chart. Reread the last sentence on page 7 and go on to read “Giant-sized eyes” on page 8. Stop after:

**p. 8** “Large eyes let in more light than small ones, so they help a squid see better underwater, where it keeps watch for predators and prey.”

Ask:



**Q** *What have you learned so far about how animals see? Turn to your partner.*

After a moment, refer to the “What We Wonder About How Animals See” chart and ask:

**Q** *What “I wonder” statements have been explained in the reading so far?*

**Q** *What else do you wonder?*

Have a few volunteers share their thinking and quickly record any additional “I wonder” statements on the chart; then reread the last sentence in the text box and go on to read “Find your field of vision” on page 8.



**Q** *Have partners discuss what they learned.*

## 5 Discuss the Reading and “I Wonder” Statements

**ELPS 4.F.i**  
Step 5 (all)

Facilitate a discussion about what the students learned from the reading. Be ready to reread passages aloud and show illustrations again to help the students recall what they heard. Ask questions such as:

**Q** *What is one new thing you learned about how animals see from today’s reading?*

**Q** *How do large eyes help giant squid survive in their environment?*

**Q** *How do large fields of vision help animals like deer and squirrels?*

Refer to the “What We Wonder About How Animals See” chart and ask:

**Q** *What “I wonder” statements do you think were explained in the reading? How were they explained?*

Explain that learning to wonder and question while reading will help the students think carefully about what they are reading and look for answers to their questions as they read. Tell the students that tomorrow you will read more from *Animal Senses* and they will listen for information about what they are wondering.

## 6 Reflect on How the Students Explained Their Thinking

Facilitate a brief discussion about how the students did explaining their thinking. Ask:

**Q** *Why was it important to explain your thinking clearly today during your partner conversation and the class discussion?*

# INDIVIDUALIZED DAILY READING

## 7 Introduce “Fix-up” Strategies

**ELPS 4.F.i**  
Step 7  
(all, beginning on page 113 and continuing on to page 114)

Tell the students that for the next few weeks they will continue reading nonfiction texts during IDR.

Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Tell the students that there may be times when they ask themselves the questions on the chart and realize that they do not understand what they have read. Explain that today they will learn a couple of strategies, or tools, they can use in these situations. Explain that these strategies are called “fix-up” strategies because using the strategies may help to “fix” the problem.

Tell the students that one thing a student can do when she does not understand something she has read is to reread that part slowly and carefully. Explain that slowing down and carefully rereading a sentence

**TEKS 6.I.ii**  
Student/  
Teacher  
Narrative  
Step 7  
(all, beginning on page 113 and continuing on to page 114)

### Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then waiting. This means not repeating the question or asking it again a different way; it means just asking the question once and then **using wait-time** to give the students time to think before calling on anyone to respond. If the students are confused by a question or need to hear it again, have them ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps the students develop the habit of listening the first time. To see this Facilitation Tip in action, view “Asking Questions Once and Using Wait-time” (AV25).



### Teacher Note

Save the “What We Wonder About How Animals See” chart (WAI) to use on Day 2.

### Teacher Note

During IDR today and tomorrow, the students learn and practice two “fix-up” strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support with using these and other “fix-up” strategies, you might teach all or part of IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A).

### ELL Note

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

### Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time as your students are ready. The goal is for them to read independently for up to 30 minutes by Unit 5.

### Teacher Note

Provide time on a regular basis for the students to record the texts they have completed in their reading logs.

or paragraph that is unclear may “fix” the problem. If it does not, another strategy the student can try is reading ahead and looking for more information. Explain that by reading ahead, the student may come upon facts, descriptions, details, or other information that clears up what was confusing her.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what he is reading, he should mark the place in the text that he does not understand with a self-stick note and then try one or both of the strategies learned today—rereading and reading ahead—to see if the strategies help him understand what he is reading. Explain that at the end of IDR you will check in with the students to see how they did with using “fix-up” strategies. Then have the students get their books and read silently for 20–25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the nonfiction texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask and discuss:

- Q** *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q** *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text she is reading, refer her to the “Reading Comprehension Strategies” chart and encourage her to try the strategy listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

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

## In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Generate more “I wonder” statements about the topic
- Use wondering to make sense of the book
- Read independently for 20–25 minutes
- Act respectfully toward their partners

## 1 Discuss Respect for Partners

Gather the students with partners sitting together, facing you. Explain that today the students will continue to focus on explaining their thinking as they talk with their partners. Point out that partners may have different opinions about what they are discussing and that part of being a good partner is respecting your partner’s thinking. Ask:

- Q *What can you do to show respect for your partner’s thinking?*
- Q *How does not showing respect for your partner’s thinking get in the way of you working together?*

Have a few volunteers share their thinking.

### Students might say:

“If my partner doesn’t respect what I’m thinking about, it hurts my feelings.”

“When partners don’t respect each other, they don’t want to work together.”

“Partners who don’t respect each other might not get their work done because they don’t want to help each other.”

## 2 Introduce the Reading from *Animal Senses*

Display the “What We Wonder About How Animals See” chart (WA1) from Day 1, and review what the students wondered as they listened to the first part of *Animal Senses*. Ask:

- Q *Which of the “I wonder” statements were explained in the part of the book we read yesterday?*

Have two or three students each share an “I wonder” statement on the chart that was explained in the book. Explain that today you will read more from *Animal Senses* and the students will again wonder and listen for answers to their questions.

## Materials

- *Animal Senses* (pages 10–15)
- “What We Wonder About How Animals See” chart (WA1) from Day 1
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Self-stick notes for each student

## Teacher Note

In the *Making Meaning* program, showing respect for a range of opinions and ideas is an important part of developing reading comprehension. These questions help the students think about how they treat one another and the effect this has on their work, feelings, and relationships.

### 3 Read Part of *Animal Senses* Aloud

Read pages 10–15 aloud (skipping the “Eyewitness” sidebar on page 10 and all of page 11). Read slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**reflected:** bounced back (p. 13)

**nectar:** sweet liquid produced by flowers and collected by bees (p. 15)

#### ELL Vocabulary

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

**mirrorlike:** like a mirror, bouncing light back (p. 13)

**dim:** not very bright (p. 14)

**nocturnal animals:** animals that are active at night (p. 14)

**rainbow:** colors that appear when light shines through water (p. 15; refer to the illustration)

Stop after:

- p. 10** “Monocular vision helps an animal look for food with one eye and at the same time watch for danger with the other eye.”

Ask:



**Q** *What have you learned about how animals see that you didn’t know before? Turn to your partner.*

Have two or three volunteers share their ideas with the class. Briefly refer to the “What We Wonder About How Animals See” chart and ask:

**Q** *What “I wonder” statements have been explained in the reading so far?*

**Q** *What else do you wonder about?*

Have a few volunteers share their thinking and quickly record any additional “I wonder” statements on the chart. Then reread the last sentence before the stop and continue reading to the next stop. Follow the same procedure at each of the following stops:

**p. 12** “Animals that are active at night have mostly rods in their eyes, so they can see well in dim light.”

**p. 14** “Find a dim star and look directly at it. Now look just to the side of it. What do you notice?”

**p. 15** “Many animals can see the same colors as we can, and some can see colors that we can’t.”

Continue reading to the end of page 15 (including the “Eye surprise” sidebar and the caption under the illustration).

#### 4 Discuss the Reading and “I Wonder” Statements

Facilitate a discussion about what the students learned from the reading. Be ready to reread passages and show illustrations again to help the students recall what they heard. Ask questions such as:

- Q *What is one new thing you learned about how animals see from today’s reading?*
- Q *What did you find out about how animals see at night?*

Refer to the “What We Wonder About How Animals See” chart and ask:

- Q *What “I wonder” statements do you think were explained in the reading? How were they explained?*

Explain that in the next lesson they will hear another part of the book and have another opportunity to practice wondering and questioning.

#### 5 Discuss the Partner Work

Facilitate a brief discussion about how partners worked together. Ask:

- Q *What did you do to show respect for your partner’s thinking today? How did that help you work together?*

**Students might say:**

- “I told my partner she had a good idea.”
- “I made sure my partner was finished before I started talking.”
- “Even though we disagreed, my partner and I listened to each other’s ideas.”

## INDIVIDUALIZED DAILY READING

#### 6 Review and Practice Using “Fix-up” Strategies

Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that yesterday they learned a couple of “fix-up” strategies, or tools a student can use when he does not understand what he has read. Review that one strategy is to reread the part of the book he does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what she is reading, she should mark the place in the text that she

does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help her understand what she is reading. Explain that at the end of IDR you will check in with the students to see how they did with using “fix-up” strategies. Then have the students get their books and read silently for 20–25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask and discuss:

- Q** *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q** *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text he is reading, refer him to the “Reading Comprehension Strategies” chart and encourage him to try the strategy listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

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

## In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about the topic
- Generate “I wonder” statements about the topic
- Use wondering to make sense of the book
- Read independently for 20–25 minutes
- Explain their thinking

## 1 Get Ready for Partner Work

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that during today’s lesson, pairs will talk again about what you read aloud. Ask:

- Q** *How can you help your partner explain his or her thinking? What questions could you ask your partner? How would that help you when you are working together?*

## 2 Introduce the Reading from *Animal Senses*

Explain that the part of the book you will read today tells about how animals hear. Ask:

- Q** *What do you think you know about how animals hear?*

Have a few volunteers share their thinking. Ask:

- Q** *Based on what you think you know, what do you wonder about how animals hear?*

Display the “What We Wonder About How Animals Hear” chart (WA2) and list a few of the students’ responses. Write each response as an “I wonder” statement.

### What We Wonder About How Animals Hear

- I wonder if the shape of an animal's ears helps it hear better.*
- I wonder if animals with floppy ears don't hear as well as animals with pointy ears.*
- I wonder how animals hear underwater.*

WA2

## Materials

- *Animal Senses* (pages 16–23)
- “What We Wonder About How Animals Hear” chart (WA2)
- *Student Response Book* page 16

## Teacher Note

This lesson may take an extended amount of time. You might conduct the lesson in two sessions, stopping after Step 3 in the first session and then continuing with the rest of the lesson at a later time.

Explain that after you read the first part of the book today, the students will discuss the ideas on the chart and what they learned from the reading.

### 3 Read Pages 16–19 of *Animal Senses* Aloud

Read pages 16–19 aloud slowly and clearly, showing the illustrations and stopping as described below. (On page 18, skip the activity “Hear what you’re missing,” but read the text box titled “Ears do more than hear.”) Clarify vocabulary as you read.

#### Suggested Vocabulary

**mate:** male or female partner (p. 16)

**eavesdropping:** listening in secret to a conversation (p. 20)

**survival:** staying alive (p. 20)

**obstacles:** things that get in the way (p. 21)

#### ELL Vocabulary

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

**feather-covered:** covered with feathers (p. 16)

**flappers:** things that move with a beating motion—in this case, an elephant’s large ears (p. 16)

**wiggling:** making small movements from side to side or up and down (p. 16)

**rumbling:** with a low and rolling sound, like the sound of thunder far away (p. 20)

**echoes:** sounds that have bounced off an object and so are heard again (p. 21)

#### ELL Note

You might have the students act out flapping their arms and wiggling their bodies.

Stop after:

**p. 16** “They can also move their ears around to hear better.”

Ask:

 **Q** *What have you learned so far about how animals hear? Turn to your partner.*

Have two or three volunteers share their ideas with the class. Briefly refer to the “What We Wonder About How Animals Hear” chart and ask the class:

**Q** *What “I wonder” statements have been explained in the reading so far?*

**Q** *What else do you wonder about?*

Have a few volunteers share their thinking, and quickly record any additional “I wonder” statements on the chart. Reread the last sentence

before the stop and continue reading to the next stop. Follow the same procedure at the following stops:

- p. 17** “your long ears would help you keep cool in your hot, dry, desert home . . .” [Note that this stop is mid-sentence.]
- p. 19** “If you think ears are always on a creature’s head, then you’re in for a surprise.”

Continue reading to the end of page 19.

#### 4 Write “I Wonder” Statements and Read Pages 20–23 Aloud

Tell the students that before you finish reading about how animals hear, you want them to think about what more they want to know about the topic. Use “Think, Pair, Share” to discuss:

 **Q** *What else do you wonder about how animals hear?* [pause] *Turn to your partner.*

Have the students turn to *Student Response Book* page 16, “What I Wonder About How Animals Hear,” and individually record their “I wonder” statements. Read page 20, stopping after:

**p. 20** “For some animals, hearing is more important for survival than seeing.”

Have the students review their “I wonder” statements, and then ask:

 **Q** *Which of your “I wonder” statements have been explained in the reading so far? Turn to your partner.*

Have a few volunteers share their ideas. Ask:

 **Q** *What else do you wonder? Turn to your partner.*

Have the students individually record their “I wonder” statements. Follow this procedure at the next stop:

**p. 21** “You would be able to hear, find and catch an insect in less than half a second.”

Reread the last sentence before the stop. Then read “Underwater echoes” on page 22 and continue reading to the bottom of page 23.

#### 5 Discuss the Readings and “I Wonder” Statements

Facilitate a class discussion about what the students learned from the readings. Be ready to reread passages and show illustrations again to help the students recall what they heard. Ask:

- Q** *What did you learn today about how animals hear?*
- Q** *What does it mean to say that animals “feel with sound”?*

Have the students review their “I wonder” statements. Then ask and briefly discuss:

**Q** *Which of your “I wonder” statements do you think were explained in the reading? How were they explained?*

**ELPS 3.B.ii**  
Step 4 (all)

Remind the students that wondering during reading can help them better understand what they are reading. Encourage the students to practice wondering when they read independently.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Wonder

Have the students get their texts and read silently for 20–25 minutes. Ask them to think before they read about what they wonder about the topics of their texts, and to notice as they read whether the texts explain what they wonder about. Tell the students that at the end of IDR you will ask the students to share what they wondered with the class. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they wondered about their texts and if what they wondered was explained in their texts. Have each volunteer tell the title of the text he read, the author’s name, and what the text is about. Ask questions such as:

- Q *What is your [book] about?*
- Q *What is something you wondered about the topic of your [book]?*
- Q *Was what you wondered explained in the [book]? If so, what did you learn?*

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

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## EXTENSIONS

### Start a “What We Learned About Animal Senses” Chart

Show the cover of *Animal Senses* and remind the students that this book tells how animals use the five senses (sight, touch, taste, smell, and hearing) to learn about their environment. Ask:

**Q** *What have you learned about animal senses so far?*

**Students might say:**

“I learned that some animals like birds have to turn their entire head in order to see beside them.”

“I learned that frogs can see almost all the way around their bodies without turning their heads.”

“I learned that that human eyes grow until you turn seven.”

“I learned that large eyes let in more light than small ones. Having large eyes helps giant squid see better underwater.”

Write the title “What We Learned About Animal Senses” on a sheet of chart paper. As the students share, record their ideas on the chart. If the students struggle to answer the question, support their thinking by asking questions such as:

**Q** *What have you learned about how animals [see]?*

**Q** *How are people’s senses like animals’ senses? How are they different?*

**Q** *How do animals use their senses to [find food/protect themselves]?*

### Do the “Hear what you’re missing” Activity

Make enough copies of the activity on page 18 of *Animal Senses* for each pair to have one. Before partners begin the activity, brainstorm as a class about how ear shape and flexibility of the ear affect hearing. Then distribute a sheet of paper, tape, and the instructions to each pair of students. Encourage them to read and follow the steps of the activity. You will need to play some music or create some other source of sounds. Support students who struggle to read the activity by reading it aloud once with them before they begin.

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#### Teacher Note

You might post the “What We Learned About Animal Senses” chart where everyone can see it; throughout the unit, add to the chart any new facts that the students learn about animal senses.

**Materials**

- Expository text for teacher modeling, selected ahead
- *Student Response Book* page 17
- “I Wonder’ Statements” chart (WA3)
- “Class Assessment Record” sheet (CA1)

**In this lesson, the students:**

- Read independently
- Wonder about texts read independently
- Explain their thinking

**1 Review the Week**

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together. Remind the students that this week they generated “I wonder” statements about how animals see and hear and they listened for information about those statements in *Animal Senses*. Remind them that they also focused on explaining their thinking and showing respect for one another. Explain that they will practice these things today during independent reading.

**2 Model Wondering About an Expository Text**

Remind the students that the purpose of learning strategies together is for the students to use them independently to make sense of their own reading. Explain that before they begin to read independently today, partners will talk about what they are wondering about the topics of their texts. Then they will use their wondering to help them think about their reading.

Have the students turn to *Student Response Book* page 17, “I Wonder’ Statements.”

Display the “I Wonder’ Statements” chart (WA3) and then model writing “I wonder” statements about the expository text you selected. Introduce the text by briefly examining the cover, looking at several pages, and commenting on the text features. Then read the first two or three sentences of the text aloud. Model wondering about the topic aloud and then writing “I wonder” statements about your text.

**You might say:**

“After looking at a few pages of *Body Bugs* by Jennifer Swanson, I wonder how many kinds of bugs live on the human body. I’ll write: *I wonder how many bugs live on the human body.* I also wonder why we can’t feel the bugs on our bodies. I’ll write: *I wonder why we can’t feel the bugs on our bodies.* Finally, I wonder how people discovered the bugs that live on humans. I’ll write: *I wonder how the bugs that live on humans were discovered.*”

### 3 Write “I Wonder” Statements

Have the students look at their texts in the same way, examining the covers and exploring any text features. Have each student read the first two or three sentences of his text or, if he is in the middle of a text, have him reread the last two or three sentences he read. Have the students write what they are wondering about on *Student Response Book* page 17, “I Wonder’ Statements.”



When most students are finished writing, have partners share their ideas. Explain that the students will read independently and then partners will talk about whether what they wondered is explained in their texts.

### 4 Read Independently

Have the students read independently for 15–20 minutes. As the students read, circulate among them and ask individual students to tell you what their texts are about and whether any of their “I wonder” statements are explained in them.

### 5 Discuss the Independent Reading



At the end of the independent reading time, have partners talk about their reading. Have each student tell her partner the title of her text and the author’s name and then talk about what she read. As partners talk, circulate among them and listen as they discuss their reading.



#### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate “I wonder” statements?
- Do they use “I wonder” statements to think about their texts?
- Do they refer to the texts when discussing their “I wonder” statements?

(continues)

**ELPS 4.D.i**  
Step 3 (all)

**TEKS 6.B.ii**  
Student/Teacher  
Activity  
Step 3 and Step 4 (all)

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

## Vocabulary Note

Next week you will revisit *Animal Senses* to teach the Week 6 vocabulary lessons.

## CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA1); see page 27 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are generating and using “I wonder” statements to think about their texts, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are generating and using “I wonder” statements to think about their texts, continue on to Week 2 and plan to monitor students who are having difficulty. Since this is the first of three weeks of questioning, the students may need more experience with, and modeling of, questioning to become comfortable with it.
- If **only a few students** are generating and using “I wonder” statements to think about their texts, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Have several students share with the class “I wonder” statements they wrote and what they found out about these things in their reading today. You might have them read aloud the pertinent parts of their texts. Ask:

- Q *Which of your “I wonder” statements was most helpful in thinking about your reading today? How was it helpful?*
- Q *What more do you wonder, now that you’ve read some of the text?*

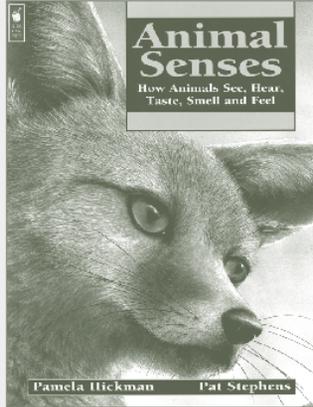
## 6 Reflect on the Partner Work

Without mentioning any of the students’ names, give examples of respectful ways you saw partners working together as well as respectful ways you saw partners working through problems together.



# Week 2

## OVERVIEW



### ***Animal Senses: How Animals See, Hear, Taste, Smell and Feel\****

by Pamela Hickman, illustrated by Pat Stephens

Readers learn fascinating facts about how various animals experience the world.

*\*This book was also used in Week 1.*



### **Online Resources**

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

#### **Whiteboard Activities**

- WA4–WA7

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Adapting Lessons for English Language Learners” (AV13)

### Comprehension Focus

- Students use questioning to help them make sense of texts.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

### Social Development Focus

- Students develop the skill of explaining their thinking.

## 🕒 DO AHEAD

- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Questions About Animals’ Sense of Smell” and another sheet of chart paper with the title “Words That Can Begin Questions.”
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 28 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 6 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *Animal Senses* (pages 24–26)
- “What We Wonder About Animals’ Sense of Smell” chart (WA4)
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA5)

### ELL Note

You might support your students with limited English proficiency by providing prompts for responding to the questions, such as “I know . . .” and “I wonder . . .” For more information about supporting English Language Learners at various levels of proficiency, see “Support for English Language Learners (ELLs)” in the Introduction. To learn more, view “Adapting Lessons for English Language Learners” (AV13).



### In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about a topic
- Generate “I wonder” statements about the topic
- Use wondering to make sense of the book
- Read independently for 20–25 minutes and write in their reading journals
- Explain their thinking

### 1 Get Ready for Partner Work

Gather the class with partners sitting together, facing you. Remind them that they have been learning how to use wondering to help them think about what they are reading, and that they will practice again this week. They will also talk about their thinking in pairs and with the class.

### 2 Review *Animal Senses* and Introduce the Reading

Show the cover of *Animal Senses* and remind the students that they have been learning about how animals use their senses of sight and hearing to sense their environments. Ask:

**Q** *What have you learned about animal senses so far?*

Have a few volunteers share their thinking.

### 3 List “I Wonder” Statements About Animals’ Sense of Smell

Tell the students that today you will read aloud from the part of *Animal Senses* that tells about animals’ sense of smell. Ask:

**Q** *What do you think you know about animals’ sense of smell?*

Have a few volunteers share their thinking with the class. Then ask:

**Q** *Based on what you think you know, what do you wonder about animals’ sense of smell?*

Display the “What We Wonder About Animals’ Sense of Smell” chart (WA4) and list a few of the students’ responses on it.

### What We Wonder About Animals' Sense of Smell

*I wonder how animals smell things underwater.*

*I wonder how animals without noses smell things.*

Explain that the students will continue to wonder about animals' sense of smell as they listen to the reading and that you will add their "I wonder" statements to the chart.

## 4 Read Part of *Animal Senses* Aloud

Read pages 24–26 aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**glands:** parts of the body that make things such as tears or scents (p. 25)

**upwind:** in the direction opposite to the way the wind is blowing (p. 26)

**downwind:** in the same direction the wind is blowing (p. 26)

### ELL Vocabulary

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

**sniff:** breathe in through the nose to smell something (p. 24; act out sniffing)

**whiff:** slight smell (p. 24)

**avoid detection:** keep from being seen (p. 26)

Stop after:

**p. 24** "A good sense of smell is very important for survival."

Ask:



**Q** *What have you learned so far about animals' sense of smell? Turn to your partner.*

After a moment, refer to the "What We Wonder About Animals' Sense of Smell" chart and ask:

**Q** *What "I wonder" statements have been explained in the reading so far?*

**Q** *What else do you wonder?*

### Teacher Note

While the students are talking, notice whether they are referring to the book and explaining their thinking.

Quickly record any additional “I wonder” statements on the chart. Then reread the last sentence before the stop and continue reading to the next stopping point.

**p. 25** “you would sniff the wind to find out what other animals are nearby, especially before you went out into an open field.”

Ask:

 **Q** *What have you learned so far about animals’ sense of smell? Turn to your partner.*

Without discussing as a class, refer to the “What We Wonder About Animals’ Sense of Smell” chart and ask:

**Q** *What “I wonder” statements have been explained in the reading so far?*

**Q** *What else do you wonder?*

Have a few volunteers share their thinking and quickly record any additional “I wonder” statements on the chart. Then reread the last sentence before the stop and continue reading to the end of page 26.

 Have partners discuss what they learned.

### Teacher Note

Save the “What We Wonder About Animals’ Sense of Smell” chart (WA4) to use on Day 2.

### Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them and then **using wait-time**. Notice the effect this has on the students’ attentiveness during class discussions.

## 5 Discuss the Reading and “I Wonder” Statements

Facilitate a discussion about what the students learned from the reading. Be ready to reread passages and show illustrations again to help the students recall what they heard. Ask:

**Q** *What are some ideas and facts you and your partner heard and discussed during the reading?*

**Q** *How does leaving a scent trail help animals like deer?*

**Q** *Why is it important for an animal to stay downwind of its prey?*

Refer to the “What We Wonder About Animals’ Sense of Smell” chart and ask:

**Q** *Which of these “I wonder” statements did you think about as I read the book? Explain your thinking.*

## 6 Reflect on the Partner Work

Facilitate a brief discussion of how partners did explaining their thinking. Ask:

**Q** *How did you and your partner explain your thinking to each other today? Were there times when you didn’t understand each other? What did you do when that happened? How did that help?*

**Students might say:**

“At one point, my partner didn’t understand what I was saying, and he asked me to say it again. I said it a little differently and he understood.”

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Write About What the Students Wondered

Remind the students that they are reading nonfiction texts during IDR. Have them get their texts and read silently for 20–25 minutes. Ask them to think before they read about what they wonder about the topics of their texts and to notice as they read whether the texts explain what they wonder about. Tell the students that at the end of IDR, they will write about what they wondered in their reading journals. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask the students to think quietly about what they wondered about their texts and whether what they wondered was explained in their texts.

Have the students return to their desks and open their *Student Response Books* to the next blank page in the Reading Journal section. Remind the students that this is where they can write about what they are reading. Explain that today you would like each student to write a journal entry about what she wondered about her reading.

Display the “Journal Entry” chart (WA5) and explain your expectations for what the journal entry should include.

#### Journal Entry

Write a journal entry about the text you are reading.

Please include:

- The title and the author’s name
- What the text is about
- What you wondered about the text
- What you learned about the topic

WA5

#### TEKS 6.B.i

Student/Teacher Activity

Step 7

(all, beginning on page 133  
continuing on to page 134)

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

## Teacher Note

If the students have difficulty writing about what they wondered, you might model writing about what you wondered about a nonfiction text. For example, you might write: *I am reading Animal Senses by Pamela Hickman. This book is about how animals use their senses to survive. I wondered how some animals like owls and skunks can see so well at night. I learned that animals that are active at night have more rods in their eyes and that rods help animals see in the dark.*

## ELL Note

This activity is especially helpful for English Language Learners. Hands-on activities support their learning.



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

## EXTENSION

### Do the “Take a whiff of the wind” Activity

Make enough copies of the activity on page 26 of *Animal Senses* for every three students to share. Put the students into groups of three. Before the students begin working together, brainstorm with the class about how animals can smell each other even over long distances. Then distribute a lidded container of vinegar and the instructions to each group. Provide space outdoors and encourage the students to read and follow the steps of the activity. Support students who struggle to read the activity by reading it aloud once with them before they begin.

# Day 2

## Read-aloud/Strategy Lesson

### Materials

- *Animal Senses* (pages 27–29)
- “What We Wonder About Animals’ Sense of Smell” chart (WA4) from Day 1
- “Questions About Animals’ Sense of Smell” chart, prepared ahead
- “Words That Can Begin Questions” chart, prepared ahead, and a marker
- “Reading Comprehension Strategies” chart

### In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Ask questions about the book using *who*, *what*, *where*, *when*, *why*, and *how*
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Explain their thinking

### ABOUT QUESTIONING

Questioning is an effective comprehension strategy because it helps readers actively engage with text and think about an author’s intent. The students externalize their thinking by discussing their questions in Week 2 and writing them in Week 3. The eventual goal is for the students to internalize the strategy of forming questions and reading for answers and to use the strategy regularly to make sense of their independent reading. For more information, see “The Grade 4 Comprehension Strategies” in the Introduction.

## 1 Introduce Questioning and Restate “I Wonder” Statements as Questions

Gather the class with partners sitting together, facing you. Display the “What We Wonder About Animals’ Sense of Smell” chart (WA4) from Day 1, and remind the students that they have been using “I wonder” statements to help them think about texts. Explain that thinking about “I wonder” statements has prepared them to learn a strategy that good readers use to make sense of text: *questioning*. Explain that questioning involves asking questions to help you pay close attention to what you are reading.

Point out that some of the statements have already been explained in the reading. Ask:

**Q** Which “I wonder” statements are we still curious about?

**Q** How can we restate those “I wonder” statements as questions?

Have a few volunteers share their thinking. Direct the students’ attention to the “Questions About Animals’ Sense of Smell” chart and record their questions on it.

**Questions About Animals’  
Sense of Smell**

How do animals smell things underwater?

How do animals without noses smell things?

After several students have shared their thinking, point out that the words *who*, *what*, *when*, *where*, *why*, and *how* are commonly used to begin questions. Direct the students’ attention to the “Words That Can Begin Questions” chart and list these question words on it. Ask:

**Q** What other words can begin questions?

Explain that you will read more about animals’ sense of smell, and that you will stop several times to have partners talk about what they are learning and the questions they have.

## 2 Read Part of *Animal Senses* Aloud

Read pages 27–29 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

**TEKS 6.B.i**  
Student/Teacher Narrative  
Step 1 (all)

### Teacher Note

If the students have difficulty rephrasing their “I wonder” statements as questions, choose several statements from the “What We Wonder About Animals’ Sense of Smell” chart (WA4) and model rephrasing them.

### Teacher Note

The students may suggest a number of other words, including *if*, *do*, *is*, *are*, and *what if*. Record the students’ suggestions on the “Words That Can Begin Questions” chart.

### Teacher Note

Notice how well partners are talking and listening to each other. Note pairs that seem comfortable interacting as well as those that are having difficulty. Be ready to share some of your observations at the end of the lesson.

### Teacher Note

The intent in this part of the lesson is to help the students get in the habit of generating questions. Have them generate *any* questions they can think of related to the reading. Accept their questions without discussion. Hearing others' questions gives the students examples of the kinds of questions that can be asked.

If a student offers an idea that is not in the form of a question, ask the class, "How can we state that idea as a question?"

## Suggested Vocabulary

**antennae:** feelers on the head of an insect (p. 27)

**barbels:** whisker-like parts of certain fish, such as catfish (p. 27)

**tentacles:** arms like those of an octopus (p. 27; see the illustration)

**communicate:** share information (p. 28)

**urinate:** pass liquid waste from the body (p. 29)

**colony:** group of individuals that live together (p. 29)

## ELL Vocabulary

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

**super sniffer:** something that is very good for smelling with (p. 27)

Stop after:

- p. 27** "Their huge noses make their voices louder and deeper which may attract mates and scare off enemies more easily."

Ask:



- Q** *What have you learned so far about animals' sense of smell? Turn to your partner.*

After a moment, refer to the "Questions About Animals' Sense of Smell" chart and ask:

- Q** *What questions have been discussed in the reading so far?*

- Q** *What other questions could we ask at this point?*

Have a few volunteers share their thinking and quickly record additional questions on the chart.

### Students might say:

"Why do bigger noses make an animal's voice louder?"

"Does an elephant make noise through its nose or its mouth?"

"Do animals without noses make noise?"

Without stopping to answer the questions, reread the last sentence before the stop and continue reading aloud to the next stop. Follow the same procedure at each of the following stops:

- p. 28** "Animals use sounds and sights to communicate, but smells are also very important for sending messages."

- p. 29** "If you were a fox you would leave smells to warn others not to come near."

Continue reading to the end of page 29.

### 3 Discuss the Reading and the Students' Questions

Facilitate a discussion about the reading and the students' questions. Be ready to reread passages and show illustrations again to help the students recall details. Ask:

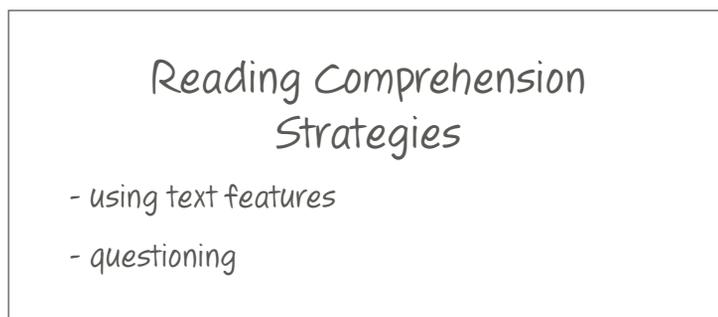
- Q *What is one thing you learned from the reading today?*
- Q *In what ways do humans and animals use their noses differently?*
- Q *What did you learn about how animals use smells for sending messages?*

Refer to the "Questions About Animals' Sense of Smell" chart and ask:

- Q *Which of these questions were discussed in the reading today? How were they discussed?*
- Q *How did asking these questions help you pay close attention to the reading?*
- Q *Which questions were not discussed? How do you know?*

### 4 Add Questioning to the "Reading Comprehension Strategies" Chart

Point out that questioning can be especially useful when reading expository texts, like *Animal Senses*, which are full of information that can be hard to understand or remember. Direct the students' attention to the "Reading Comprehension Strategies" chart and add *questioning* to it.



Remind the students that the chart is meant to help them remember the comprehension strategies they have learned so they can practice the strategies with their own reading. Explain that they will continue to explore questioning together in the coming weeks, and encourage them to look for opportunities to ask questions as they read independently.

### Teacher Note

Save the “Words That Can Begin Questions” chart to use throughout the unit.

### ELL Note

Help your students with challenging vocabulary as needed.

## 5 Discuss the Partner Work

Without mentioning any of the students’ names, share some of your observations of how partners did talking and listening to each other when discussing the book. Then ask and briefly discuss:

**Q** *If you had difficulty explaining your thinking to each other today, what is one thing you could try tomorrow to help it go more smoothly? How might that help?*

Tell the students that in the next lesson they will hear another section of the book and have another opportunity to practice questioning.

## INDIVIDUALIZED DAILY READING

## 6 Read Independently and Ask Questions

Have the students get their texts and read silently for 20–25 minutes. Ask the students to think before they read about questions they have about the topics of their texts. Ask them to think as they read about whether their texts discuss their questions. Tell the students that at the end of IDR you will ask them to share their questions with the class. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share what they read with the class. Have each volunteer tell the title of the text he read, the author’s name, and what the text is about. Then have him share a question he had about the topic of his text and tell whether the text discusses the question. Have the students return to their desks and put away their texts.

## In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about the topic
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Explain their thinking

## 1 Get Ready for Partner Work

Gather the class with partners sitting together, facing you. Explain that during today’s lesson, pairs will talk again about what you read aloud. Ask:

- Q** *How can you help your partner explain his or her thinking? What questions can you ask your partner? How would that help you when you are working together?*

## 2 Introduce the Reading and List Questions

Show the cover of *Animal Senses* and remind the students that they have been learning about how animals see, hear, and smell. Remind them that they also practiced using questions to help them think about the book.

Explain that today you will read aloud the part about animals’ sense of taste. Before reading, ask:

-  **Q** *What questions about animals’ sense of taste can we ask before reading? Turn to your partner.*

Display the “Questions About Animals’ Sense of Taste” chart (WA6) and list a few of the students’ questions. Do not take time to discuss the questions now.

### Questions About Animals’ Sense of Taste

*Do all animals have tongues?*

*If an animal doesn’t have a tongue, how does it taste things?*

*Do animals taste different flavors, like salty, sweet, and sour?*

WA6

Explain that you will stop during the reading to give partners a chance to talk and think of other questions.

## Materials

- *Animal Senses* (pages 30–33)
- “Words That Can Begin Questions” chart from Day 2
- “Questions About Animals’ Sense of Taste” chart (WA6)

**TEKS 6.B.ii**

**TEKS 13.A.iii**

**TEKS 13.A.iv**

Student/Teacher Narrative  
Step 2 (all)

**TEKS 6.B.ii**

Student/Teacher Activity

Step 2 (discussion question)

## Teacher Note

If necessary, review the words on the “Words That Can Begin Questions” chart.

TEKS 13.A.iii  
TEKS 13.A.iv  
Student/Teacher Activity  
Step 3 and Step 4  
(all, beginning on page  
140 and continuing on to  
page 141)

### 3 Read Part of *Animal Senses* Aloud and Ask Questions

Read pages 30–33 aloud slowly and clearly, showing the illustrations and stopping as described below. (On page 32, read only the text box titled “Tasting without tongues.”) Clarify vocabulary as you read.

#### Suggested Vocabulary

**taste buds:** small areas on your tongue that sense if food is sweet, salty, sour, or bitter (p. 30)

#### ELL Vocabulary

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

**taste/tasting:** sense that allows you to tell the flavor of food with your tongue (p. 30)

**tongue:** movable muscle in your mouth used for tasting, swallowing, and talking (p. 30; point to your tongue)

Stop after:

**p. 30** “Your taste buds are on your tongue, but you may be surprised to find out what body parts other animals use for tasting.”

Ask:

 **Q** *What have you learned so far about animals’ sense of taste? Turn to your partner.*

After a moment, refer to the “Questions About Animals’ Sense of Taste” chart and ask:

**Q** *What questions have been discussed in the reading so far?*

**Q** *What other questions can we ask?*

Have a few volunteers share their thinking, and quickly record additional questions on the chart. Without answering the questions at this point, reread the last sentence before the stop and continue reading to the next stop. Follow the same procedure at each of the following stops:

**p. 32** “If you were a catfish you could tell if something was good to eat by swimming close to it, because your body would be covered with taste buds.”

**p. 33** “Cats also use their tongues to clean and brush their fur.”

Continue reading to the end of page 33.

## 4 Discuss the Reading and the Students' Questions

Facilitate a discussion about the reading and the students' questions. Be ready to reread passages and show illustrations again to help the students recall what they heard. Ask:

- Q *What is one thing you learned from the reading today?*
- Q *What did you learn about different ways animals taste things?*
- Q *How are animal tongues different from human tongues? How are they the same?*

Refer to the “Questions About Animals’ Sense of Taste” chart and ask:

- Q *Which of these questions got you thinking as you listened to the reading? Explain your thinking.*

Explain that in the next lesson you will read about animals’ sense of touch and animals’ supersenses.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Ask Questions

Have the students get their texts and read silently for 20–25 minutes. Ask the students to think before they read about questions they have about the topics of their texts. Have each student think as he reads about whether his text discusses his questions. Tell the students that at the end of IDR you will ask them to share their questions with partners. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of the text she read, the author’s name, and what the text is about. Then have her share a question she had about the topic of her text and tell whether the text discusses the question. After partners have had a chance to share, discuss as a class:

- Q *What did your partner share with you today about his or her reading?*



#### ELL Note

You may need to model answering this question for your English Language Learners. Then repeat the question and have your students give their answers.

Remind the students that the purpose of sharing their partners' thinking is to help them develop their listening skills. Have the students return to their desks and put away their texts.

# Day 4

## Read-aloud/ Guided Strategy Practice

### Materials

- *Animal Senses* (pages 34–39)
- “Questions About Animals’ Sense of Touch and Animals’ Supersenses” chart (WA7)
- “Class Assessment Record” sheet (CA2)

### In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about the topic
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Explain their thinking

### 1 Review Questioning

Gather the class with partners sitting together, facing you. Show the cover of *Animal Senses* and remind the students that they have been using questioning to help them think about the book. Tell the students that today they will continue to use questioning as you read about animals’ sense of touch and about animals’ supersenses. Before reading, ask:



**Q** *What questions can we ask before reading about animals’ sense of touch, or how animals feel things? Turn to your partner.*

**Q** *What questions can we ask before reading about animals’ supersenses? Turn to your partner.*

Have a few volunteers share their thinking.

#### Students might say:

“Do animals feel textures of things, like scratchy things or smooth things?”

“How do animals feel things if they don’t have fingers?”

“What are supersenses?”

“Do people have supersenses too?”

Display the “Questions About Animals’ Sense of Touch and Animals’ Supersenses” chart (WA7) and list a few of the students’ questions. Do not take time to discuss the questions now.

### Questions About Animals' Sense of Touch and Animals' Supersenses

*Do animals feel textures of things, like scratchy things or smooth things?*

*How do animals feel things if they don't have fingers?*

*What are supersenses?*

*Do people have supersenses too?*

Explain that you will stop during the reading to give partners a chance to talk and to think of other questions.

## 2 Read Parts of *Animal Senses* Aloud and Ask Questions

Read pages 34–39 (skipping page 36) aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**compass:** instrument for finding directions, such as north and south (p. 38)

**migrating birds:** birds flying from one area or climate to another (p. 39)

### ELL Vocabulary

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

**electricity:** form of energy (p. 38)

Stop after:

**p. 35** “When you found something the right shape and texture—such as a clam or crab—you’d dig it out with your tusks and eat it.”

Ask:



**Q** *What have you learned so far about animals' sense of touch? Turn to your partner.*

As partners talk, circulate among them and listen as they discuss the text.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to ask questions?
- Are their questions relevant to the reading?
- Are they referring to the reading to determine whether their questions have been discussed?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 28 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are asking relevant questions and referring to the text to determine whether their questions have been discussed, proceed with the lesson and continue on to Week 3.
- If **about half of the students** are asking relevant questions and referring to the text to determine whether their questions have been discussed, continue on to Week 3. Plan to monitor the students who are having difficulty with the strategy during IDR. You might have them read short passages from their books aloud to you and think of one or two questions they could ask at that point in the reading. Then have them continue reading for a while, and check in with them to see whether their questions were discussed.
- If **only a few students** are asking relevant questions and referring to the text to determine whether their questions have been discussed, you might want to give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

After a moment, refer to the “Questions About Animals’ Sense of Touch and Animals’ Supersenses” chart and ask:

**Q** *What questions have been discussed in the reading so far?*

**Q** *What other questions could we ask?*

Have a few volunteers share their thinking, and quickly record additional questions on the chart. Without discussing the questions, reread the last sentence before the stop and continue reading to the next stopping point. Follow this procedure at the following stops:

**p. 37** “Other animals use different body parts for feeling.”

**p. 38** “In addition to the five basic senses of sight, hearing, smell, taste and touch, some animals have supersenses that can detect things people can’t.”

Continue reading to the end of page 39, including the captions and the text box titled “Superhuman senses.”

### 3 Discuss the Reading and the Students' Questions

Facilitate a discussion about the reading and the students' questions. Be ready to reread passages and show illustrations again to help the students recall what they heard. Ask:

- Q *What did you learn about animals' sense of touch? What did you learn about animals' supersenses?*
- Q *How does an animal's sense of touch help it survive?*

Refer to the "Questions About Animals' Sense of Touch and Animals' Supersenses" chart and ask:

- Q *Which of these questions were discussed in the reading today? Where in the reading were they discussed?*
- Q *How did asking this question help you pay close attention to the reading?*
- Q *Do others agree that this question was discussed in this way? Why or why not?*
- Q *Which questions were not discussed? How do you know?*

Remind the students that *questioning* is a powerful strategy for helping readers think about and remember what they read. Encourage them to look for opportunities to ask questions when they read independently.

### 4 Discuss Working Together

Remind the students that they have been focusing on explaining their thinking and on being respectful to their partners. Ask:

- Q *How have you improved in your ability to explain your thinking clearly? Can you give us an example?*
- Q *What problems have you worked through with your partner over the past weeks? How has that helped your partnership?*

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Share Reading with Partners

Have the students get their texts and read silently for 20–25 minutes. Tell the students that at the end of IDR today, you will ask them to talk with partners about interesting things they learned from their texts. After the students have settled into their reading, confer with individual students.

#### Teacher Note

These questions help the students think about how they treat each other and the effect this has on their work, feelings, and relationships. Students become less egocentric and more aware of others' feelings when they have opportunities to analyze the effect of their behavior on others.

## Vocabulary Note

Next week you will revisit *Animal Senses* to teach the Week 7 vocabulary lessons.

**ELPS 5.F.ii**  
Writing About Reading  
(all, beginning on page  
146 and continuing on to  
page 147)

## Materials

- *Animal Senses*



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students talk about their reading with partners. Have each student tell his partner the title of his text, the author’s name, and some interesting things he learned. Have the students return to their desks and put away their texts.

## WRITING ABOUT READING

### Write Opinions About Animal Senses

Show the cover of *Animal Senses* and remind the students that they heard this book earlier. Explain that today they will write about which animal sense is the most interesting and why. Turn to page 6 and remind the students that the first sense they heard about was the sense of sight. As you slowly turn pages 6–15, have the students think quietly about what they learned about animals’ sense of sight. Then have them share their thinking with the class. Write their ideas where everyone can see them, under the heading “Sight.”

Follow this procedure for the remaining senses: hearing (pages 16–23), smell (pages 24–29), taste (pages 30–33), touch (pages 34–37), and supersenses (pages 38–39).

Ask and briefly discuss:

**Q** *Which sense do you think is the most interesting? Why?*

Have a few volunteers share with the class.

#### Students might say:

“I think the sense of smell is the most interesting because animals can use it to find food and also to communicate.”

“I think seeing is the most interesting because animals use it when they hunt for prey and when they need to get away from other animals!”

“I think the most interesting sense is taste because it helps some animals stay away from poisonous food.”

Tell the students that when they talk about which one of several things they think is the most interesting, they are giving an opinion. Explain that people might have different opinions about the same thing and that this is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about which sense you think is the most interesting.

**You might say:**

"I think the sense of smell is the most interesting. I'll write: *I think the sense of smell is the most interesting of the animal senses.* Now I will give a reason why I think it's the most interesting, based on what we've read. I'll write: *I think so because an animal's sense of smell helps it in many different ways. It can help an animal catch prey, keep other animals away, share information about how to get somewhere, or find its young.* I want to give another reason why the sense of smell is so interesting. I'll write: *The sense of smell can help animals as different as ants and octopuses survive.*"

Have the students write their own opinions about which animal sense is the most interesting and why. If time permits, invite the students to share their writing with the class.

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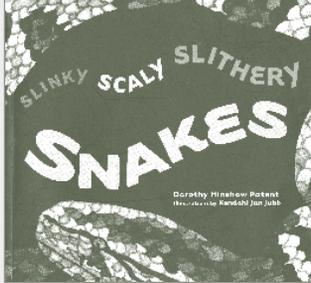
## EXTENSION

### Practice Using Questioning with Content-area Reading

When you read as a class in your social studies, science, or other textbooks, use the read-aloud procedures described in Step 2 of today's lesson ("Read Parts of *Animal Senses* Aloud and Ask Questions") to have the students practice using questions to make sense of their reading. After the reading, have the students reflect on which questions got them thinking about the reading, which questions were discussed (and how), and which were not discussed.

# Week 3

## OVERVIEW



### *Slinky Scaly Slithery Snakes*

by Dorothy Hinshaw Patent, illustrated by Kendahl Jan Jubb  
Readers learn about many species of snakes and their survival techniques.



### Online Resources

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

#### **Whiteboard Activity**

- WA8

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### **Reproducible**

- Unit 3 family letter (BLM1)

#### **Professional Development Media**

- “Using Blogs in the Classroom” tutorial (AV45)

## Comprehension Focus

- Students learn the procedure for “Stop and Ask Questions.”
- Students use questioning to help them make sense of texts.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

## Social Development Focus

- Students work in a responsible way.
- Students build on one another’s thinking during class discussions.
- Students develop the skill of explaining their thinking.

## ① DO AHEAD

- ✓ Prior to Day 2, write the title “Discussion Prompts” on a sheet of chart paper. Write three discussion prompts (*I agree with \_\_\_\_\_ because . . . , I disagree with \_\_\_\_\_ because . . . , and In addition to what \_\_\_\_\_ said, I think . . .*) on the chart paper (see the diagram in Step 3).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 29 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, select an expository text that is familiar to the students, and prepare to model asking questions about it (see Step 2). Plan the questions you will ask ahead of time so the modeling goes smoothly.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 7 lessons this week.

### Materials

- *Animal Senses* from Week 2
- *Slinky Scaly Slithery Snakes* (pages 3–11)
- “Reading Comprehension Strategies” chart
- *Student Response Book* page 18
- “Words That Can Begin Questions” chart from Week 2

### Teacher Note

This week the social questions emphasize taking responsibility. The students begin to shift their reliance for monitoring their behavior and solving all their problems from you onto themselves. Building trusting relationships allows the students to take responsibility for solving small problems, while feeling safe enough to ask you for help in solving serious problems (such as bullying or excessive teasing).

**ELPS 4.F.x**  
Step 3  
(all, beginning on page 150 and continuing on to page 151)

### In this lesson, the students:

- Learn the procedure for “Stop and Ask Questions”
- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about a topic
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Work in a responsible way

## 1 Discuss Taking Responsibility

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Tell the students that today they will be responsible for both thinking on their own and sharing with partners. Ask:

- Q *What will you do to take responsibility for yourself during “Turn to Your Partner” today?*
- Q *Why is it important for you to take responsibility for yourself?*

## 2 Introduce “Stop and Ask Questions”

Direct the students’ attention to the “Reading Comprehension Strategies” chart. Remind the students that *questioning* is a powerful strategy for helping readers pay close attention to what they are reading.

Explain that today you will teach the students how to use a thinking tool called “Stop and Ask Questions.” Tell the students that they will stop several times during a reading to write questions that come to mind. Have the students turn to *Student Response Book* page 18, “Stop and Ask Questions About *Slinky Scaly Slithery Snakes* (1).” Explain that as you read aloud today, you will stop four times for them to think about questions.

Tell the students that you will model writing questions at the first stop, and then they will write questions on their own at the next three stops. Explain that they will use these questions to help them think about the reading and to discuss the text after the reading.

## 3 Introduce the Reading

Show the cover of *Animal Senses* and remind the students that for the past few weeks they have been reading from this expository nonfiction book to learn about how different animals use their senses to help them survive.

Show the cover of *Slinky Scaly Slithery Snakes* and tell the students that this week you will read aloud from another expository nonfiction book—one that gives information about how snakes use their bodies and their senses to survive. Read the title and the names of the author and the illustrator aloud. Ask:

**Q** *What do you think you know about snakes?*

Have a few volunteers share their thinking, and then ask the class to listen carefully as you read.

#### **4** Read Part of *Slinky Scaly Slithery Snakes* Aloud with “Stop and Ask Questions”

Read pages 3–11 aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

##### **Suggested Vocabulary**

**burrow:** dig a tunnel or hole (p. 3)

**reticulated:** having lines that look like a net (p. 4)

**spine:** sharp, pointed growth on animals and plants (p. 10)

**venom:** poison (p. 11)

##### **ELL Vocabulary**

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

**survive:** live or exist (p. 3)

**spaghetti:** long, thin noodle (p. 4)

**scaly:** covered with small, hard plates, like a fish (p. 5)

**are swimming champions:** swim very well (p. 7)

**feels threatened:** feels that something may hurt it (p. 10)

Stop after:

**p. 5** “It has everything it needs to hunt and kill and not much more.”

Ask:

**Q** *What question can you ask right now?*

Ask a few volunteers to share their questions with the class. Write the questions exactly as they are stated where everyone can see them. If the students have difficulty generating questions, model writing a few (for example, *How does a snake find its prey? How does a snake kill its prey? How do snakes move on land and in water?*).

##### **ELPS 3.F.1**

##### **Step 4**

(all, beginning on page 151 and continuing on to page 152)

##### **Teacher Note**

Refer to the “Words That Can Begin Questions” chart and remind the students to start their questions with these words.

## Teacher Note

The goal of this activity is for the students to practice asking questions. Remind the students to write *any* questions they can think of at this point in the reading. This helps the students avoid getting bogged down by the need to think of only “good” questions. Later they will have a chance to think about the kinds of questions that generate the most discussion about a book.

## Teacher Note

As you circulate, notice whether the students are talking and listening to each other in a responsible way, and what problems, if any, you want to bring up at the end of the lesson.

## Facilitation Tip

Reflect on your experience over the past two weeks with **asking questions once** without repeating or rewording them and then **using wait-time**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students’ attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

Without stopping to discuss the questions, reread the last sentence before the stop and continue to the next stopping point:

**p. 7** “Many snakes can swim, but sea snakes are swimming champions.”

Have the students individually write questions that come to mind in the Stop 2 box on *Student Response Book* page 18. When most students are finished writing, reread the last sentence before the stop and continue reading to the next stopping point. Follow this procedure at the next two stopping points:

**p. 9** “Trees are a perfect home for many snakes.”

**p. 10** “Snakes have many ways to avoid attack by other animals such as eagles, raccoons, or badgers.”

Continue reading to the bottom of page 10.

## 5 Use Questions to Discuss the Reading in Pairs



Tell the students that now they will use their questions to help them talk about the reading with their partners. Give the students a few moments to review their questions individually, and then have partners discuss the reading using their questions.

As partners talk, circulate among them and notice whether the students have generated questions independently and whether the questions are relevant to the reading. If you notice partners having difficulty using their questions to discuss the reading, either because they did not write questions or because they cannot get started talking, you might stimulate their interaction by asking them the questions that follow.

If the students did not write questions, ask:

**Q** *Look at the questions we wrote together at the first stop. What did you find out during the reading that might help answer some of the questions? Talk to each other and explain your thinking.*

If the students wrote questions but are not discussing them, ask:

**Q** *How are your questions similar to or different from your partner’s? Which of the questions that you or your partner wrote are discussed in the text, and how are they discussed? Which are not discussed?*

## 6 Discuss the Reading

After several minutes, facilitate a discussion using the questions that follow. Be ready to reread passages and show illustrations again to help the students recall what they heard.

**Q** *What is one new thing you learned about snakes from today’s reading?*

**Q** *What did you find out about how snakes move in different environments?*

Ask the students to review the questions they wrote. Ask:

**Q** *What is a question that got you and your partner talking? What did you hear in the reading that helped you talk about that question?*

Have a few volunteers share their thinking.

**Students might say:**

“My partner asked, ‘How do snakes move without legs?’ We thought the book told us a few different ways. One way was that a snake has lots of muscles that connect to its spine. The snake uses its muscles to grip and push against the ground.”

“My partner asked, ‘How do snakes breathe underwater?’ We remembered that the book told us that some snakes have nostrils on top of their heads to help them breathe in the water.”

Explain that tomorrow the students will hear more from the book *Slinky Saly Slithery Snakes*, and they will have another chance to use “Stop and Ask Questions” and to work with their partners.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Ask Questions

Have the students get their texts and read silently for 20–25 minutes. Ask the students to think before they read about questions they have about the topics of their texts. Ask them to think as they read about whether their texts discuss their questions. Tell the students that at the end of IDR you will ask them to share their questions with partners. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of the text she read, the author’s name, and a bit about what the text is about. Then have her share a question she had about the topic of her text and tell whether the text discusses the question. After partners have had a chance to share, discuss as a class:

**Q** *What did your partner share with you today about his or her reading?*

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

### Materials

- *Slinky Scaly Slithery Snakes* (pages 14–20)
- *Student Response Book* page 19
- “Discussion Prompts” chart, prepared ahead

### In this lesson, the students:

- Learn discussion prompts to build on one another’s thinking
- Practice “Stop and Ask Questions”
- Hear and discuss part of an expository nonfiction book
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Work in a responsible way

### 1 Review “Stop and Ask Questions” and Introduce the Reading

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they used “Stop and Ask Questions” to help them think about the reading from *Slinky Scaly Slithery Snakes*.

Tell the students that today you will read more from *Slinky Scaly Slithery Snakes* and they will use “Stop and Ask Questions” again to help them pay close attention to the text.

Have the students turn to *Student Response Book* page 19, “Stop and Ask Questions About *Slinky Scaly Slithery Snakes* (2).” Explain that you will stop four times during the reading. At each stop, the students will write their questions in the appropriate box. After the reading, they will use the questions to talk about the text with their partners.

### 2 Read Part of *Slinky Scaly Slithery Snakes* Aloud with “Stop and Ask Questions”

Read pages 14–20 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**camouflage:** coloring or covering that makes animals look like their surroundings (p. 17)

**prey:** animals that are hunted by other animals for food (p. 17)

**predators:** animals that hunt other animals for food (p. 17)

**lie in ambush:** (idiom) hide and then attack (p. 17)

**vibrations:** very quick back-and-forth movements (p. 19)

**particles:** very, very small pieces (p. 19)

**sensors:** parts of the body that can sense heat or sound (p. 20)

## ELL Vocabulary

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

**blotches:** patches of different colors (p. 17)

**concentrated:** grouped together (p. 20)

Stop after:

**p. 15** “You can tell how a snake deals with danger by its color pattern.”

Ask the students to jot down a question in the Stop 1 box on *Student Response Book* page 19. If they have difficulty generating questions, call on two or three volunteers to share their questions aloud. Write these questions exactly as they are stated where everyone can see them. Do not take time to discuss the questions now. If the students still need support, model writing a few more questions (for example, *How does a snake’s color pattern tell you how it deals with danger?*).

When most students are finished, reread the last sentence and continue reading. At the next three stopping points, have the students individually write questions that come to mind:

**p. 17** “Snakes are camouflage experts.”

**p. 19** “A snake’s senses help it find food.”

**p. 20** “Heat-sensitive nerve endings on their heads allow many snakes to feel the body heat of their prey.”

Continue reading to the end of page 20.

### **3** Discuss Questions and Introduce Discussion Prompts



Tell the students that now they will use their questions to help them talk about the reading with their partners. Give the students a few moments to review their questions individually, and then have partners discuss the reading using their questions. Encourage them to think about whether their questions were discussed in the text, and how. When most partners are finished, facilitate a discussion using the following questions:

**Q** *What did you learn in today’s reading that surprised you? Explain your thinking.*

**Q** *What did you find out about how snakes use their colors or markings?*

Ask the students to review the questions they wrote. Ask:

**Q** *What is a question that got you or your partner talking? What did you hear in the reading that helped you talk about that question?*

Have a few volunteers share their thinking.

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

### ELPS 3.B.iii

#### Step 3

(all, beginning on page 155 and continuing on to page 156)

### Teacher Note

Disagreements about whether and how a question is answered in the book are opportunities for the students to think more deeply and use evidence from the text to support their opinions. Be ready to reread passages and show illustrations again to help the students recall what they heard.

### Teacher Note

If your students are already familiar with the discussion prompts, simply direct their attention to the prompts and remind the students to use them.

### Teacher Note

Save the “Discussion Prompts” chart to use on Day 3.

#### Students might say:

“My partner asked, ‘How can you tell how a snake deals with danger by looking at its color pattern?’ The book said that snakes that have stripes slither away from danger. It also said that some snakes use their color to blend into their environment so that they can’t be seen.”

“My partner asked, ‘Do snakes hear their prey?’ We don’t think this was really answered in the book. We learned that snakes don’t hear well, but we still don’t know if they use their sense of hearing to find their prey.”

- Q** *Do others agree with the way [Sarah and Raul] discussed the question? What did you hear in the reading that makes you agree or disagree?*

Stop early in the discussion and direct the students’ attention to the “Discussion Prompts” chart.

### Discussion Prompts

- I agree with \_\_\_\_\_ because . . .
- I disagree with \_\_\_\_\_ because . . .
- In addition to what \_\_\_\_\_ said, I think . . .

Explain that using these three prompts will help the students listen and build on one another’s thinking. Ask them to use one of these prompts when they add to the discussion. You might model a couple of examples like those in the “Students might say” note.

#### Students might say:

“I agree with [Sarah and Raul] that the question ‘Do snakes hear their prey?’ isn’t really answered because the book just says that snakes don’t hear well.”

“I disagree with [Sarah and Raul] because the book says that snakes use their sense of touch and smell to find food. I think this means that snakes don’t use their sense of hearing or sight to find food.”

## 4 Reflect on Using the Discussion Prompts

Facilitate a brief discussion about how the students did using the discussion prompts during the class discussion. Ask:

- Q** *How did using the discussion prompts help you listen to one another? How did it help you take responsibility for your thinking during the discussion?*

Explain that tomorrow the students will use “Stop and Ask Questions” again to think about their reading, use the prompts in discussion, and work with their partners.

# INDIVIDUALIZED DAILY READING

## 5 Read Independently and Ask Questions

Have the students get their texts and read silently for 20–25 minutes. Ask the students to think before they read about questions they have about the topics of their texts. Ask them to think as they read about whether their texts discuss their questions. Tell the students that at the end of IDR you will ask them to share their questions with the class. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share what they read with the class. Have each volunteer tell the title of the text she read, the author’s name, and what the text is about. Then have her share a question she had about the topic of her text and tell whether the text discusses the question. Have the students return to their desks and put away their texts.



## TECHNOLOGY EXTENSION

### Ask an Expert About Animal Senses

Show the covers of *Animal Senses* and *Slinky Scaly Slithery Snakes*. Remind the students that they heard parts of these books earlier and learned about how different animals use their senses to survive. Page through *Animal Senses* slowly, showing the illustrations. Ask:

**Q** *What did you learn about animal senses from this book?*

Follow the same procedure to review pages 19–20 of *Slinky Scaly Slithery Snakes*. Then ask:

**Q** *What questions do you still have about animal senses?*

As the students respond, jot down their questions where everyone can see them.

**TEKS 6.B.i**  
Student/Teacher Activity  
Step 5 (all)

### ELL Note

Help your English Language Learners with challenging vocabulary as needed.

**TEKS 6.B.v**  
**TEKS 6.B.vi**  
**TEKS 13.A.iii**  
**TEKS 13.A.iv**  
Student/Teacher Activity  
Technology Extension (all)

**TEKS 12.D.i**  
Student/Teacher Narrative  
Technology Extension (all)

### Technology Tip

Prior to doing this activity, locate an animal expert or organization to which you can e-mail the students’ questions about animal senses. You might search online using the keywords “ask a zookeeper” or “ask the zoo.” Alternatively, you might contact a local zoo to see if a zookeeper on staff is willing to correspond with your class via e-mail or a class blog. For more information about setting up and maintaining a class blog, view the “Using Blogs in the Classroom” tutorial (AV45).



Tell the students that they will try to find answers to some of their questions by sending an e-mail to an animal expert. Have the students help you write an e-mail, or fill out the information request form (using your school’s contact information) to be sent to the organization or person you identified. Share any responses you receive with the students. (Be sure to check your “junk e-mail” folder to ensure that response e-mails do not get lost.)

# Day 3

## Guided Strategy Practice

### Materials

- *Slinky Scaly Slithery Snakes* (pages 14–20)
- *Student Response Book* page 19
- “Class Assessment Record” sheet (CA3)
- *Animal Senses* from Week 2

### In this lesson, the students:

- Practice using discussion prompts to build on one another’s thinking
- Hear part of an expository nonfiction book read aloud again
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Work in a responsible way

### 1 Review “Stop and Ask Questions”

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that in the previous lesson, the students used “Stop and Ask Questions” to think about a section of *Slinky Scaly Slithery Snakes*. Remind them that the purpose of asking questions is to help them pay close attention to a text and to listen for answers to their questions.

Ask the students to turn to *Student Response Book* page 19, “Stop and Ask Questions About *Slinky Scaly Slithery Snakes* (2).” Have them review the questions they wrote yesterday.

Explain that today you will reread the part of *Slinky Scaly Slithery Snakes* that you read yesterday. Ask:

**Q** *What is a question you wrote yesterday that you want to find the answer for today?*

Have a few volunteers share their questions with the class.

### 2 Reread Part of *Slinky Scaly Slithery Snakes* Aloud



Read pages 14–20 aloud, slowly and clearly. Stop briefly at the end of each page and have the students talk with their partners about any questions that they think were discussed on that page. Circulate as the students talk. Listen for evidence that they understood the text and are referring to it in their discussion.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students referring to the text to talk about their questions?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 29 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are referring to the text to talk about their questions, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are referring to the text to talk about their questions, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list. Be aware that students will have more opportunities to practice “Stop and Ask Questions” in the coming units.

### 3 Discuss the Reading Using the Discussion Prompts

At the end of the reading, facilitate a discussion about the reading. Direct the students’ attention to the “Discussion Prompts” chart and remind them to build on one another’s thinking using the discussion prompts they learned yesterday. Ask:

- Q *What did you hear during the second reading that you missed the first time?*
- Q *What new information did you hear that answered any of your questions?*

Tell the students that tomorrow they will use “Stop and Ask Questions” to make sense of their independent reading.

### 4 Discuss What the Students Learned About Animal Senses

Show the covers of *Animal Senses* and *Slinky Scaly Slithery Snakes* and remind the students that both of these books tell how animals use their senses to help them survive. Use “Think, Pair, Share” to discuss:



- Q *What did you learn about how animals use their senses to help them survive? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

#### Teacher Note

Use “Turn to Your Partner” as needed during this discussion to increase participation and accountability for thinking.

#### Teacher Note

Keep the “Discussion Prompts” chart posted until the students use these prompts naturally.

#### Teacher Note

If you started a “What We Learned About Animal Senses” chart (see the extension “Start a ‘What We Learned About Animal Senses’ Chart” in Week 1, Day 3), you might add to it as the students share their responses.

**Students might say:**

"I learned that you can tell if an animal is a predator by looking at where its eyes are on its head. Animals that have both eyes on the front of their head are hunters."

"I learned that animals use their scent to communicate with one another."

"I learned that animals like moles and snakes use vibrations to sense food or danger."

"I learned that some animals have more than five senses. Snakes and sharks have supersenses that help them find food."

If the students struggle to answer the question, support their thinking by asking questions such as:

**Q** *What have you learned about how animals [see]?*

**Q** *How are people's senses like animals' senses? How are they different?*

**Q** *How do animals use their senses to [find food/protect themselves]?*

Tell the students that one way to learn more about a topic is by reading two—or even three or four—books about it. Show the covers of the books again, and point out that the students learned more about animal senses by reading these two books.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Ask Questions

Have the students get their texts and read silently for 20–25 minutes. Ask the students to think before they read about questions they have about the topics of their texts. Ask them to think as they read about whether their texts discuss their questions. Tell the students that at the end of IDR you will ask them to share their questions with partners. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 33 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of the text he read, the author's name, and what the

text is about. Then have him share a question he had about the topic of his text and tell whether the text discusses the question.

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

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## WRITING ABOUT READING

### Write About How Animals Use the Sense of Sight

Show the covers of *Animal Senses* and *Slinky Scaly Slithery Snakes*, and remind the students that they heard parts of these books earlier and learned about how different animals use their senses. Explain that today they will combine information from both books to write about animals' sense of sight.

Show page 6 of *Animal Senses* and explain that you will reread a few pages from the part of the book that tells about animals' sense of sight. Ask the students to think as they listen about what facts they are learning about how animals use this sense. Read pages 6–8 aloud slowly and clearly, showing the illustrations. Then ask:

**Q** *What did you learn about how animals use the sense of sight?*

Have a few volunteers share their thinking with the class. Write their ideas where everyone can see them. Then show page 14 of *Slinky Scaly Slithery Snakes* and review that this part of the book is about how snakes use the sense of sight to survive. Ask the students to think as they listen about what else they are learning about how animals use the sense of sight. Read pages 14–17 aloud slowly and clearly, showing the illustrations. Then ask:

**Q** *What else did you learn about how animals use the sense of sight?*

Have a few volunteers share their thinking. Write their ideas where everyone can see them.

Ask the students to watch as you think aloud and model writing about how animals use the sense of sight, using facts from both texts.

**You might say:**

"I'll start by including some important facts I learned in *Animal Senses*. I'll write: *Many animals have specially designed eyes that help them see in ways that humans can't. Some, like frogs and deer, have large fields of vision. Others, like the giant squid, have huge eyes that help them see underwater.* Now I want to include some information from *Slinky Scaly Slithery Snakes*. I'll write: *Snakes use the sense of sight in a very different way. Many snakes have body markings that either help them hide from other animals or tell other animals to stay away.* I want to end with a sentence that wraps up my thinking. I'll write: *Whether they are looking out through their own eyes or sending messages seen by others, many animals depend on the sense of sight to help them stay alive.*"

Have the students write about the sense of sight using facts from both books. If time permits, invite the students to share their writing with the class.

### Materials

- *Animal Senses* from Week 2
- *Slinky Scaly Slithery Snakes*



### Technology Tip

To support the students in doing online research, you might teach the following technology mini-lessons found in Appendix B: Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Narrowing Search Results and Using Filters”; and Mini-lesson 7, “Evaluating Research Sources.” For more information about teaching Technology Mini-lessons 4-7, see “About Teaching the Online Research Lessons” at the beginning of Technology Mini-lesson 4.

### Teacher Note

If the students present their reports in writing, you might encourage them to use at least one text feature in their reports.



## TECHNOLOGY EXTENSION

### Research and Report on Animal Senses

Show the covers of *Animal Senses* and *Slinky Scaly Slithery Snakes*, and remind the students that they heard parts of these books earlier and learned about how different animals use their senses. Explain that each student will research and report on how an animal uses its senses. Ask:

**Q** *What animals would you like to learn more about in order to find out how they use their senses?*

Write the students’ ideas where everyone can see them. Have each student select an animal to research.

Help each student locate at least two sources of information about the animal she selects. Sources might include books, magazines, encyclopedias, experts on the subject, and the Internet.

Once each student has at least two sources, write the following questions where everyone can see them:

**Q** *Is the information in the two sources the same? If not, how is it different?*

**Q** *What is particularly interesting or surprising about the way the animal you learned about uses its senses?*

Have the students read their sources with these questions in mind. Then have them discuss in pairs the answers to the questions.

Help the students decide how to report the information they learned. For example, each student might write a paragraph, make a poster, or give an oral presentation. Make time for the students to write up and share their information.

# Day 4

## Independent Strategy Practice

### Materials

- Expository text for teacher modeling, selected ahead
- Medium-size self-stick notes for each student
- “Journal Entry” chart (WA8)
- *Student Response Book*, Reading Journal section
- Copy of this unit’s family letter (BLM1) for each student

### In this lesson, the students:

- Read independently
- Use questioning to think about texts they read independently
- Write in their reading journals
- Explain their thinking

### 1 Review “Stop and Ask Questions”

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together. Review that this week the students learned the strategy of questioning and the

thinking tool “Stop and Ask Questions” as a way to help them think about texts read aloud. Explain that they can also use the strategy to help them better understand what they read on their own.

## 2 Model Using “Stop and Ask Questions” with Independent Reading

Explain that the students will practice using “Stop and Ask Questions” as they read expository texts independently today. They will use self-stick notes to mark places in their reading where a question comes to mind, and they will write the question on the note. Remind them that they will use their written questions to help them discuss their reading afterward.

Model the procedure using a text the students are familiar with. Read several sentences aloud and think aloud about a question you have. Jot the question on a self-stick note, and place the note in the margin where you stopped reading.

### You might say:

“I’m wondering how boa constrictors can eat such large animals. Perhaps they don’t have jawbones like humans do. I’m going to write the question *How can boa constrictors eat animals that are bigger than they are?* and stick it here next to this picture of the boa constrictor eating the alligator.”

## 3 Read Independently



Distribute self-stick notes to each student and have the students read silently for 15–20 minutes. Stop the class at 5-minute intervals to have the students share with their partners any questions they have written on self-stick notes so far.

## 4 Discuss the Students’ Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about their questions and share what they found out in their reading about those questions. Remind them to support their thinking by referring to the text.

After partners have had time to talk, have several volunteers share their questions with the class. Probe the students’ thinking by asking questions such as:

- Q *What was happening in the book when you thought of that question?*
- Q *What did you find out about that question in your reading?*

**TEKS 6.B.iv**  
Student/Teacher Narrative  
Step 2 (all)

**TEKS 6.B.iv**  
Student/Teacher Activity  
Step 3 (all)

**TEKS 13.E.i**  
Student/Teacher Activity  
Steps 3–5  
(all, beginning on page 163  
and continuing on to page  
164)

### Teacher Note

It is important during this discussion for the students to be listening and responding to one another.

## Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

## ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

## Teacher Note

If the students struggle to write, you might wish to model writing a journal entry, as you did in Unit 2, Week 1, Day 4 (see Step 3).

## Vocabulary Note

Next week, you will revisit *Slinky Scaly Slithery Snakes* to teach the Week 8 vocabulary lessons.

## Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

## 5 Write in Reading Journals About the Students' Independent Reading

Display the "Journal Entry" chart (WA8) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA8

### Journal Entry

Write a journal entry about the text you are reading.

Please include:

- The title and the author's name
- What the text is about
- One question you wrote on a self-stick note
- What, if anything, you found out about that question in your reading
- If the reading didn't discuss your question, something else you learned



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries and the texts they are reading with the class.

## 6 Reflect on Working Together

Review that this week the students practiced using discussion prompts in class discussions to build on one another's thinking. They also thought about how they were taking responsibility for themselves. Use "Think, Pair, Share" to discuss questions such as:



**Q** *How do you think our class is doing with listening carefully to one another during class discussions? What do we do well? What do we want to do better?* [pause] *Turn to your partner.*

**Q** *What is one way you are learning to take responsibility for your own thinking and behavior?* [pause] *Turn to your partner.*

Explain that the students will have more opportunities to use "Stop and Ask Questions" to think about and discuss their independent reading. Emphasize that the students will not always be expected to write down their questions, but they should always be asking themselves questions and looking for answers when they read.

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## EXTENSION

### Practice Using “Stop and Ask Questions” with Content-area Reading

Have the students use “Stop and Ask Questions” to help them be active readers of social studies, science, math, or other content-area texts. Encourage them to use self-stick notes to mark places where questions come to mind and to read to see what they can learn about their questions.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 3. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1): see page 34 of the *Assessment Resource Book*.

TEKS 6.B.iv  
Student/Teacher Activity  
Extension (all)



# Unit 4

# Analyzing Text Structure

## FICTION, NARRATIVE NONFICTION, AND DRAMA

During this unit, the students analyze the elements of narrative text structure in three different types of text: fiction, narrative nonfiction, and drama. They study character, setting, plot, conflict, and theme, and in the fiction and narrative nonfiction texts, they also discuss the use of first- and third-person point of view. They use questioning to help them make sense of text, look for answers to their questions in the text, and think about whether their questions are answered directly, indirectly, or not at all. During IDR, they practice asking themselves questions and analyzing text structure as they read independently. Socially, they agree and disagree in a caring way and use discussion prompts to build on one another's ideas during discussions.

# Unit 4 Analyzing Text Structure

## RESOURCES

### Read-alouds

- *Thunder Cake*
- *The Princess and the Pizza*
- *Chicken Sunday*
- *The Bat Boy & His Violin*
- *Teammates*
- “Demeter and Persephone”
- “Co-chin and the Spirits”
- *Gluskabe and Old Man Winter* from *Pushing Up the Sky: Seven Native American Plays for Children*

### Writing About Reading Activities

- “Write Personal Opinions About *The Princess and the Pizza*”
- “Write Opinions About First- and Secondhand Accounts of Jackie Robinson’s Experiences”
- “Write About Text-to-text Connections in ‘Demeter and Persephone’ and ‘Co-chin and the Spirits’”

### IDR Mini-lessons

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”
- Mini-lesson 4, “Reading with Expression”



## Online Resources

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

### Whiteboard Activities

- WA1–WA8

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA5)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

### Reproducibles

- Unit 4 family letter (BLM1)
- (Optional) “First- and Secondhand Accounts of Jackie Robinson’s Experiences” (BLM2)
- (Optional) “Demeter and Persephone” (BLM3)
- (Optional) “Co-chin and the Spirits” (BLM4)

### Professional Development Media

- “Adapting Lessons for English Language Learners” (AV13)
- “Social Reflection” (AV14)
- “Asking Facilitative Questions” (AV21)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)

## RESOURCES (continued)



### Technology Extensions

- “Meet the Author: View an Interview with Patricia Polacco”
- “Compare a Written Version and an Oral Retelling of Another Gluskabe Myth”

### Extensions

- “Rewrite *The Princess and the Pizza* from a First-person Point of View”
- “Discuss Ethical Issues in *Chicken Sunday*”
- “Watch Stories”
- “List Narrative Texts Read in Daily Life”
- “Read Books on the Theme of Being Different”
- “Informally Discuss Cultural Setting”
- “Read More About Jackie Robinson”
- “Compare Points of View in *The Bat Boy & His Violin* and *Teammates*”
- “Compare Themes in *The Bat Boy & His Violin* and *Teammates*”
- “Read Another Myth About the Seasons”
- “Compare *Gluskabe and Old Man Winter* with Other Myths”

### Assessment Resource Book

- Unit 4 assessments

### Student Response Book

- “Stop and Ask Questions About *The Bat Boy & His Violin*”
- “Stop and Ask Questions About *Teammates*”
- “Stop and Ask Questions About ‘Demeter and Persephone’”
- “Stop and Ask Questions About ‘Co-chin and the Spirits’”
- “Excerpt from ‘Co-chin and the Spirits’”
- “*Gluskabe and Old Man Winter*”
- “Story Elements in *Gluskabe and Old Man Winter*”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 8 (*Slinky Scaly Slithery Snakes*)
- Week 9 (*Thunder Cake; The Princess and the Pizza*)
- Week 10 (*Chicken Sunday*)
- Week 11 (*The Bat Boy & His Violin; Teammates*)
- Week 12 (“Demeter and Persephone”; “Co-chin and the Spirits”)

# Unit 4

## Analyzing Text Structure

### DEVELOPMENT ACROSS THE GRADES

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

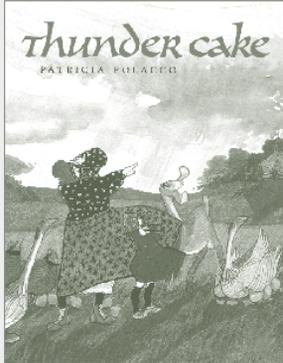
■ formally taught □ informally experienced

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> <i>Thunder Cake</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a fiction story</li> <li>Discussing character, setting, and plot</li> </ul>	<p><b>Strategy Lesson:</b> <i>Thunder Cake</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a fiction story again to build comprehension</li> <li>Discussing setting</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>The Princess and the Pizza</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a fiction story</li> <li>Discussing character, setting, and plot</li> </ul>	<p><b>Strategy Lesson:</b> <i>Thunder Cake; The Princess and the Pizza</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Discussing the use of first- and third-person points of view in stories</li> </ul>
Week 2	<p><b>Read-aloud:</b> <i>Chicken Sunday</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a fiction story</li> <li>Discussing character, setting, plot, and point of view</li> </ul>	<p><b>Strategy Lesson:</b> <i>Chicken Sunday</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a fiction story again to build comprehension</li> <li>Discussing character change and conflict</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reviewing story elements</li> <li>Reading independently</li> <li>Rereading and thinking about the characters in their stories</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Rereading and exploring conflict and character change in their stories</li> <li>Writing in their reading journals</li> </ul>
Week 3	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>The Bat Boy &amp; His Violin</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a fiction story</li> <li>Using questioning to make sense of the story</li> <li>Discussing conflict and character change</li> <li>Discussing theme and ethical issues</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>The Bat Boy &amp; His Violin</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a fiction story again to listen for answers to their questions</li> <li>Using their questions to make sense of the story</li> </ul>	<p><b>Read-aloud:</b> <i>Teammates</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a narrative nonfiction story</li> <li>Using questioning to make sense of the story</li> <li>Discussing character, setting, and plot</li> <li>Discussing theme and ethical issues</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Teammates</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a narrative nonfiction story again to listen for answers to their questions</li> <li>Using their questions to make sense of the story</li> <li>Writing in their reading journals</li> </ul>
Week 4	<p><b>Read-aloud/Guided Strategy Practice:</b> "Demeter and Persephone"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Learning to use discussion prompts in pairs</li> <li>Hearing and discussing a myth</li> <li>Using questioning to make sense of the myth</li> </ul>	<p><b>Strategy Lesson:</b> "Demeter and Persephone"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a myth again to build comprehension</li> <li>Using their questions to understand and discuss the myth</li> <li>Thinking about whether their questions are answered directly, indirectly, or not at all</li> <li>Discussing character, setting, plot, and conflict</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> "Co-chin and the Spirits"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a myth</li> <li>Using questioning to make sense of the myth</li> <li>Thinking about whether their questions are answered directly, indirectly, or not at all</li> <li>Discussing character change</li> </ul>	<p><b>Guided Strategy Practice:</b> "Co-chin and the Spirits"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a myth again to build comprehension</li> <li>Using their questions to understand and discuss the myth</li> <li>Thinking about whether their questions are answered directly, indirectly, or not at all</li> <li>Comparing two myths about a similar topic</li> </ul>
Week 5	<p><b>Read-aloud:</b> <i>Gluskabe and Old Man Winter</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a play</li> <li>Using questioning informally to make sense of the play</li> <li>Exploring differences between plays (drama) and prose</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Gluskabe and Old Man Winter</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a play again to build comprehension</li> <li>Discussing character, setting, plot, conflict, and theme</li> </ul>	<p><b>Strategy Lesson:</b> <i>Gluskabe and Old Man Winter</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring differences between plays (drama) and prose</li> <li>Reading a play independently</li> </ul>	<p><b>Strategy Lesson:</b> <i>Gluskabe and Old Man Winter</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading a play aloud as a class</li> <li>Making connections between the words of a play and an oral presentation of the words</li> </ul>

# Week 1

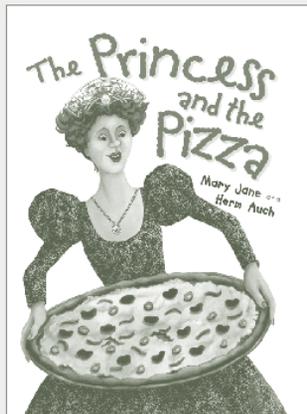
## OVERVIEW



### **Thunder Cake**

by Patricia Polacco

With help from her grandmother, a young girl overcomes her fear of thunderstorms.



### **The Princess and the Pizza**

by Mary Jane and Herm Auch

A former princess misses “princessing” and enters a competition to marry the prince of another kingdom.



## Online Resources

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

### **Whiteboard Activities**

- WA1–WA2

### **Assessment Forms**

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

### **Professional Development Media**

- “Asking Facilitative Questions” (AV21)

## Comprehension Focus

- Students explore elements of narrative text structure in fiction stories, including character, setting, and plot.
- Students discuss the use of first- and third-person points of view in stories.
- Students read independently.

## Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students build on one another's thinking during class discussions.
- Students develop the skill of explaining their thinking.

## DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Make available fiction, narrative nonfiction, and plays at a variety of levels so that students can practice asking questions and exploring story elements during IDR and Independent Strategy Practice throughout the unit. For more information, see "About Analyzing Text Structure" on Day 1.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, collect the following books from previous units: *Animal Senses* from Unit 3 and *A Bad Case of Stripes*, *The Old Woman Who Named Things*, and *Song and Dance Man* from Unit 1.

(continues)

## J DO AHEAD *(continued)*

- ✓ Prior to Day 1, prepare a sheet of chart paper with the title “Important Elements of Stories.” Write these terms and definitions on the chart paper: *character: person in a story, setting: where and when a story takes place, and plot: what happens to the characters in a story (the events that make up the story).* (See the diagram in Step 5.)
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 53 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 45 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 8 lessons this week.

**In this lesson, the students:**

- Begin working with new partners
- Hear and discuss a fiction story
- Discuss character, setting, and plot
- Read independently for 25–30 minutes
- Work in a responsible way

**ABOUT ANALYZING TEXT STRUCTURE**

In this unit, the students read and analyze the elements of narrative text structure in fiction and narrative nonfiction stories and drama by focusing on character, setting, plot, conflict, and theme. As they hear texts read aloud, they ask questions and make inferences about the plots, characters, and settings of the texts; the conflicts the characters face; and the themes of the texts. They practice using these story elements to make sense of narrative texts read independently during Individualized Daily Reading.

Provide a variety of narrative texts at a wide range of reading levels for the students to read during IDR. Narrative fiction includes chapter books, picture books, and short stories in various genres, such as mystery, adventure, science fiction, historical fiction, realistic fiction, fable, folktale, myth, and legend. Narrative nonfiction includes biography, autobiography, memoir, and some essays. Plays can include reader's theater scripts. For more information, see "The Grade 4 Comprehension Strategies" in the Introduction.

**1 Pair Students and Get Ready to Work Together**

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that during today's lesson, partners will talk about a book you read aloud. Review that talking with and listening to partners helps the students think more about what they are learning. Tell the students that at the end of the lesson, they will report on their partner conversations. Ask:

**Q** *What do you want to keep in mind today to be a responsible partner? Why will that be important?*

**Students might say:**

"I'll remember to listen carefully to what my partner says."

"I want to remember to listen because then my partner and I will have a good conversation."

"I want to remember to ask questions if I don't understand something my partner says."

**Materials**

- *Thunder Cake*
- *Animal Senses* from Unit 3
- *A Bad Case of Stripes* from Unit 1
- *The Old Woman Who Named Things* from Unit 1
- *Song and Dance Man* from Unit 1
- "Important Elements of Stories" chart, prepared ahead
- "Thinking About My Reading" chart
- Self-stick notes for each student
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 50
- "Reading Comprehension Strategies" chart

## 2 Discuss Narrative Texts

Show the cover of *Animal Senses* and remind the students that in previous lessons you read and talked about *expository texts*—texts that give factual, or true, information and are usually about particular topics. Explain that during the next few weeks, the students will read *narrative texts*—texts that tell stories.

Show the covers of *A Bad Case of Stripes*, *The Old Woman Who Named Things*, and *Song and Dance Man*, which they heard in Unit 1, and point out these are examples of narrative texts. Explain that there are many other kinds of narrative texts, including fairy tales, folktales, myths, adventures, mysteries, science fiction stories, narrative nonfiction stories, and plays. Take a few minutes to have the students brainstorm the titles of other stories they have read, heard, or seen (on television or as movies).

Explain that all stories have certain *elements*, or parts, in common and that these elements make them stories. For example, all stories are about characters and what happens to them. Use “Think, Pair, Share” to discuss:

 **Q** *What other elements do stories have in common? What makes a story a story?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

“Stories have a beginning, a middle, and an end.”

“Stories can have many characters or just a few.”

“There’s usually a problem in stories.”

“Something usually happens to the characters.”

Explain that you would like the students to think about other elements all stories have in common as you are reading aloud today.

## 3 Introduce *Thunder Cake*

Show the cover of *Thunder Cake* and read the title and the author’s name aloud. Explain that in this story a young girl, with help from her grandmother, overcomes her fear of thunderstorms. Tell the students that during the reading you will stop several times to have partners share their thoughts about the story.

### Teacher Note

As the students offer ideas, ask them to support their thinking with examples from their reading or viewing. You might record their ideas where everyone can see them.

### ELL Note

English Language Learners may benefit from seeing the illustrations before listening to the text.

## 4 Read Aloud

Read *Thunder Cake* aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**sultry:** very hot (p. 3)

**shudder:** shake (p. 3)

**horizon:** line where the sky and the earth seem to meet (p. 4)

**dry shed:** small building used as a storeroom (p. 14)

**trellis:** crisscross framework of wood used to support growing plants (p. 21; refer to the illustration on p. 20)

**churned:** made butter by shaking or stirring cream forcefully (p. 22; refer to the illustration on p. 23)

**samovar:** metal pot with a spigot (tiny faucet), used to make tea (p. 31; refer to the illustration on p. 27)

### ELL Vocabulary

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

**thunder:** loud noise during a rainstorm (p. 3)

**rattled:** made noise by shaking (p. 9)

**surveyed:** examined; looked at (p. 10)

**penned:** wrote down (p. 10)

**them eggs:** (dialect) those eggs (p. 12)

**careful-like:** (dialect) carefully (p. 12)

**ingredient:** item that goes into making something, like food (p. 18)

**from where I sit:** (idiom) from my point of view; in my opinion (p. 24)

**them things:** (dialect) those things (p. 24)

Stop after:

**p. 9** "‘Steady, child,’ she cooed. ‘Unless you let go of me, we won’t be able to make a Thunder Cake today!’"

Ask:



**Q** *What has happened in the story so far? Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop and continue reading to the next stopping point.

**p. 24** "‘I’m not brave, Grandma,’ I said. ‘I was under the bed! Remember?’"

Ask:



**Q** *What has happened in this part of the story? Turn to your partner.*

Reread the last sentence on page 24 and continue reading to the end of the story.

### Teacher Note

Since listeners can easily miss details at the beginning of a story, consider rereading the first page before proceeding with the rest of the story. Stop after the first reading and ask the students to listen for any details they missed as they listen to the first page read aloud again. Use this technique, when appropriate, during read-alouds throughout the program.

### ELL Note

English Language Learners may benefit from more frequent stops and discussions during the reading, for example, after pages 12 and 18.

### Teacher Note

Not having pairs share as a class helps the students learn to rely on their partners, rather than solely on you, to confirm or support their thinking; it also helps to maintain the flow of the story.

### ELL Note

Consider rephrasing these questions for your English Language Learners, for example:

- Q *Who are the main people in the story?*
- Q *Where does the story take place?*
- Q *What happens in the story?*

### Teacher Note

You might explain that while characters are usually people, they can also be animals or other creatures. This is particularly common in children's books.

### Teacher Note

Save the "Important Elements of Stories" chart to use throughout the unit.

## 5 Discuss the Story and Highlight Story Elements

Facilitate a discussion using the questions that follow. Be ready to reread passages and show illustrations to help the students recall story details.

- Q *The characters of a story are "the people in a story." In Thunder Cake, who are the main characters?*
- Q *The setting of a story is "where and when a story takes place." What is the setting of Thunder Cake?*
- Q *The plot is "what happens to the characters in the story." How can we describe the plot in a few sentences?*

Direct the students' attention to the "Important Elements of Stories" chart.

### Important Elements of Stories

- *character: person in a story*
- *setting: where and when a story takes place*
- *plot: what happens to the characters in a story (the events that make up the story)*

Remind the students that all stories have certain elements, or parts, that make them stories. Read aloud the terms and definitions and explain that character, setting, and plot are three important elements of stories. Tell the students that in the next lesson they will think more about these story elements and they will work again with their partners.

## 6 Reflect on the Partner Work

Ask and briefly discuss:

- Q *What did you and your partner do to take responsibility for yourselves during "Turn to Your Partner"?*
- Q *What do you plan to do [the same way/differently] the next time you work with your partner?*

## INDIVIDUALIZED DAILY READING

### 7 Review and Practice “Fix-up” Strategies

Tell the students that for the next few weeks, they will read books that tell stories during IDR. Have them select their books and find places to sit.

Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that earlier they learned a couple of “fix-up” strategies, or tools a student can use when she does not understand what she has read. Review that one strategy is to reread the part of the book she does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what he is reading, he should mark the place in the text that he does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help him understand what he is reading. Explain that at the end of IDR you will check in with the students to see how they did with using the “fix-up” strategies. Then have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the narrative texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

#### Teacher Note

During IDR today, the students practice two “fix-up” strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support for using these and other “fix-up” strategies, and to see examples of how to model using the strategies, you might teach all or part of IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A).

#### ELL Note

Help your English Language Learners choose narrative texts at appropriate levels. Providing a limited number of teacher-selected texts will help them make good choices.

#### Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time as your students are ready. The goal is for them to read independently for up to 30 minutes by Unit 5.

### Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

# Day 2

## Strategy Lesson

### Materials

- *Thunder Cake*
- “Important Elements of Stories” chart from Day 1

### Teacher Note

While the students do not need to remember the definitions of the elements, they do need to understand that common elements are one framework for thinking about stories. The goal is for the students to learn to use story elements to make sense of stories they read independently.

The story elements introduced in this unit will be revisited throughout the year.

Signal to let the students know when it is time to stop reading. Facilitate a brief class discussion about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

If a student has tried both of the “fix-up” strategies and still does not understand the text she is reading, refer her to the “Reading Comprehension Strategies” chart and encourage her to try the strategies listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

### In this lesson, the students:

- Hear a fiction story again
- Discuss setting
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking
- Solve problems by working together

### 1 Review the “Important Elements of Stories” Chart

Gather the students with partners sitting together, facing you. Show the cover of *Thunder Cake* and remind the students that you read the book aloud yesterday. Direct the students’ attention to the “Important Elements of Stories” chart and review that they discussed three important elements that are common to all stories: character, setting, and plot. Briefly review these, and explain that recognizing and thinking about story elements helps readers make sense of stories and understand them at a deeper level.

### 2 Review and Reread *Thunder Cake*

Briefly review *Thunder Cake* by asking:

- Q *Who are the characters in Thunder Cake?*
- Q *What is the plot? What happens to the characters?*

Explain that today you will reread the story. Ask the students to find out all they can about the setting, or when and where the story takes place, and then think about why the author might have chosen this setting.

Read the story aloud slowly and clearly, without stopping.

### 3 Discuss the Setting

At the end of the reading, facilitate a discussion about the setting. Encourage the students to support their thinking by referring to the text. Be ready to reread passages to help the students recall what they heard.

Use “Think, Pair, Share” to discuss:

 **Q** *What do you know about the setting of the story? When and where does this story take place? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class. If necessary, remind the students to use the discussion prompts they have learned to build on one another’s thinking.

#### Students might say:

“The story takes place during the summer. In the book it talks about summer days on the grandma’s farm.”

“In addition to what [Anton] said, we know that the story takes place on the grandma’s farm in the country.”

“In addition to what [Fei] said, we know that the grandma’s farm is in Michigan.”

Ask and briefly discuss:

 **Q** *Is the setting important in this story? Why does it make sense that a character like Grandma would make a Thunder Cake in a setting like this? Turn to your partner.*

**Q** *How would the story be different if it happened in a city? Turn to your partner.*

Have a few volunteers share their thinking.

#### Students might say:

“I think the setting is important. If they’re going to make a Thunder Cake, it has to take place where there is thunder.”

“I agree with [Blake]. Because the setting is a farm, the ingredients aren’t all in the kitchen. It takes time to walk around to find them. While they’re walking around, the thunder comes closer and closer.”

“If the story happened in a city, then they wouldn’t have to walk around to get all the ingredients. They would probably have all of them in the kitchen.”

“In addition to what [Zahira] said, if the setting was a city, they would just walk to the store to get the ingredients.”

#### Teacher Note

You may want to remind the students that readers frequently reread to deepen their understanding or enjoyment of a story. They reread to look for details they may have missed, to focus on a particular element of the story, or simply to enjoy the language or the emotions evoked by the story.

#### ELPS 4.G.iii

##### Step 3

(all, beginning on page 181 and continuing on to page 182)

#### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”



#### Facilitation Tip

During this unit, practice **asking facilitative questions** during class discussions to help the students build on one another’s thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q** *Do you agree or disagree with [Daniela]? Why?*
- Q** *What questions can we ask [Daniela] about what she said?*
- Q** *What can you add to what [Daniela] said?*

To see this Facilitation Tip in action, view “Asking Facilitative Questions” (AV21).



**TEKS 5.A.ii**  
Student/Teacher Activity  
Step 5  
(first paragraph "read silently for 25 minutes...")

### Teacher Note

Periodically remind the students to ask themselves the questions on the "Thinking About My Reading" chart as they read independently and to select different books if they decide the ones they are reading are not at the right levels.

Tell the students that an author makes careful decisions about each element of a story, including the setting. Explain that thinking about what the setting of a story is and why the setting is important can help a reader make sense of the story.

Explain that in the next lesson, the students will think more about an author's use of character, setting, and plot.

## 4 Reflect on the Partner Conversations

Facilitate a brief discussion about how the students interacted. Ask:

- Q *How did talking with your partner go today? What problems did you have? How did you try to solve those problems?*
- Q *How did using the discussion prompts help you listen to each other?*

## INDIVIDUALIZED DAILY READING

## 5 Read Independently and Think About Setting

Ask the students to think as they read about the settings of their stories. Tell them that at the end of IDR, you will ask them to share with the class what they noticed about the settings of their stories. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they noticed about the settings of their stories. Remind each volunteer to tell the title of her book and the author's name. Ask questions such as:

- Q *What is the setting of your story? How do you know that?*
- Q *Do you think the setting is important in your story? Why or why not?*

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

## In this lesson, the students:

- Hear and discuss a fiction story
- Discuss character, setting, and plot
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking
- Explain their thinking and listen to one another

## 1 Review Story Elements

Direct the students’ attention to the “Important Elements of Stories” chart and remind them that they have been thinking about three important elements in stories: character, setting, and plot. (If necessary, review the definitions of these three story elements.)

Review that in the previous lesson you reread *Thunder Cake* and talked about its setting. Tell the students that today they will listen to another story and pay attention to the way the author uses character, setting, and plot.

## 2 Introduce *The Princess and the Pizza*

Show the cover of *The Princess and the Pizza* and read the title and the authors’ names aloud. Explain that the story is about a very smart princess named Paulina. Ask and briefly discuss:

**Q** *What kinds of things usually happen in stories about princesses?*

Have a few volunteers share their thinking with the class. If necessary, remind the students to use the discussion prompts they have learned to build on one another’s thinking.

Remind the students that the plot of a story is what happens to the characters in the story. Explain that readers can sometimes *predict*, or guess, what will happen in a story when the plot is familiar, such as in a story about a princess. Explain that as you read the story aloud, you would like the students to think about what is predictable, or not surprising, about the story and what is unpredictable, or surprising.

## 3 Read Aloud

Read *The Princess and the Pizza* aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

## Materials

- *The Princess and the Pizza*
- “Important Elements of Stories” chart
- “Class Assessment Record” sheet (CA1)
- “Reading Comprehension Strategies” chart and a marker

**TEKS 9.A.i**  
Student/Teacher Narrative  
Step 2 (on page 183) and  
Step 4 (on page 185)

## Suggested Vocabulary

**royal processions:** formal parades in which kings, queens or other members of a royal family walk or ride (p. 3)

**page:** boy who is a servant or messenger (p. 6)

**bodice:** top part of a woman's dress (p. 6)

**set up a wail among the princesses:** made the princesses start crying and complaining (p. 14)

## ELL Vocabulary

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

**given up his throne:** stopped being the king (p. 3)

**humble shack:** small, plain house or hut (p. 3; refer to the illustration)

**Paulina's garden barely kept enough on the table:** Paulina's garden grew just enough food for them to eat (p. 3)

**Paulina missed princessing:** Paulina missed being a princess (p. 3)

**surveying:** looking out over a large area (p. 3)

**rummaged:** looked for something in a careless, messy way (p. 6)

**tiara:** crown (p. 6; refer to the illustration on p. 7)

**snipped:** cut with small, quick scissor cuts (p. 6)

**for Pete's sake:** an expression used to show annoyance (p. 9)

**bright-eyed:** well-rested after a good night's sleep (p. 10)

**of royal blood:** being in the family of a king or queen (p. 11)

**have a big mouth:** (idiom) talk too much and ask too many questions (p. 15)

**offending:** causing hurt or unhappiness (p. 16)

**will be beheaded:** will have their heads cut off (p. 19)

**scrumptious:** delicious (p. 24)

**kidding:** joking (p. 26)

Stop after:

- p. 8** "But when she got to Blom Castle, Paulina found she was only one of twelve princesses hoping to become the royal bride."

Ask:



- Q** *What is happening in the story? What do you think will happen next? Turn to your partner.*



Without sharing as a class, reread the last sentence and continue reading to the next stopping point. At each of the following stopping points, follow the same procedure to have partners talk briefly about what is happening in the story and what they think will happen next.

- p. 16** "She reached under the pile of mattresses, pulled out the offending pea, and climbed into bed."

- p. 24** "Prince Drupert went right to Paulina's tray. 'It's not pretty, but it smells scrumptious.'"

As pairs talk, listen for evidence that they are using details from the text to make predictions and to support their thinking.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students use details from the text to make predictions and to support their thinking?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 45 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** or **about half of the students** are able to use details from the text to make predictions and support their thinking, proceed with the lesson and continue on to Day 4. You may wish to check in during IDR with students who are having difficulty.
- If **only a few students** are able to use details from the text to make predictions and support their thinking, you might give the class additional instruction by repeating Day 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Continue reading to the end of the book.

## 4 Discuss Character, Setting, and Plot

Facilitate a discussion of the book using the questions that follow. Be ready to reread from the book to help the students recall what they heard.

- Q *What do we know about the setting of this story?*
- Q *Who are the main characters in the story? What happens to them?*

### Students might say:

“The author doesn’t say much about the setting. But most of the story happens at Prince Drupert’s castle.”

“The main characters are Paulina and Queen Zelda.”

“In addition to what [Carlos] said, Paulina’s father and Prince Drupert are also characters.”

“Paulina goes to the castle to try to marry Prince Drupert, but in the end she decides not to. She invents pizza and starts her own restaurant.”

Review that readers can sometimes predict, or guess, what will happen in a story when the plot is familiar. Ask:

- Q *What parts of the plot of *The Princess and the Pizza* are predictable (in which parts of the story could you guess what would happen)?*
- Q *What parts of the plot are unpredictable, or surprising?*

### Teacher Note

The students might mention books like *The True Story of the Three Little Pigs* or *The Frog Prince, Continued* by Jon Scieszka; *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas; *The Paper Bag Princess* by Robert Munsch; or *Cinderella Bigfoot* by Mike Thaler. If the students are not familiar with these stories, you might take time to read one or two of them aloud in the next few days.

#### Students might say:

"At the beginning of the story, Paulina wants to marry the prince. That's something I guessed would happen."

"There are characters from other fairy tales, like Rapunzel and Snow White and the Seven Dwarfs. That surprised me."

"It's surprising that Paulina decides to open a pizza shop instead of marrying the prince."

"Usually, in a fairy tale, the prince and the princess get married. In this story, it seems like Princess Paulina's father and Queen Zelda are going to get married."

Explain that the plot of this story is a twist on (or an interesting way of retelling) a traditional fairy tale, in which a prince passes a series of tests to win the hand of a beautiful princess, and the prince and princess live happily ever after. Ask:

**Q** *What stories have you read in which the plot was a twist on (or an interesting retelling of) a traditional tale?*

## 5 Add to the "Reading Comprehension Strategies" Chart

Direct the students' attention to the "Reading Comprehension Strategies" chart. Review the strategies listed there and remind the students that they should be using these when they read independently.

Remind the students that recognizing and thinking about the elements that make up a story—including characters, setting, and plot—is something good readers do to make sense of the story. Add *recognizing story elements* to the chart. Explain that today you would like the students to think about two key story elements—setting and plot—as they read independently.

### Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Think About Setting and Plot

Remind the students to think as they read about the settings and plots of their stories. Tell them that at the end of IDR, you will ask them to share what they noticed about the settings and plots of their stories with partners. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners things they noticed about the settings and plots of their stories. Remind each student to also tell her partner the title of her book and the author’s name. After partners have had a chance to share, invite a few volunteers to share what they noticed with the class. Ask questions such as:

Q *What is the setting of your story? How do you know that?*

Q *What is the plot of your story? What happens to the characters?*

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

## WRITING ABOUT READING

### Write Personal Opinions About *The Princess and the Pizza*

Show the cover of *The Princess and the Pizza* and remind the students that they heard this story earlier. Page through the book and show the illustrations. Ask:

Q *What do you remember about this story?*

Have a few volunteers share their thinking. Be ready to show illustrations and reread from the text to help the students recall the story.

#### Materials

- *The Princess and the Pizza*

Show pages 26–27 and remind the students that at the end of the story, Princess Paulina decides not to marry Prince Drupert after all. Ask:

**Q** *Do you think Princess Paulina makes a good decision? Why?*

**Students might say:**

"I think it is a good decision because Prince Drupert seems boring."

"In addition to what [Eleanor] said, I think it is a good decision because Paulina wouldn't have gotten along with Queen Zelda."

"I disagree with [Eleanor and Tayvon]. I think she should have married the prince because then she could have lived at the castle and been a real princess again."

"I think Paulina makes the right decision. Making pizza is more fun than being a princess."

Explain that the students will write their opinions about Paulina's decision not to marry Prince Drupert. Tell the students that readers can have different opinions about a character's actions, and that is fine. What is important is that they give reasons to support their opinions. Ask the students to watch as you think aloud and model writing an opinion about Paulina's decision.

**You might say:**

"I'll start with a sentence that explains what I am writing about. I'll write: *In the story The Princess and the Pizza, Princess Paulina wins a competition to marry Prince Drupert, but she decides not to marry the prince after all.* Now I'll write a sentence that tells my opinion of Paulina's decision not to marry Drupert. I'll write: *I think that Paulina's decision not to marry Drupert is very wise.* Now I'll explain my opinion by giving some reasons: *Being married to Drupert would have been boring. Paulina has a lot more fun running her own pizza shop.*"

Explain that the students will now write their own opinion pieces about Paulina's decision not to marry Prince Drupert. Remind each student to include the title of the book, her opinion of Paulina's decision, and a reason for that opinion. Give the students a few minutes to write. If time permits, invite the students to share their writing with the class.

## In this lesson, the students:

- Discuss the use of first- and third-person points of view in stories
- Read independently for 25–30 minutes
- Explain their thinking and listen to one another

## 1 Review Story Elements and Introduce Point of View

Gather the class with partners sitting together, facing you. Show the covers of *Thunder Cake* and *The Princess and the Pizza*. Remind the students that they heard these stories earlier and discussed the characters, setting, and plot in each story. Direct the students' attention to the "Important Elements of Stories" chart and review that characters, setting, and plot are important elements that appear in all stories. Tell the students that today they will explore another element that stories have in common: point of view.

## 2 Discuss First-person Point of View in *Thunder Cake*

Display the "Excerpt from *Thunder Cake*" chart (WA1) and explain that this is an excerpt from the book *Thunder Cake*. Explain that you will read the excerpt aloud and that you would like the students to think as they listen about who is telling the story.

Read the passage aloud slowly and clearly. Use "Think, Pair, Share" to discuss:



**Q** *Who is telling the story? What in the story makes you think so?* [pause]  
Turn to your partner.

Have one or two volunteers share their thinking with the class. If necessary, show pages 17–18 of the book, point to the girl in the illustrations, and explain that the granddaughter is telling the story.

Tell the students that when the person telling the story is a character in the story, we say the story is told from the *first-person point of view*. Explain that words like *I* and *me* are clues that can help the students recognize first-person point of view. Circle these words on the chart.

## Materials

- *Thunder Cake*
- *The Princess and the Pizza*
- "Important Elements of Stories" chart and a marker
- "Excerpt from *Thunder Cake*" chart (WA1)
- "Excerpt from *The Princess and the Pizza*" chart (WA2)

**TEKS 10.E.i**  
Student/Teacher Narrative  
Step 2 (all)

## Teacher Note

You might tell the students that the word *my* is another clue (like the words *I* and *me*) that can help them recognize first-person point of view in a story.

### 3 Discuss Third-person Point of View in *The Princess and the Pizza*

Display the “Excerpt from *The Princess and the Pizza*” chart (WA2) and tell the students that this is an excerpt from *The Princess and the Pizza*. Explain that you will read the excerpt aloud and that, as before, you want the students to think about who is telling the story.

Read the excerpt aloud slowly and clearly. Use “Think, Pair, Share” to discuss:

 **Q** *Who is telling the story? What in the story makes you think so?* [pause]  
*Turn to your partner.*

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

**Students might say:**

“It’s hard to tell who’s telling the story because the person telling it doesn’t say anything about herself.”

“I’m not sure who is telling the story, but I don’t think it’s Princess Paulina.”

Remind the students that in *Thunder Cake*, a character in the story (the little girl) is telling the story. Explain that in *The Princess and the Pizza*, the person telling the story is not a character in the story. Explain that when the person telling the story is not a character in the story, we say the story is told from the *third-person point of view*.

Point to the first few sentences on the chart and ask the students to listen carefully as you model what the story would sound like if it were told from the first-person point of view.

**You might say:**

“If *The Princess and the Pizza* were told from the first-person point of view, the story would say, ‘I needed a job. My father had given up his throne to become a wood-carver and moved us to a humble shack in a neighboring kingdom. Since my father was still learning, his carvings didn’t sell, and my garden barely kept enough on the table. I missed princessing. I missed walking the peacock in the royal garden, surveying the kingdom from the castle tower, and doing the princess wave in royal processions.’ ”

Ask:

 **Q** *Do you think The Princess and the Pizza would be a more interesting story if it were told from the first-person point of view? Why? Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

"I think the story would be more interesting because if it said *I* and *my* and *me*, it would seem like the character Paulina was talking directly to me. Then I would care more about what happened."

"I agree with [Nico]. I think it would be more interesting because it would feel like the story really happened instead of being make-believe."

"I disagree with [Carmen and Nico]. I think the story is more interesting the way it is. If it said *I*, then it wouldn't sound like a fairy tale."

#### 4 Add to the "Important Elements of Stories" Chart

Direct the students' attention to the "Important Elements of Stories" chart and explain that *point of view* is another element that stories have in common. Add *point of view* and its definition to the chart.

**Important Elements of Stories**

- *character: person in a story*
- *setting: where and when a story takes place*
- *plot: what happens to the characters in a story (the events that make up the story)*
- *point of view: who is telling the story*

Tell the students that they will think and talk more about *point of view*, or who is telling a story, as they hear and read other stories this year.

#### 5 Reflect on the Partner Work

Facilitate a brief discussion of how partners did listening to each other and explaining their thinking. Ask:

**Q** *How did you and your partner listen to each other and explain your thinking today?*

**Students might say:**

"I listened carefully to my partner and didn't interrupt him."

"I used a discussion prompt to build on what my partner said."

"My partner didn't understand what I was saying, and she asked me to explain it again. I explained it a little differently, and she understood."

#### Teacher Note

In Week 2, the students focus on conflict and on character development and change. If you feel your students would benefit from more practice with setting, plot, and point of view, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 4 Alternative Texts" list.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Think About Point of View

Direct the students' attention to the "Important Elements of Stories" chart and review that *point of view* is "who is telling the story." Ask the students to notice who is telling their stories as they read independently today. Tell them that at the end of IDR, you will ask them to share what they noticed with a partner. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners what they noticed about who is telling their stories. After partners have had a chance to share, invite a few volunteers to share what they noticed with the class. Ask questions such as:

**Q** *What point of view is your story being told from? Who is telling your story? How do you know?*

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

#### Vocabulary Note

Next week you will revisit *Thunder Cake* and *The Princess and the Pizza* to teach the Week 9 vocabulary lessons.

#### Teacher Note

If necessary, review the names of the characters in the story and record the names where everyone can see them.

## EXTENSION

### Rewrite *The Princess and the Pizza* from a First-person Point of View

Show the cover of *The Princess and the Pizza* and remind the students that this story is written from the third-person point of view. Review that when a story is told from the third-person point of view, a person who is not a character in the story tells it. Explain that today each student will choose a character and write a new version of *The Princess and the Pizza* from a first-person point of view. Ask:

**Q** *If you were going to rewrite this story from a first-person point of view, which character would you choose to tell the story? Why?*

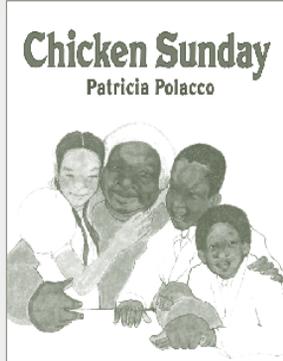
Have each student select a character and imagine what *The Princess and the Pizza* might be like if the story were told from that character's point of view. Support the students' thinking by asking:

**Q** *How might your version of The Princess and the Pizza begin? What might your character say or do first?*

Have each student write a first-person retelling of *The Princess and the Pizza*. If necessary, remind the students that stories told from a first-person point of view use words such as *I, me, my, and mine*. If time permits, have volunteers share their writing with the class.

# Week 2

## OVERVIEW



### *Chicken Sunday*

by Patricia Polacco

Three children sell decorated eggs to buy their beloved Miss Eula an Easter bonnet.



### Online Resources

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

#### **Whiteboard Activity**

- WA3

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Adapting Lessons for English Language Learners” (AV13)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)

### Comprehension Focus

- Students explore elements of narrative text structure in a fiction story, including character, setting, plot, point of view, and conflict.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students build on one another's thinking during class discussions.

## 🕒 DO AHEAD

- ✓ Prior to Day 3, prepare to model thinking aloud about a character in *Chicken Sunday* (see Step 4).
- ✓ Prior to Day 4, prepare to model thinking aloud about a conflict or character change in *Chicken Sunday* (see Step 3).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 46 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 9 lessons this week.

### Materials

- *Chicken Sunday*
- “Important Elements of Stories” chart from Week 1

### In this lesson, the students:

- Hear and discuss a fiction story
- Discuss character, setting, plot, and point of view
- Read independently for 25–30 minutes
- Work in a responsible way

### 1 Get Ready for Partner Conversations

Gather the class with partners sitting together, facing you, and explain that they will talk and work together again this week. Remind the students that talking in pairs helps them think more about what they are learning. Tell the students that during today’s reading you will stop three times, and at each stop you will give them a minute to think about the story and talk with their partners. Ask:

- Q *Why is it important to take a minute to think before we start talking?*
- Q *How will you remind yourself to think quietly without talking during that time?*

Tell the students that you will ask them to report on their partner conversations at the end of the lesson.

### 2 Review the Purpose of Thinking About Story Elements

Direct the students’ attention to the “Important Elements of Stories” chart and review that all stories have certain *elements*, or parts, that make them stories. Remind the students that they have been focusing on four important story elements—character, setting, plot, and point of view—and that the purpose is to help them learn to recognize and think about these elements so they understand the stories at a deeper level.

### 3 Introduce *Chicken Sunday*

Show the cover of *Chicken Sunday* and read the title and the author’s name aloud. Remind the students that earlier they heard another book by this author, *Thunder Cake*. Explain that in *Chicken Sunday* three children are accused of doing something they did not do. Use “Think, Pair, Share” to discuss:



- Q *Have you ever been accused of doing something you did not do? What happened?* [pause] *Turn to your partner.*

Ask the students to keep their own experiences in mind as they listen to the story. Tell the students that there are several Russian and Yiddish words in the story that you will explain as you read.

## 4 Read Aloud

Read the book aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**Baptists:** members of a particular Christian group (p. 5)

***babushka:*** (Russian) grandmother (p. 5)

**churchin' up:** going to church (p. 5)

**hoppin' john:** stew of ham, rice, and black-eyed peas (p. 7)

**win him over:** (idiom) get him to think we are good people (p. 15)

***bubbie:*** (Yiddish) grandmother (p. 17)

***chutzpah:*** (Yiddish) boldness, bravery, or spunk (p. 18)

**odd jobs:** small jobs or bits of work in the shop (p. 21)

**intricate:** beautifully detailed (p. 22)

### ELL Vocabulary

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

**They were my brothers by a solemn ceremony we had performed in their backyard one summer:** Stewart and Winston were not the girl's real brothers, but the three had promised that they would act like brothers and sister (p. 5)

**That poor man has suffered so much in his life, he deserves more than eggs thrown at him:** Mr. Kodinski has experienced pain and hardship in his life and should not have to experience more (p. 12)

**the way they do it in the old country:** the way they do it in Ukraine (p. 17)

Stop after:

- p. 10** "All I want to do is live my life in peace. I'm calling your grandmother," he shouted as he wagged his finger in Stewart's face."

Use "Think, Pair, Share" to discuss:



**Q** *What has happened so far in the story? [pause] Turn to your partner.*



Without sharing as a class, reread the last sentence on page 10 and continue to the next stopping point. Follow the same procedure to have partners discuss what is happening in the story at each of the following stopping points.

- p. 15** "I went to the kitchen drawer and took out a lump of beeswax, a candle, a small funnel with a wooden handle, and some packets of yellow, red, and black dye."

- p. 21** "It didn't seem the right thing to do. Our hearts sank."

Continue reading to the end of the book.

### Teacher Note

If the students struggle to identify who is telling the story, you might have them listen as you reread aloud the first paragraph of the story (page 5). If necessary, remind them that the words *I* and *my* are clues that help readers figure out that a story is written from a first-person point of view.

## 5 Discuss Story Elements in *Chicken Sunday*

Facilitate a discussion using the following questions:

- Q *Who are the characters in the story? Tell me about them.*
- Q *Who is telling the story? What in the story makes you think so?*
- Q *In a few sentences, what is the plot of Chicken Sunday? What happens in the story?*

If the students struggle to summarize the plot, you might model a brief summary.

#### You might say:

“Three friends want to buy Miss Eula a hat, but they don’t have enough money. When they go to Mr. Kodinski, the hat maker, to ask about doing some odd jobs for extra money, he mistakenly accuses them of throwing eggs at his door. To win back his confidence, they make him some special dyed Easter eggs. He allows them to sell their eggs in his hat store. They earn enough money to buy Miss Eula the hat, but Mr. Kodinski gives it to them as a gift.”

- Q *At one point, the narrator, or the person telling the story, says, “We didn’t tell him what we wanted the money for. It didn’t seem the right thing to do.” Why do you think the children feel this way?*

## 6 Discuss the Partner Conversations

Facilitate a brief discussion about how the students interacted during partner conversations. Ask:

- Q *What did you and your partner do to take responsibility for yourselves during partner conversations? What do you plan to do [the same way/differently] the next time you work with your partner?*

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Think About Setting, Plot, and Point of View

Ask the students to think as they read about what they notice about the story’s setting, plot, and point of view. Tell them that at the end of IDR, you will ask them to share what they noticed with the class. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite volunteers to share what they noticed with the class. Remind each volunteer to say the title of the book and the author’s name, what the book is about, and what she noticed about the setting, plot, or point of view in the story. If necessary, ask questions such as:

- Q *Who is telling the story? What in the story makes you think so?*
- Q *What is the setting of your story? How do you know that?*
- Q *What is the plot of your story? What happens to the characters?*

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

## Strategy Lesson

## Day 2

### In this lesson, the students:

- Hear a fiction story again
- Discuss character change and conflict
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking

### 1 Review Story Elements and Introduce Character Change

Gather the class with partners sitting together, facing you. Remind the students that they have learned about four important story elements: character, setting, plot, and point of view. Explain that today you will talk more about characters and how they change or develop. Ask:

- Q *Who are the important, or main, characters in Chicken Sunday?*

### Materials

- *Chicken Sunday*
- “Important Elements of Stories” chart and a marker

### TEKS 8.B.ii

Student/Teacher Narrative Step 1 (all, beginning on page 199 and continuing on to page 200)

## Teacher Note

Keep this discussion of the characters brief. The students will explore the characters in depth later in the lesson.

## ELL Note

To support your English Language Learners during this discussion, consider rereading sections of the story to them. For more information about supporting English Language Learners at various levels of proficiency, see “Support for English Language Learners (ELLs)” in the Introduction.

To learn more, view “Adapting Lessons for English Language Learners” (AV13).



## Teacher Note

If you notice partners having difficulty working together, support them by asking them questions such as:

- Q *It looks like you're having some difficulty. What is making it hard to work together?*
- Q *How is that affecting the work you have to do right now?*
- Q *What can each of you do to take responsibility for getting your conversation about the ways the characters change back on track?*

As the students respond, record the characters' names where everyone can see them: the narrator (the person who is telling the story), Stewart, Winston, Miss Eula, and Mr. Kodinski.

Q *What do we know about these characters? What in the story tells us that?*

### Students might say:

“We know that Stewart, Winston, and the narrator are very close friends. The narrator says that Stewart and Winston are like brothers to her.”

“We know Stewart, Winston, and the narrator love Miss Eula very much. They go to church with her and have Chicken Sunday dinners at her house.”

“We know that Mr. Kodinski is old and that he has a hat shop. Miss Eula says that he has had a hard life.”

Explain that characters often change in some way as a result of what happens to them in a story. Readers can expect main characters to be different at the end of a story from the way they were at the beginning or to know something at the end that they did not know at the beginning. Explain that sometimes the changes are easy to see; for example, a character learns an important lesson that makes a big difference in his life. Other times, the changes are harder to see; for example, a character understands or realizes something she did not know before.

## 2 Reread *Chicken Sunday*

Explain that today you will reread *Chicken Sunday*. Ask the students to listen for the ways the characters change. Explain that after the reading you will ask partners to share their ideas.

Read the story aloud slowly and clearly, without stopping.

## 3 Discuss Character Change

Use “Think, Pair, Share” to discuss:

**TEKS 8.B.ii**  
Student/Teacher Activity  
Step 1 (all, beginning on page 200  
and continuing on to page 201)



Q *Who changes in this story? Why do you think so? [pause] Turn to your partner.*

As partners talk, circulate among them and note whether the students recognize how the various characters develop and change. If the students are having difficulty answering the questions, prompt their thinking by using questions such as:

Q *What are the children thinking about or hoping for at the beginning of the story? What are they thinking about later? How do their attitudes change?*

- Q *How do Miss Eula’s feelings change during the story? Why do they change?*
- Q *What is Mr. Kodinski like when we first meet him? What is he like at the end? Why does his attitude change?*

#### 4 Discuss the Story, Including Conflict or Problem

After most pairs are finished, facilitate a class discussion using the questions that follow. If necessary, remind the students to use the discussion prompts they have learned to build on one another’s thinking. Ask:

- Q *I asked you and your partner to talk about who changes in this story. What did you and your partner say about this?*
- Q *How does that character change? What do you think causes the change?*

##### Students might say:

“The kids worry that Mr. Kodinski is mad at them and they’ll never be able to get Miss Eula her hat. In the end, they make friends with Mr. Kodinski and are able to get her the hat, so everyone’s happy.”

“I agree with [Karen]. At first the kids think Mr. Kodinski is strange and always looks mean. In the end they understand him better and are friends.”

“In addition to what [Jiang] said, Mr. Kodinski thought the kids were bad and threw eggs at his store. In the end, he says they are ‘very good children.’”

Explain that often in stories the main character or characters must deal with a conflict or problem and that facing the conflict or problem and finding a way to end the conflict or solve the problem is often what causes a character to change and grow. Provide a few examples of conflict or problems in the story.

##### You might say:

“There are a number of problems the children in the story face: they want to buy a hat for Miss Eula, but they don’t have enough money; they are accused of throwing eggs; and Mr. Kodinski doesn’t trust them.”

Direct the students’ attention to the “Important Elements of Stories” chart and add *conflict or problem* to it.

#### Teacher Note

When talking about Mr. Kodinski, you may wish to provide background information; for example, you might tell the students that you can infer from Mr. Kodinski’s clothes, his speech, and the number tattooed on his arm (see the illustration on page 20) that he is a Jewish survivor of a World War II concentration camp.

#### Teacher Note

Encourage the students to support their interpretation of the change by referring to the text. Be ready to reread passages and show illustrations again to help the students recall details.

#### Facilitation Tip

Continue to **ask facilitative questions** to help the students respond to one another. When the students direct their responses to you, redirect them toward the class by asking questions like:

- Q *Do you agree or disagree with what [Mitch] just said? Why?*
- Q *What questions can we ask [Mitch] about what he said?*
- Q *Why does what [Mitch] said make sense?*

Much of the learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion and that they are responsible for listening to one another and responding.

## Teacher Note

Character change and conflict can be subtle and challenging for the students to understand. These ideas are introduced in this unit and will be revisited throughout the year, but students often need repeated exposure over many different texts to begin to see how these elements function in literature. The goal in this unit is for the students to develop awareness that most fiction contains characters who go through and learn from challenges and that readers should look for these elements to make sense of the fiction they read.

## Important Elements of Stories

- *character: person in a story*
- *setting: where and when a story takes place*
- *plot: what happens to the characters in a story (the events that make up the story)*
- *point of view: who is telling the story*
- *conflict or problem*

Ask the students to think about these elements when they read independently.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Think About Story Elements

Direct the students' attention to the "Important Elements of Stories" chart. Ask the students to think as they read about what they notice about the characters, settings, and plots in their stories as well as any conflicts or problems the characters face. Tell them that at the end of IDR, you will ask them to share what they noticed with partners. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners the titles of their books, the authors' names, and what they noticed about the characters, settings, plots, and conflicts or problems in their stories. After partners have had a chance to share, invite a few volunteers to share what they noticed with the class.

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

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## EXTENSION

### Discuss Ethical Issues in *Chicken Sunday*

Encourage the students to think more about the social and ethical issues raised in the story by asking:

- Q *What can we learn from this story about accepting and respecting differences among people?*
- Q *What can we learn from this story that we can apply to our own lives?*



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## TECHNOLOGY EXTENSION

### Meet the Author: View an Interview with Patricia Polacco

Show the covers of *Thunder Cake* and *Chicken Sunday* and remind the students that earlier they heard these two stories by author and illustrator Patricia Polacco. Ask and discuss:

- Q *What do you remember about the book Thunder Cake? What do you remember about the book Chicken Sunday?*
- Q *What would you like to find out about Patricia Polacco?*

Record the students' responses where everyone can see them. Tell the students that they will watch an interview with this author.

Display your browser page and go to the video interview you located earlier to share with your students. Model navigating the website and play the interview. Afterward, discuss questions such as:

- Q *What is something interesting you learned about Patricia Polacco?*
- Q *Did you hear information that answers any of our questions? What did you hear?*

If time permits, you might invite interested students to explore Patricia Polacco's official author website and then share what they learn with the class.

**TEKS 6.E.iii**  
Student/Teacher Narrative  
Extension (all)

### Teacher Note

The questions asked during this discussion give the students an opportunity to think about the story's theme. The students will explore the concept of theme in more depth in Week 3 of this unit.



### Technology Tip

Prior to doing this activity, locate and preview an online video interview to share with your students. Use search terms such as "Patricia Polacco author interview video." You might also locate and preview Polacco's official author website using search terms such as "Patricia Polacco author site." For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).



### Materials

- *Chicken Sunday*
- Medium-size self-stick notes for each student

### Teacher Note

On Days 3 and 4, the students will independently read a section of text twice: once for surface understanding and then again with a story element in mind. The students will read for 15 minutes and then stop and reread the section, paying close attention to one of the characters in the reading. Reading twice gives the students a chance to gain surface-level understanding of the story before applying a comprehension strategy to it.

**TEKS 6.A.ii**  
**Student/Teacher Narrative**  
**Step 4**  
 (all, beginning on page 205 and continuing on to page 205)

### In this lesson, the students:

- Review story elements
- Read independently
- Reread and think about the characters in their own books
- Work in a responsible way

### 1 Discuss Taking Responsibility

Have the students get their pencils and books for independent reading and sit at desks with partners together. Tell the students that they will be responsible for reading independently and for sharing with their partners today. Ask:

- Q *What will you do to take responsibility for yourself when you are reading independently?*
- Q *What will you do to be responsible when you are sharing with your partner?*

### 2 Review Story Elements

Remind the students that this week they heard *Chicken Sunday* and thought about setting, character, point of view, and plot and about how characters change as a result of the conflicts or problems they face in stories. Explain that today the students will read their books for independent reading and think about what they are learning about the characters in them as they read. Later they will share what they learned about the characters with their partners.

### 3 Read Independently Without Stopping

Distribute self-stick notes to the students and have each student place a self-stick note in the margin next to the place where she begins reading today. Have the students read independently for 15 minutes.

### 4 Model Rereading and Thinking About a Character

After 15 minutes, signal to let the students know that it is time to stop reading. Explain that each student will reread the same pages in her book, starting again at the self-stick note. As she rereads, she will use additional self-stick notes to mark places where she notices interesting things or learn new things about the main character, and she will write what she notices on the self-stick notes.

Model this process by reading page 5 of *Chicken Sunday* aloud to the students. As you read, pause to think aloud about something you noticed or learned about one of the characters.

**You might say:**

"I think it's interesting that the girl has a different religion from that of her neighbors, who are her close friends. I wonder whether that comes up in the story later. I'll use a self-stick note to mark the margin next to the paragraph. Now I'll continue reading. In the second paragraph, I learned that sometimes the girl goes to church with Miss Eula, Stewart, and Winston. I'll use another self-stick note to mark the margin."

## 5 Read Independently and Mark Books with Self-stick Notes

Have the students begin rereading independently from the self-stick note. Tell the students that you will stop them periodically to talk in pairs about the passages they marked and what they each learned or noticed about a character.



Stop the students at 5-minute intervals and have them talk briefly with their partners. At each stop, have each student tell his partner about one place he marked and what he learned about a character from that passage. At the first stop, remind each student to tell his partner the title of the book he is reading, the author's name, and a few sentences about the plot.

If you notice students having difficulty discussing characters, prompt their thinking by asking them questions such as:

- Q *What character are you thinking about?*
- Q *What is happening to the character at this point in the story?*
- Q *What have you found out about that character?*

## 6 Discuss What the Students Noticed

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they found out about characters in their stories. You might have each student read a short passage aloud and then tell what she learned about the character from the passage. Facilitate this discussion using the questions below to help the students listen and respond to one another. Ask:

- Q *What question could we ask [Laura] about what she just shared?*
- Q *How is the character in your story [similar to/different from] the one that [Laura] just talked about?*

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



### ELL Note

These questions will be especially helpful for English Language Learners.

### ELL Note

Have your English Language Learners focus on the plot of a movie or a TV show. Ask them to report with as much detail as possible what happened in the story.

## 7 Reflect on Taking Responsibility

Facilitate a brief discussion about how the students took responsibility for themselves during today's lesson. Ask questions such as:

- Q *What did you do to take responsibility for yourself during the independent reading time today? During partner work? During the discussion? How did that help your learning?*
- Q *In what other ways can you take responsibility during independent reading times?*

Explain that the students will have another opportunity to think in depth about characters in their independent reading books in the next lesson.

## EXTENSION

### Watch Stories

Point out that movies and many TV shows are stories, too. These visual stories are based on written scripts and have the same elements as written stories (character, setting, and plot centered around a problem or conflict). Have the students watch a movie or a TV show and write or tell about the story elements they identify.

# Day 4

## Independent Strategy Practice

### Materials

- *Chicken Sunday*
- Medium-size self-stick notes for each student
- “Class Assessment Record” sheet (CA2)
- “Journal Entry” chart (WA3)
- *Student Response Book*, Reading Journal section

### In this lesson, the students:

- Read independently
- Reread and explore conflict and character change in their own books
- Write in their reading journals
- Work in a responsible way

## 1 Review the Previous Lesson

Have the students get their books for independent reading, *Student Response Books*, and pencils and sit at desks with partners together. Remind them that yesterday they focused on characters as they read independently and they marked passages where they learned things about the characters. Today they will have another opportunity to read independently and think about the characters in their reading.

## 2 Read Independently Without Stopping

Distribute self-stick notes to the students and have each student place a self-stick note in the margin next to the place where he begins reading today. Have the students read independently for 10–15 minutes.

## 3 Model Rereading and Thinking About Character and Conflict

After 10–15 minutes, signal to let the students know when it is time to stop reading. Remind them that in stories the main character usually faces a conflict or problem that results in the character changing in some way. Review that sometimes changes in a character are easy to see; for example, the character learns an important lesson that makes a big difference in his life. Other times, change is harder to see; for example, the character understands or realizes something she did not know before.

Explain that each student will reread the passages in his book, starting again at the self-stick note. As he rereads, he will use additional self-stick notes to mark places where he notices something about a conflict or problem a character is facing or how a character changes in his story.

Model thinking about a conflict or problem or a character change using *Chicken Sunday*. Remind the students that at the beginning of the story, we learn that Miss Eula always stops at Mr. Kodinski’s hat shop to admire the hats. Read pages 7–9 of the book aloud, stopping to mark a passage in which the children’s problem is discussed.

### You might say:

“Here the girl says that they are going to need a lot more money than what they have to buy the hat. I’ll use a self-stick note to mark the margin next to this sentence because it introduces the conflict or problem these characters are facing—they don’t have enough money to buy Miss Eula the hat.”

## 4 Read Independently and Mark Books with Self-stick Notes

Have the students begin rereading independently from the self-stick note. Tell the students that you will stop them periodically to talk in pairs about the passages that reveal a conflict or a character change in their books.



Stop them at 5-minute intervals to talk briefly with their partners. At each stop, have each student tell his partner about one place he marked in his reading and what he learned from that passage about a conflict or problem a character is facing or about a change in a character. At the first stop, remind each student to tell his partner the title of the book he is reading, the author’s name, and a few sentences about the plot.

**TEKS 8.B.i**  
Student/Teacher  
Narrative  
Step 3 (all)

Circulate as the students talk. Listen for evidence that they are thinking about conflict and character change in their stories and are referring to the text to explain their thinking.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students notice the conflicts or problems that characters are facing in their stories?
- Are students who are at the end of their stories able to describe how characters have changed? (Note that change in a character is often not evident until the end of a story.)

Record your observations on the “Class Assessment Record” sheet (CA2); see page 46 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to describe characters’ conflicts and changes, proceed with the lesson and continue on to Week 3.
- If **about half of the students** are able to describe characters’ conflicts and changes, proceed with the lesson and continue on to Week 3 but closely monitor and support students who are having difficulty. Confer with these students during IDR and ask them questions such as:

**Q** *What [conflict/problem] is the main character in your story facing?*

**Q** *How do you think the character [has changed/might change] in the story?*

- If **only a few students** are able to describe characters’ conflicts and changes, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

## 5 Discuss What the Students Noticed

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they found out about characters in their stories. Remind each student to say the title of the book he is reading, the author’s name, and a little bit about the plot. You might have each student read a short passage aloud and then tell what he learned from the passage about a conflict or problem or a change in a character. During this discussion, encourage the students to listen and respond directly to one another. Probe their thinking using questions such as:

**Q** *What conflict or problem is your character facing? How does the character feel about the problem?*

**Q** *What is the character doing to end the conflict or solve the problem?*

**Q** *What changes have you noticed in the character since the beginning of the story? What do you think caused the change?*

Remind the students that the purpose of learning to think about character, conflict or problem, and other story elements is to help them better understand the stories they read on their own. Encourage them to continue to think about these elements as they read independently in the coming days.

## 6 Write in Reading Journals About the Students' Independent Reading

Display the “Journal Entry” chart (🌐 WA3) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title and the author's name
- What the story is about
- What you learned about a conflict or problem a character is facing or a change in the character
- Something else you learned about a character if you didn't learn about a conflict or problem or a character change

WA3



After a moment, have partners take turns sharing what they plan to write. Then give the students a few minutes to write in their journals.

If time permits, have a few volunteers share their journal entries with the class.

## EXTENSION

### List Narrative Texts Read in Daily Life

Have the students make an ongoing list of narrative texts they have read in school and outside of school. During the next several weeks, give the students regular opportunities to update their lists and share them with one another. Making these lists will help the students recognize the variety of narrative texts they encounter and become aware of their own reading preferences and purposes. Sharing the lists will make them aware of what their classmates are reading.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

### ELPS 5.G.i

#### Step 6

(all, including ELL Note in green margin next to Step 6)



### ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

### Teacher Note

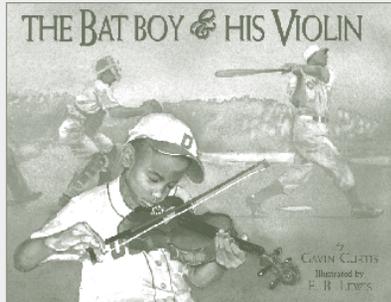
If the students struggle to write, you might wish to model writing a journal entry as you did in Unit 2, Week 1, Day 4 (see Step 3).

### Vocabulary Note

Next week you will revisit *Chicken Sunday* to teach the Week 10 vocabulary lessons.

# Week 3

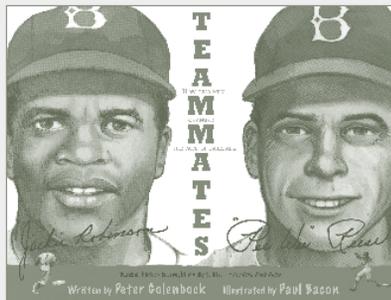
## OVERVIEW



### ***The Bat Boy & His Violin***

by Gavin Curtis, illustrated by E. B. Lewis

Reginald loves to play the violin, but his father does not appreciate the boy's musical talent—until Reginald becomes the bat boy on his father's baseball team.



### ***Teammates***

by Peter Golenbock, illustrated by Paul Bacon

This story is about Jackie Robinson, major league baseball's first black player, and his white teammate Pee Wee Reese.



## Online Resources

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

### **Whiteboard Activities**

- WA4–WA5

### **Assessment Forms**

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)

### **Reproducible**

- (Optional) “First- and Secondhand Accounts of Jackie Robinson's Experiences” (BLM2)

### **Professional Development Media**

- “Social Reflection” (AV14)

### Comprehension Focus

- Students use questioning to help them make sense of text.
- Students use schema to articulate all they think they know about a topic before they read.
- Students explore elements of narrative text structure in narrative texts, including character, plot, and setting.
- Students discuss theme in narrative texts.
- Students read independently.

### Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skill of agreeing and disagreeing in a caring way.

## DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3); see page 47 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 10 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *The Bat Boy & His Violin*
- “Reading Comprehension Strategies” chart
- “Questions About *The Bat Boy & His Violin*” chart (WA4)
- *Student Response Book* page 20
- “Important Elements of Stories” chart from Week 2 and a marker

### In this lesson, the students:

- Hear and discuss a fiction story
- Use questioning to make sense of the story
- Discuss conflict and character change
- Discuss theme and ethical issues
- Read independently for 25–30 minutes
- Work in a responsible way

### ABOUT TEACHING THEME

*Theme* is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. Themes are often messages or lessons about life that an author wants readers to consider or apply to their own lives. Themes might also focus more broadly on such fundamental conflicts in human existence as good versus evil, self-interest versus community, or change versus tradition.

In grade 4 of the *Making Meaning* program, the students informally explore the life lessons learned by the characters in stories they hear and read, and they discuss the messages the author is sending the reader. These experiences lay the foundation for further work with theme in future grades.

### 1 Review the “Reading Comprehension Strategies” Chart

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Refer to the “Reading Comprehension Strategies” chart and review that recognizing story elements is a powerful strategy the students can use to better understand stories they hear and read independently. If necessary, review the story elements: character, setting, plot, point of view, and conflict or problem.

Remind the students that questioning is also a powerful strategy for helping readers pay close attention to a text and that they used this strategy previously with expository texts. Explain that they will use questioning to help them make sense of narrative texts, or stories, in the coming weeks.

## 2 Introduce *The Bat Boy & His Violin*

Show the cover of *The Bat Boy & His Violin* and read the names of the author and the illustrator aloud. Tell the students that although *The Bat Boy & His Violin* is a fiction story with make-believe characters and a made-up plot, it is set (takes place) during a real time in United States history. Explain that the story takes place in 1948, when segregation was a way of life in many parts of the United States. Ask and briefly discuss:

**Q** *What do you think you know about segregation?*

If necessary, explain that segregation, or the practice of keeping people of different racial groups apart, was widespread in the United States until the mid-1960s. Some states in the South had laws that required black people to attend different schools from white people and to use separate public facilities, such as restrooms and drinking fountains. Many businesses owned by white people, including hotels and restaurants, refused to serve black people. Segregation resulted in great inequality and hardship for black people. In 1964 the United States Congress passed a law that made segregation illegal.

Explain that during the 1940s, professional baseball was also segregated. Black players, unwelcome in the major leagues, played in the Negro leagues. In 1947 Jackie Robinson became the first black player to play in the major leagues.

## 3 Read Aloud and Model “Stop and Ask Questions”

Explain that the students will use “Stop and Ask Questions” as they listen to *The Bat Boy & His Violin*. Explain that as you read aloud, you will stop four times for them to think about and ask questions. Display the “Questions about *The Bat Boy & His Violin*” chart (🌐 WA4) and explain that the students will come up with questions together as a class at the first stop.

Read *The Bat Boy & His Violin* aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**bat boy:** boy who takes care of bats for a baseball team (title)

**Tchaikovsky, Mozart, Beethoven, Bach, Schubert:** composers of classical music (throughout)

**sashay:** move sideways (p. 5)

**bow:** long piece of wood with horsehair stretched on it, used to play the violin and other stringed instruments (p. 5; refer to the illustration on p. 4)

**cleats:** spikes on the bottom of baseball shoes (p. 5)

**recital:** music performance (p. 6)

**TEKS 8.D.ii**  
Student/Teacher Narrative  
Step 2 (all)

### Teacher Note

The terms *Negro* and *colored* are used by characters in the story to describe African Americans and the black baseball league. You might want to explain that while these terms were commonly used in the South during the time of the story, they are not used today.

### Teacher Note

To review the way you introduced “Stop and Ask Questions,” see Step 2 in Unit 3, Week 3, Day 1.

### ELL Note

There are many baseball terms and expressions in the book. English Language Learners and other students may benefit from a discussion of the game before you read.

### Teacher Note

The intent with “Stop and Ask Questions” is to have the students focus on the kinds of questions that *could be asked* about the reading, even if they do not naturally have questions at this point. They should generate *any* questions they can think of related to the reading. Accept their questions without discussion. Hearing others’ questions gives the students examples of the kinds of questions that can be asked.

### ELL Vocabulary

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

**it’s a wonder:** (idiom) it’s very surprising (p. 5)

**booking:** scheduling (p. 5)

**bleachers:** long rows of seats (p. 8)

Stop after:

**p. 8** “We get to the field for our game against the Buckeyes, and the bleachers are already packed with their fans.”

Ask:

**Q** *What questions can we ask about the story right now?*

### Questions About *The Bat Boy & His Violin*

*How did Reginald learn to play the violin so well?*

*Will Reginald be a good bat boy?*

*Will Reginald’s dad let him play violin at the game?*

WA4

Have a few volunteers share their questions with the class. Record them exactly as stated on the “Questions About *The Bat Boy & His Violin*” chart. If the students have difficulty generating questions, model generating a few questions like those in the diagram and record them on the chart.

## 4 Continue Reading Aloud with “Stop and Ask Questions”

Ask the students to turn to *Student Response Book* page 20, “Stop and Ask Questions About *The Bat Boy & His Violin*.” Explain that at the next three stops, the students will write questions on their own.

Reread the last sentence on page 8 and continue reading aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**jig:** fast dance (p. 14)

**integrated:** open to all races (p. 20)

**cotton to:** (idiom) like or feel good about (p. 23)

**fancying:** imagining (p. 23)

## ELL Vocabulary

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

**crinkled:** wrinkled (p. 10)

**buff:** polish (p. 10)

**tips his cap:** raises his hat as a way to say thanks (p. 13)

**a spell:** a while (p. 13)

**bushed:** worn out (p. 18)

**massages:** rubs to loosen up the muscles (p. 18)

**winning streak:** period when a team wins all its games (p. 20)

**knack:** talent or ability (p. 23)

Stop after:

**p. 13** "Papa grumbles under his breath because the umpire makes him rub dirt on each bat."

Have the students record their questions in the Stop 2 box on *Student Response Book* page 20. Without discussing the questions, reread the last sentence before the stop and continue reading to the next stopping point. Follow this procedure at the next two stops:

**p. 17** "As Mr. LaRue steps up to the plate, I start to play again."

**p. 23** "'We don't exactly cotton to coloreds sleepin' in our beds,' one white clerk says. 'Y'all gonna have to look elsewheres.'"

Continue reading to the end of the book.

## **5** Use Questions to Discuss the Story



Tell the students that now they will use their questions to help them talk about the story with their partners. Give the students a few moments to review their questions individually, and then have partners discuss the story using their questions. Ask them to think about what they heard in the story that might help answer some of their questions.

After a few minutes, signal for the students' attention. Have a few volunteers share some of the questions they wrote and discussed with their partners. Explain that sharing as a class gives the students a sense of the various kinds of questions that can be asked about a story.

Tell the students that they will have a chance to revisit their questions during the next class period.

### Teacher Note

Circulate among the students and notice whether they are able to write questions. If students are having difficulty, you might have a few volunteers share their questions with the whole class. Record the questions on the "Questions About *The Bat Boy & His Violin*" chart (WA4) without discussing them. Continue to model with the class in this way during stops until the students are able to write questions successfully on their own.

**TEKS 8.A.i**  
**TEKS 10.A.ii**  
Student/Teacher  
Narrative  
Step 6 (all, beginning  
on page 216 and  
continuing on to page  
217)

**TEKS 6.E.i**  
Student/Teacher Narrative  
Step 6 (third discussion  
question on page 216 and  
continuing to the end of the  
step on page 217)

### Teacher Note

This question helps the students think about some of the themes of the story. Possible themes in this story are the father's acceptance of his son's uniqueness, the father's recognition that a talent for music is as worthy as a talent for sports, and the boy's determination to be true to himself.

## 6 Discuss Conflict and Character and Introduce Theme

Ask:

- Q *What conflicts or problems occur in the story? What do the characters do to end those conflicts or solve the problems?*
- Q *Who changes in this story? How? Why do you think that character changes?*

### Students might say:

"One problem is that Reginald's father doesn't like that his son loves to play the violin. Even though Reginald is good at it, his father doesn't think music is important."

"I agree with [Sunita]. Reginald's father wants his son to be a baseball player like him. That's why he makes Reginald be the bat boy for the team."

"Reginald's father changes in the story. By the end, he understands that playing the violin is just as good as playing baseball. He realizes that he should be proud of his son."

"I think Reginald's father changes because he sees how his players really love hearing Reginald's music."

Use "Think, Pair, Share" to discuss:



- Q *What can we learn from Reginald's story that we might be able to apply to our own lives? [pause] Turn to your partner.*

Have a few volunteers share with the class.

### Students might say:

"Reginald's father realizes that he shouldn't try to change his son or make him stop loving music. Maybe we can learn that we shouldn't try to change people. We should just love them the way they are."

"In the story, Reginald doesn't stop loving his music just because his father doesn't like it. He stays true to himself. I think we can learn from that."

"I agree with [Davin]. I think Reginald isn't afraid to be who he is. Even when he's the bat boy, he keeps loving music and playing his violin. In our own lives, we shouldn't be afraid to be who we are."

Explain that stories often have one or more *themes*, or messages or lessons, that the author wants readers to think about. Tell the students that by thinking about what they can learn from a story, they are exploring the story's themes.

Direct the students' attention to the "Important Elements of Stories" chart and add *theme: message or lesson* to it.

## Important Elements of Stories

- *character: person in a story*
- *setting: where and when a story takes place*
- *plot: what happens to the characters in a story (the events that make up the story)*
- *point of view: who is telling the story*
- *conflict or problem*
- *theme: message or lesson*

Tell the students that this week they will have more opportunities to think about a story's themes.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Ask Questions

Ask the students to notice questions they have about their books as they read. Tell the students that at the end of IDR, you will ask them to share their questions with the class. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share the title of his book and the author's name, what the book is about, and a question he had about what he read. Follow up by asking questions such as:

**Q** *What was happening in the book when that question came to mind?*

Q How would you answer that question right now? What evidence in the book makes you think that?

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

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## EXTENSION

### Read Books on the Theme of Being Different

Many students face the challenges and difficulties that come from being different, and many books for children deal with that theme. You might read one of the following chapter books aloud or encourage the students to read the books and share their thoughts about them: *Bluish: A Novel* by Virginia Hamilton, *Crazy Fish* by Norma Fox Mazer, or *Freak the Mighty* by Rodman Philbrick.

### Informally Discuss Cultural Setting

Remind the students that this story takes place during a time in United States history when segregation was a way of life. Reread page 23 and then ask:

- Q What details does the author include in the story to help the reader understand the ways in which black people were treated during this time?
- Q If the clerk had treated the Dukes differently, do you think it would have changed what happened next in the story? Why?

**TEKS 8.D.ii**  
Student/Teacher Activity  
Extension  
"Informally Discuss Cultural  
Setting"

# Day 2

## Guided Strategy Practice

### Materials

- *The Bat Boy & His Violin*
- *Student Response Book* page 20

### In this lesson, the students:

- Hear a fiction story again to listen for answers to their questions
- Use their questions to understand and discuss the story
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another's thinking
- Agree and disagree in a caring way

### 1 Review Questions About *The Bat Boy & His Violin*

Show the cover of *The Bat Boy & His Violin* and remind the students that in the previous lesson they used “Stop and Ask Questions” to help them make sense of the story. Have them turn to *Student Response Book*

page 20, “Stop and Ask Questions About *The Bat Boy & His Violin*.” Ask them to review their questions and note which questions they think are answered in the story and which are not.

Explain that today you will reread the story aloud so that they can listen carefully for the answers to their questions. Ask:

**Q** *What questions do you want to keep in mind during the second reading?*

Have several volunteers share their questions. Tell the students that after the reading, they will discuss their questions and thoughts about the answers in pairs and with the class.

## 2 Reread the Story

Read the story aloud slowly and clearly, without stopping.

## 3 Discuss Questions and Answers



Have the students discuss the story in pairs using their questions. Ask them to think about which of their questions are answered in the story and which are not.

When most pairs have finished talking, facilitate a class discussion using the questions that follow. Be ready to reread passages from the story and show illustrations again to help the students recall what they heard. Remind them to use the discussion prompts they have learned to help them listen and build on one another’s thinking. Ask:

**Q** *What is a question that got you and your partner talking about the story?*

**Q** *Is that question answered in the story? What happens in the story that makes you think so?*

**Q** *What questions are not answered? How do you know?*

**Q** *Do others agree that the question is [answered in that way/not answered]? Explain your thinking.*

### Students might say:

“My partner [Irina] asked, ‘Will Reginald mess up as the bat boy?’ The book tells how he dropped the bats and made a player fall.”

“I agree with [Irina and Abe] because the story shows that Reginald really messed up. He made the bats so slippery the players couldn’t hold on to them.”

“I asked, ‘Does Reginald like being a bat boy?’ I don’t think the question gets answered because I don’t remember that Reginald ever says how he feels about being a bat boy.”

“I disagree with [Liu] because I remember one part where Reginald says he likes being bat boy because he gets to play his violin.”

### Teacher Note

Keep this discussion brief. Its purpose is to prepare the students to hear the story again.



### Facilitation Tip

Continue to **ask facilitative questions** to build accountability for listening and participation during class discussions. Redirect students’ comments to the class by asking:

**Q** *Do you agree or disagree with [Noriko]? Why?*

**Q** *What questions can we ask [Noriko] about what she said?*

**Q** *What can you add to what [Noriko] said?*

### Teacher Note

Disagreements about whether a question is answered or how it is answered are opportunities for the students to deepen their thinking about the story and to use evidence from the text to support their opinions.

### Teacher Note

We encourage you to spend a few minutes at the end of the lesson helping the students reflect on their social interactions. For more information, see “Focus on Social/Ethical Development” in the Introduction. To learn more, view “Social Reflection” (AV14).



**TEKS 6.B.v**  
Student/Teacher Narrative  
Step 5  
(all)

Review that the purpose of rereading the story was to help the students listen for answers to their questions and understand the story more deeply. Point out that sometimes their questions are answered in the story and sometimes they are not. Tell them that in the next lesson they will use questioning to think about another story.

## 4 Discuss Using the Discussion Prompts

Have the students briefly reflect on their use of the discussion prompts by asking:

- Q *How did using the discussion prompts help us during our class discussion today?*
- Q *What did you do to agree and disagree with one another in a caring way? What happens when we disagree in an uncaring way? Why do we want to avoid that in our class?*

## INDIVIDUALIZED DAILY READING

## 5 Read Independently and Ask Questions

Ask the students to notice questions they have about their books as they read independently today. Tell them that at the end of IDR, you will ask them to share their questions with partners. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student share the title of her book and the author’s name, what the book is about, and a question she had about what she read. Circulate as partners talk. If necessary, prompt their thinking by asking questions such as:

- Q *What question do you have about what you read?*
- Q *What was happening in the book when that question came to mind?*
- Q *What answer have you found to your question? What evidence in the book makes you think that?*

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

**In this lesson, the students:**

- Hear and discuss a narrative nonfiction story
- Use questioning to make sense of the story
- Discuss character, setting, and plot
- Discuss theme and ethical issues
- Read independently for 25–30 minutes
- Solve problems by working together

**1** Review Questioning

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that in previous lessons they used “Stop and Ask Questions” to help them think about *The Bat Boy & His Violin*. Review that sometimes their questions were answered in the story and sometimes they were not.

Explain that the students will use “Stop and Ask Questions” again today as they listen to another baseball story, *Teammates*. Ask the students to turn to *Student Response Book* page 21, “Stop and Ask Questions About *Teammates*.” Explain that as you read *Teammates* today you will stop four times to have the students write their questions about the story.

**2** Introduce *Teammates*

Show the cover of the book and read the names of the author and the illustrator aloud. Tell the students that like *The Bat Boy & His Violin*, *Teammates* is a narrative text, or a text that tells a story. Unlike *The Bat Boy & His Violin*, which is a fiction story with a made-up plot and make-believe characters, *Teammates* is a true story about real people and real events.

Explain that *Teammates* takes place in the 1940s, during the same period of time as *The Bat Boy & His Violin*. It tells about two famous baseball players, Jackie Robinson and Pee Wee Reese.

**3** Read Aloud with “Stop and Ask Questions”

Read *Teammates* aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

**Materials**

- *Teammates*
- *Student Response Book* page 21

**TEKS 8.D.i**

Student/Teacher Activity  
Step 2 (all, on page 221) and Step 5  
(third discussion question in Step 5  
on page 224)

 **ELL Note**

Some of the vocabulary in *Teammates* may be challenging for your English Language Learners. You might want to show them the illustrations and summarize the story prior to the read-aloud.

**Teacher Note**

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

## Teacher Note

Circulate among the students and notice whether they are able to write questions. If students are having difficulty, call on a few volunteers to share their questions with the class. Record the students' questions, exactly as stated, where everyone can see them, without discussing them. Continue to model with the class in this way during stops until the students successfully write questions on their own.

## Suggested Vocabulary

**racial prejudice:** dislike of people because they are of a different race (p. 9)

**apathetic:** lacking interest (p. 9)

**vigilante groups:** people who act outside the law to punish others for doing something they think is wrong (p. 9)

**creed:** religious beliefs (p. 11)

**intimidate:** frighten or bully (p. 12)

**savior:** person who rescues another from danger (p. 16)

**petition:** written request or demand, usually signed by many people (p. 24)

## ELL Vocabulary

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

**extraordinary:** remarkable or special (p. 6)

**on the road:** (idiom) while traveling (p. 6)

**mobbed:** excitedly crowded (p. 16)

**humiliations:** events that cause embarrassment or shame (p. 17)

**hostility:** hatred (p. 21)

**take a stand:** (idiom) show one's beliefs (p. 28)

**provoke:** cause (p. 31)

Stop after:

- p. 8** "Life was very different for the players in the Major Leagues. They were the leagues for white players."

Ask:

**Q** *What questions can we ask about the story right now?*

Have the students record their questions in the Stop 1 box on *Student Response Book* page 21. Without stopping to discuss the questions, reread the last two sentences before the stop on page 8 and continue reading aloud to the next stop. Follow this procedure at the next three stops:

- p. 15** "Branch Rickey and Jackie Robinson were starting on what would be known in history as 'the great experiment.'"
- p. 22** "In addition, Pee Wee Reese had more to lose than the other players when Jackie joined the team."
- p. 28** "When he heard the fans yelling at Jackie, Pee Wee decided to take a stand."

Continue reading to the end of the book.

## 4 Use Questions to Discuss the Story



Tell the students that now they will use their questions to help them talk about the story with their partners. Give the students a few moments to review their questions individually and then have partners discuss the story using their questions. Ask them to think about what they heard in the story that might help answer some of their questions.

After a few minutes, signal for the students' attention. Have a few volunteers share some of the questions they wrote and discussed with their partners. Remind the students that sharing their questions gives them another opportunity to hear the various kinds of questions that can be asked about a story. Tell the students that they will have a chance to revisit their questions during the next class period.

## 5 Discuss Plot, Character, Setting, and Theme

Facilitate a class discussion about the book. Be ready to reread passages and show illustrations to help the students recall what they heard. Ask questions such as:

- Q *What is this story about?*
- Q *What kind of person was Jackie Robinson? What kind of person was Pee Wee Reese? What in the story makes you think that?*
- Q *The setting of this story is the United States in the 1940s. Why is the setting important? How does the time and place of this story affect what happened?*

### Students might say:

"Jackie Robinson was the kind of person who doesn't give up. Even though many people treated him in a terrible way, he stayed calm and he didn't quit the team."

"Pee Wee Reese seems like the kind of person who isn't scared of what other people think. When other players wanted him to help throw Jackie off the team, Pee Wee said no."

"The setting is very important because this story happened back when there was segregation in the U.S. and black people weren't treated equally."

"I agree with [Leon]. In the 1940s, many white people didn't want a black baseball player on a major league team."

Remind the students that most stories have one or more themes, or messages or lessons that the author wants readers to think about. Ask and briefly discuss:

- Q *What is a theme in *Teammates*? What can we learn from the story of Jackie Robinson and Pee Wee Reese that we can apply to our own lives?*

### Teacher Note

As partners share, circulate among the students. Note whether they are asking relevant questions, thinking about whether or not their questions are answered in the story, and giving evidence from the text to support their thinking.

### TEKS 8.A.i

Student/Teacher Narrative Step 6 (all, beginning on page 223 and continuing on page 224)

### TEKS 8.D.i

Student/Teacher Activity Step 5 (all, beginning on page 223 and continuing on to page 224)

### TEKS 6.E.iii

Student/Teacher Activity Step 5 (all, third and fourth discussion questions on page 223)

**TEKS 10.A.ii**  
Student/Teacher Activity  
Step 7 (all, beginning on page  
224 and continuing on to  
page 225)

**Students might say:**

"One theme might be about not giving up. Jackie Robinson didn't give up. He showed everyone that black players were just as good as white players."

"Jackie and Pee Wee both did the right thing, even though it was really hard. That's something we can do in our own lives."

"I think the author wants us to think about friendship. Pee Wee treated Jackie like a teammate and a friend. He didn't care what anyone else thought."

## 6 Reflect on Working Together

Facilitate a brief discussion about how the students took responsibility for their work during "Stop and Ask Questions" and how they are working together. Ask:

- Q** *How did using "Stop and Ask Questions" help you take responsibility for your own learning today?*
- Q** *What problems did you have working together? How did that affect your work? What will you do to avoid those problems the next time you work together?*

## INDIVIDUALIZED DAILY READING

### 7 Read Independently, Share Questions, and Think About Theme

Ask the students to notice questions they have as they read and to look for answers to their questions. Ask them also to think as they read about their stories' themes, or the messages or lessons the authors want the readers to think about. Tell the students that at the end of IDR, you will ask them to share their questions and what they noticed about their stories' themes with the class. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their thinking with the class. Have each volunteer share the title of his book and the author’s name, what the story is about, questions he had as he was reading, and whether he found answers to his questions. Discuss the themes of the stories by asking questions such as:

- Q *What did you learn from a character in your story that you can apply to your own life?*
- Q *What message or lesson do you think the author wants the reader to think about?*

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

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## EXTENSIONS

### Read More About Jackie Robinson

Jackie Robinson’s life can be a source of thoughtful discussion and inspiration for students. Read a biography of Jackie Robinson aloud and have the students use “Stop and Ask Questions” to think about the book. Biographies at various reading levels include: *A Picture Book of Jackie Robinson* by David A. Adler, *Jackie Robinson* by Lucia Raatma, *Jackie Robinson Breaks the Color Line* by Andrew Santella, and *Jackie Robinson* by John F. Grabowski.

### Compare Points of View in *The Bat Boy & His Violin* and *Teammates*

Show the covers of *The Bat Boy & His Violin* and *Teammates* and remind the students that they heard these stories earlier. If necessary, briefly review each story.

Tell the students that you will read a passage from each story aloud and that they will think as they listen about who is telling the story. Turn to page 18 of *The Bat Boy & His Violin* and read the page aloud slowly and clearly. Ask:

- Q *Who is telling the story? What in the story makes you think so?*

Have one or two volunteers share their thinking. If necessary, show the illustrations on pages 18–19 and explain that Reginald is telling the story. Review that when the narrator (the person telling the story) is a character in the story, we say that the story is told from the first-person point of view.

Tell the students that now you will read a passage from *Teammates* and ask them to think as they listen about who is telling this story. Turn to pages 30–31 and read the passage aloud. Ask:

- Q *Who is telling the story? What in the story makes you think so?*

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#### Teacher Note

If necessary, remind the students that words like *I*, *me*, and *my* are clues that can help the students recognize first-person point of view.

Have volunteers share their thinking. If necessary, explain that the narrator of *Teammates* is not a character in the story. Review that when the narrator is not a character in the story, we say that the story is told from the third-person point of view.

Facilitate a class discussion comparing the use of first- and third-person point of view in the two stories. Ask questions such as:

**Q** *Do you think it's more interesting to read a story told from the first- or third-person point of view? Why?*

**Students might say:**

"I think reading a book written from a first-person point of view is more interesting because that way we get to know what Reginald is thinking and feeling."

"I agree with [Isabella]. Knowing what Reginald is thinking and feeling makes the story more interesting."

"I think reading stories written in the third-person point of view is more interesting. It's easier to imagine what is happening because it's like you're watching a show on TV."

Briefly review that point of view is a story element like character, setting, plot, conflict, and theme and that it appears in all stories. Remind the students that recognizing and thinking about these elements will help them to better understand the stories they read.

## Day 4

## Guided Strategy Practice

### Materials

- *Teammates*
- *Student Response Book* page 21
- "Class Assessment Record" sheet (CA3)
- "Important Elements of Stories" chart from Day 1
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA5)

### In this lesson, the students:

- Hear a narrative nonfiction story again to listen for answers to their questions
- Use their questions to make sense of the story
- Read independently for 25–30 minutes
- Write in their reading journals
- Use discussion prompts to build on one another's thinking
- Agree and disagree in a caring way

### 1 Review Questions About the Story

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Teammates* and remind the students that in the previous lesson they

used “Stop and Ask Questions” to help them listen to the story. Have them turn to *Student Response Book* page 21, “Stop and Ask Questions About *Teammates*.” Ask them to review their questions and note which questions they think are answered in the story and which are not.

Explain that today you will reread the story aloud so that they can listen carefully for the answers to their questions. Ask:

**Q** *What questions do you want to keep in mind during the second reading?*

Have several volunteers share their questions. Tell the students that after the reading they will discuss their questions and thoughts about the answers in pairs and with the class.

## 2 Reread *Teammates*

Read the story aloud slowly and clearly, without stopping.

## 3 Discuss Questions and Answers



Have the students discuss the story in pairs using their questions. Ask them to think about which of their questions are answered in the story and which are not. Remind them to use evidence from the story to support their thinking.

Circulate as the students talk. Listen to check whether they are using their questions to discuss the story and whether they are referring to the story to support their thinking.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students using their questions to discuss the story?
- Are the students giving evidence from the story to explain their thinking?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 47 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are using questioning and evidence from the text to discuss the story, continue on to Week 4.
- If **about half of the students** are using questioning and evidence from the text to discuss the story, continue on to Week 4 and monitor students who are having difficulty with questioning during IDR.
- If **only a few students** are using questioning and evidence from the text to discuss the story, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

After a few minutes, facilitate a class discussion using the questions that follow. Be ready to reread passages and show illustrations again to help the students recall what they heard. Before beginning the discussion, remind the students to use the discussion prompts they have learned.

- Q *What is a question that got you and your partner talking about the story?*
- Q *Is that question answered in the story? What happens in the story that makes you think so?*
- Q *What questions are not answered? How do you know?*
- Q *Do others agree that the question is [answered in that way/not answered]? Explain your thinking.*

**Students might say:**

"My partner [José] asked, 'How was life different for white players?' The book said that white players could stay in good hotels and eat at good restaurants."

"I agree with [José and Delia] because I remember the book said that white players got to sleep in good hotels, but black players didn't."

"I asked, 'Will the white players treat Jackie better after a while?' I think the question is answered because Pee Wee Reese put his arm around Jackie's shoulders, and that shows that the white players respected Jackie."

"I disagree with [Luke] because the book didn't say all the players were nice to Jackie. It said that Pee Wee Reese was nice to him. I don't think the other players treated him well."

Point out that sometimes answers to questions are given right in the text and sometimes answers are not given directly but can be figured out from clues in the story. Explain that when a reader uses clues to figure out something that is not stated directly in a story, the reader is *making an inference*. Explain that making inferences is an important reading comprehension strategy that the students will explore in more depth in the coming weeks.

### Teacher Note

The reading comprehension strategy of making inferences is introduced here very informally and will be the focus of Units 5 and 6. In the coming weeks, the students will informally analyze which of their questions are answered directly and which they can answer by making inferences.

## 4 Reflect on Working Together

Remind the students that this week they focused on taking responsibility for themselves, using discussion prompts, and agreeing and disagreeing in a caring way. Ask:

- Q *How were you responsible for your own learning during the class discussion today?*
- Q *What did we do to agree and disagree in a caring way? Why does it need to feel safe to disagree with one another in this room? What can we do to make sure it feels safe?*

# INDIVIDUALIZED DAILY READING

## 5 Read Independently and Write About Story Elements

Direct the students' attention to the "Important Elements of Stories" chart. Ask the students to think as they read about what they notice about the settings, plots, and themes in their stories as well as any conflicts or problems the characters face. Tell them that at the end of IDR, you will ask them to write in their reading journals about what they noticed about the story elements in their stories. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have them return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the "Journal Entry" chart (WA5) and explain that today each student will write a journal entry. Also explain your expectations for what the journal entry should include.

WA5

#### Journal Entry

Write a journal entry about the book you are reading.  
Please include:

- The title and the author's name
- A sentence describing the story
- What you learned about the setting, the plot, a conflict or problem in the story, or a theme of the story



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write. Give the students a few minutes to write in their journals.

If time permits, have a few volunteers share their journal entries with the class.

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

#### TEKS 5.A.ii

Student/Teacher Activity

Step 5

(first paragraph "read silently for 25 minutes...")

#### Teacher Note

If the students struggle to write, you might wish to model writing a journal entry as you did in Unit 2, Week 1, Day 4 (see Step 3).

#### Vocabulary Note

Next week you will revisit *The Bat Boy & His Violin* and *Teammates* to teach the Week 11 vocabulary lessons.

### Materials

- *Teammates*
- Copy of “First- and Secondhand Accounts of Jackie Robinson’s Experiences” (BLM2) for each student

### Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “First- and Secondhand Accounts of Jackie Robinson’s Experiences” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the excerpts and identify vocabulary that you want to clarify as you read.

## WRITING ABOUT READING

### Write Opinions About First- and Secondhand Accounts of Jackie Robinson’s Experiences

Show the cover of *Teammates* and remind the students that they heard this book earlier. Ask:

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

If necessary, remind the students that this book tells a true story about two real people, Jackie Robinson and Pee Wee Reese. Explain that when author Peter Golenbock wrote *Teammates*, he researched the lives and careers of Robinson and Reese and then used what he learned to write about them. Explain that since Golenbock wrote about other people’s experiences, this book is a *secondhand account* of the events.

Distribute a copy of “First- and Secondhand Accounts of Jackie Robinson’s Experiences” (BLM2) to each student. Direct the students’ attention to the first excerpt and explain that this is an excerpt from the end of *Teammates*. Ask the students to follow along as you read the excerpt aloud and to think as they listen about how the author writes about Jackie Robinson and Pee Wee Reese. After you read the excerpt aloud, ask:

**Q** *What did you notice about the way the author writes about Robinson and Reese?*

Record the students’ ideas where everyone can see them, under the heading “Secondhand Account.”

Tell the students that Jackie Robinson wrote a book about his life titled *I Never Had It Made*. Explain that in his autobiography (true story about his own life), he wrote about his experiences playing for the Brooklyn Dodgers and about his friendship with Pee Wee Reese. Explain that because Jackie Robinson wrote this book himself, it is a *firsthand account* of his experiences.

Direct the students’ attention to the second excerpt and explain that this is an excerpt from Jackie Robinson’s autobiography *I Never Had It Made*. Tell the students that this excerpt tells about the same events described by author Peter Golenbock in *Teammates*. Ask the students to follow along as you read aloud and to think as they listen about what they notice about how Jackie Robinson writes and what new things they learn about Robinson’s interaction with Pee Wee Reese. Read the excerpt aloud, clarifying the vocabulary you identified. After the reading, ask:

**Q** *What did you notice about how Jackie Robinson writes?*

**Q** *What did you learn from Robinson’s account of these events?*

Record the students' ideas where everyone can see them, under the heading "Firsthand Account." Facilitate a discussion comparing the first- and secondhand accounts by asking the following questions:

- Q *How is the firsthand account similar to the secondhand account? How is it different?*
- Q *How can you tell that Jackie Robinson wrote the second excerpt?*
- Q *Which do you think is more interesting, the firsthand account or the secondhand account? Why?*

Tell the students that when they talk about which account of Jackie Robinson's experiences is more interesting, they are giving an opinion. Explain that people might have different opinions about the same thing and that this is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about which account you think is more interesting.

**You might say:**

"I think the firsthand account written by Jackie Robinson is more interesting. I'll write: *I think the firsthand account of Jackie Robinson's experiences is more interesting.* Now I will give a reason why I think the firsthand account is more interesting. I'll write: *I think so because the firsthand account tells exactly how Robinson felt and what it meant to him when Reese came over and put his arm around his shoulder.* I want to explain how Robinson describes what happened in the firsthand account. I'll write: *For example, Robinson writes that he doesn't remember what Reese said and that the words weren't the important part. It was the support and comradeship that mattered.* I can think of another reason why I preferred the firsthand account. I'll write: *The firsthand account is also more interesting because it gives me a better sense of Robinson as a person. Hearing the story in Jackie Robinson's own words makes it feel more powerful to me.*"

Have the students write their own opinions about which account they think is more interesting and why. Encourage the students to refer to "First- and Secondhand Accounts of Jackie Robinson's Experiences" (BLM2) as they write. If time permits, invite volunteers to share their writing with the class.

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## EXTENSION

### Compare Themes in *The Bat Boy & His Violin* and *Teammates*

Show the covers of *The Bat Boy & His Violin* and *Teammates* and remind the students that they heard these stories earlier. If necessary, briefly review each book by asking:

- Q *What do you remember about [The Bat Boy & His Violin/Teammates]?*



#### Technology Tip

To provide the students with more practice comparing first- and secondhand accounts, you might search online for television documentaries or interviews with Jackie Robinson or Pee Wee Reese. Have the students watch portions of the documentary or interview, determine which parts are first- or secondhand accounts of the event, and discuss why they think so. Search for information online using the keywords "Jackie Robinson Pee Wee Reese video interviews."

Ask and briefly discuss:

**Q** *How are these two stories alike?*

Be ready to reread passages from the stories and show illustrations again to help the students recall what they heard. If necessary, briefly point out that both stories are about the topics of baseball, the Negro leagues, and segregation, and they both took place during the 1940s. Ask:

**Q** *What can we learn from these two stories that we might be able to apply to our own lives?*

Have a few volunteers share their thinking.

**Students might say:**

"I think we can learn that you should never give up. Reginald didn't give up playing his violin, and Jackie didn't give up playing baseball."

"In addition to what [Becky] said, I think that we can learn that you should feel good about who you are no matter what other people think. Jackie knew he was a good baseball player. He didn't let the way the other players treated him stop him from doing his best.

Reginald didn't let the way his dad felt about him playing the violin stop him from playing."

Remind the students that by asking themselves what they can learn from a story, they are exploring the story's themes. Review that a *theme* is a "message or lesson that the author wants readers to think about" and that a story can have more than one theme. Ask:

**Q** *How are the themes in *Teammates* and *The Bat Boy & His Violin* similar? How are they different?*

**Students might say:**

"I think they are kind of similar. Reginald doesn't give up his dream of being a violinist even though his father doesn't approve. Jackie Robinson doesn't give up on playing in the major leagues even though many people are against him."

"I think the themes are different. *Teammates* is about how people's skin color doesn't matter, but *The Bat Boy & His Violin* is about how parents shouldn't try to change their kids."

"I think the stories' themes are similar because they are both about doing what you love, no matter what."

Briefly review that theme is a story element like character, setting, and plot and that it appears in all stories. Remind the students that recognizing and thinking about these elements will help them to better understand the stories they read.

### Teacher Note

You might repeat this extension by comparing and contrasting themes in *Thunder Cake* and *Chicken Sunday*, both by Patricia Polacco. Some themes in the stories deal with love overcoming fear, the importance of family, and relationships between the young and the old.



# Week 4

## OVERVIEW

### Myths

#### “Demeter and Persephone”

based on a Greek myth (see page 255)

This story is based on a Greek myth that tells how the seasons came to be.

#### “Co-chin and the Spirits”

based on an Acoma legend (see pages 256–257)

This story is based on a Native American legend that tells how the seasons came to be.



### Online Resources

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

#### Whiteboard Activities

- WA6–WA8

#### Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)

#### Reproducibles

- (Optional) “Demeter and Persephone” (BLM3)
- (Optional) “Co-chin and the Spirits” (BLM4)

### Comprehension Focus

- Students use questioning to help them make sense of myths.
- Students think about whether their questions are answered explicitly or implicitly.
- Students explore elements of narrative text structure in myths, including character change and conflict.
- Students compare themes and events in myths.
- Students read independently.

### Social Development Focus

- Students relate the value of respect to their behavior.
- Students use discussion prompts to build on their partners' thinking.

## ⌚ DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA4); see page 48 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 11 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- “Demeter and Persephone” (see page 255)
- *Student Response Book* page 22
- “Questions About ‘Demeter and Persephone’” (WA6)

### ELL Note

Consider rephrasing this question for your English Language Learners, for example, “How will you tell your partner that you disagree?” Remind them to be respectful.

### In this lesson, the students:

- Learn to use discussion prompts in pairs
- Hear and discuss a myth
- Use questioning to make sense of the myth
- Read independently for 25–30 minutes
- Act respectfully toward their partners

## 1 Teach Using Discussion Prompts in Pairs

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that in previous lessons they used the discussion prompts to build on one another’s ideas during class discussions. Ask:

**Q** *How have the prompts been helping us communicate better during class discussions?*

Tell the students that you would like them to start using the discussion prompts to help them listen and connect their comments during their partner conversations. Ask:

**Q** *How can you tell your partner that you respect his or her thinking, even if you disagree? Why will that be important?*

### Students might say:

“I can say, ‘What you said was interesting, but I disagree with you because . . .’”

“I can say, ‘I understand what you said, but I disagree with you because . . .’”

“I can say, ‘I can see your point, but I disagree with you because . . .’”

Ask the students to keep what they talked about in mind as they practice using the prompts with their partners today.

## 2 Introduce Myths

Remind the students that in previous lessons they used “Stop and Ask Questions” to help them make sense of the stories *The Bat Boy & His Violin* and *Teammates*. Explain that this week they will use “Stop and Ask Questions” again to help them listen to another kind of story called a myth. Tell the students that a *myth* is a “a traditional story that explains

a practice, belief, or natural phenomenon.” Point out that when a myth explains a natural phenomenon, it is explaining why something happens in nature—such as why there is lightning or why some trees lose their leaves. Tell the students that they will hear two myths this week that tell about how the seasons came to be. Explain that the first myth is from ancient Greece and the second myth comes from the Acoma Indians.

### 3 Introduce “Demeter and Persephone”

Tell the students that the first myth they will hear this week is called “Demeter and Persephone.” Explain that this myth tells the story of a Greek goddess named Demeter, her beautiful daughter Persephone, and the god Hades who rules the underworld. Explain that the ancient Greeks believed that the underworld was the place where people’s souls go after they die.

Ask the students to turn to *Student Response Book* page 22, “Stop and Ask Questions About ‘Demeter and Persephone.’” Explain that as you read aloud, you will stop three times. At the first stop, the students will ask questions as a class. At Stops 2 and 3, the students will write their questions in the appropriate boxes. Tell them that partners will use their questions to discuss the myth after the reading.

### 4 Read Aloud with “Stop and Ask Questions”

Read “Demeter and Persephone” aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

#### Suggested Vocabulary

**commanded:** ordered

**pomegranate:** round, red fruit with sweet, juicy seeds inside

**rejoiced:** was extremely happy; celebrated

**mourns:** feels extremely sad, as when someone dies

**neglects her work:** does not do her work

#### ELL Vocabulary

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

**ripen:** become ready to eat

**caused the ground to open up:** made a huge hole in the ground

**looking after:** taking care of

**wept:** cried

**starve:** become sick or die from not having food

#### Teacher Note

You might tell the students that in our time scientists provide explanations for natural events like lightning through scientific observation and research. People who lived long ago did not have science to explain natural phenomena, so they developed myths, or stories, to explain these events.

## Teacher Note

At each of the remaining stops, circulate among the students and notice whether they are able to write questions. If the students have difficulty, have a few volunteers share their questions aloud and record these, exactly as the students say them, on the “Questions About ‘Demeter and Persephone’” chart (WA6) without discussing them. Continue to model in this way during stops until the students successfully write questions on their own. You might also model writing a few of your own questions, for example, *Will Persephone escape? What will happen to the flowers and fruit if Persephone has to stay in the underworld? What does Persephone do when she’s living in the underworld for six months each year? and What would have happened if Zeus didn’t help Persephone?*

## Facilitation Tip

Continue to practice **asking facilitative questions** during class discussions to help the students respond directly to one another. Redirect students’ comments to the class by asking:

- Q *Do you agree or disagree with [Mae]? Why?*
- Q *What questions can we ask [Mae] about what she said?*
- Q *What can you add to what [Mae] said?*

Stop after:

- p. 255** “She knew of Hades’s rule: anyone who visited the underworld and ate something that grew there must live in the underworld forever.”

**Q** *What questions can we ask about the myth right now?*

## Questions About “Demeter and Persephone”

- Will Persephone eat something?*
- Who else lives in the underworld?*
- Is Hades a cruel god?*

WA6

Have a few volunteers share their questions with the class. Display the “Questions About ‘Demeter and Persephone’” chart (WA6) and record the students’ questions, exactly as they say them, on the chart. If the students have difficulty generating questions, model generating a few questions like those in the diagram above and record them on the chart.

Tell the students that they will write questions on their own at the next two stops. Reread the last sentence before the stop and continue reading aloud. Stop after:

- p. 255** “Persephone would now have to stay in the underworld.”

Have the students write any questions they can think of at this point in the Stop 2 box on *Student Response Book* page 22. Without stopping to discuss the questions, reread the last sentence before the stop and continue reading to the end of the myth.

Have the students record their questions in the Stop 3 box on page 22.

## 5 Use Questions to Discuss the Myth

Ask the students to review their questions and think about what they have heard. Have them put a check mark next to each question they think is answered in the myth.



Tell the students that now they will use their questions to help them talk about the reading with their partners. Give partners a few moments to discuss the myth using their questions. Remind the students to use the discussion prompts in their partner conversations.

After a few minutes, facilitate a class discussion using the questions that follow. As the students volunteer their own questions, record them on the “Questions About ‘Demeter and Persephone’” chart. Be ready to reread passages from the myth to help the students recall details. Ask the questions on the following page.

- Q** *What is a question that got you and your partner talking about the myth? What did you hear during the reading that helped you discuss those questions?*

**Students might say:**

"My partner asked, 'Will Persephone eat something?' We found out that she ended up eating six pomegranate seeds."

"My partner asked, 'How will Demeter find her daughter?' We found out that Zeus decided to help Demeter get Persephone back."

- Q** *What event in nature does this myth explain? What in the myth makes you think that?*

Remind the students that they put a check mark next to questions they think are answered in the myth. Explain that tomorrow the students will talk more about those questions.

## **6** Reflect on Using Discussion Prompts in Pairs

Facilitate a brief discussion of how the students did using the discussion prompts in their partner conversations. Share examples you overheard of partners using the prompts.

Explain that the goal of learning the discussion prompts is to use them naturally in both partner conversations and class discussions. The discussion prompts can help the students listen well and participate responsibly in all discussions.

# INDIVIDUALIZED DAILY READING

## **7** Read Independently and Ask Questions

Ask the students to notice questions they have as they read and to look for answers to their questions. Tell them that at the end of IDR, you will ask them to share with the class questions they had and any answers they found. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.

### Teacher Note

The purpose of this discussion is to establish the students' surface-level understanding and their ability to ask questions about the myth. After a single reading, the students will not always be able to support their conclusions with details from the myth. This is to be expected. In the next lesson, the students will hear the myth again and have an opportunity to listen for details that support their thinking.

### Teacher Note

Save the "Questions About 'Demeter and Persephone'" chart (WA6) to use on Day 2. If necessary, add examples of questions that are answered directly or indirectly to the chart to discuss on Day 2 (see Step 1).

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their books and the authors' names, what the books are about, questions they had as they were reading, and whether they found answers to their questions. Have the students return to their desks and put away their books.

# Day 2

## Strategy Lesson

### Materials

- “Demeter and Persephone” (see page 255)
- “Questions About ‘Demeter and Persephone’” chart (WA6) from Day 1
- *Student Response Book* page 22
- “Story Elements in ‘Demeter and Persephone’” chart (WA7)
- “Class Assessment Record” sheet (CA4)

**TEKS 7.C.i**  
Student/Teacher Narrative  
Step 1 (all, beginning on page 240 and continuing on to page 241)

### In this lesson, the students:

- Hear a myth again to build comprehension
- Use their questions to understand and discuss the myth
- Think about whether their questions are answered directly, indirectly, or not at all
- Discuss character, setting, plot, and conflict
- Read independently for 25–30 minutes

### 1 Review the “Questions About ‘Demeter and Persephone’” Chart

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in the previous lesson they used “Stop and Ask Questions” to help them make sense of and discuss the myth “Demeter and Persephone.”

Remind the students that sometimes readers find the answer to a question right in the text, and sometimes an answer is not given directly, but readers can figure it out using clues from the story.

Display the “Questions About ‘Demeter and Persephone’” chart (WA6) from Day 1. Direct the students’ attention to a question on the chart that is answered directly in the myth and one that is answered indirectly and think aloud about how the questions are answered, using evidence from the text.

#### You might say:

“The question, ‘Will Persephone eat something?’ is answered directly in the story. We found out that she ate six pomegranate seeds.”

“The question, ‘Is Hades a cruel god?’ can be answered indirectly from clues. The myth doesn’t say that he’s cruel, but I think that he is because he captures Persephone and keeps her in the underworld even though she doesn’t want to stay there.”

Ask:

**Q** *What is another question on our chart that has been answered? Is it answered directly, or is it answered indirectly using clues? Where is it answered directly, or what clues did you use to figure out the answer?*

## 2 Have the Students Review Their Questions

Ask the students to turn to *Student Response Book* page 22, “Stop and Ask Questions About ‘Demeter and Persephone,’” and to think quietly to themselves as you ask the following questions one at a time:

**Q** *Look at the questions that have check marks next to them. Which of those questions do you think are answered directly in the myth? Put a star next to each of those questions.*

**Q** *Which questions do you think are not answered directly, but are answered indirectly using clues? Put a circle next to each of those questions.*

To help the students remember what the symbols mean, write them where everyone can see them.

★ : question answered directly

○ : question answered by making an inference  
from clues

## 3 Reread “Demeter and Persephone” Aloud

Explain that you will reread the myth and that you would like the students to listen carefully to hear whether their questions are answered directly, indirectly through clues, or not at all. Tell the students that after the reading they will discuss their questions and thoughts about the answers with the class.

Read “Demeter and Persephone” aloud slowly and clearly, without stopping.

## 4 Discuss the Myth

Facilitate a class discussion using the questions that follow. Be ready to reread passages from the myth to help the students recall details. Ask:

**Q** *What is a question that you wrote that you think is answered directly in the myth? How is the question answered?*

**Q** *What is a question that you wrote that you think is not answered directly, but can be answered from clues? What clues?*

**Q** *Do others agree that the question is answered in that way? Explain your thinking.*

### Teacher Note

If the students need more explanation about direct and indirect meanings in the text, you might explain that when an author comes right out and tells you something, the meaning is communicated directly. For example, the author of “Demeter and Persephone” states, “Hades decided he would take her to the underworld and keep her there,” which explains how Persephone came to be in the underworld. Often, however, authors communicate things through clues rather than stating them directly. For example, from the sentence “While Demeter wept for her lost daughter, people on Earth began to starve,” we understand that because of her sadness, Demeter wasn’t tending to the plants and crops, so the people on Earth had no food to eat. In this case, the meaning is communicated indirectly.

### Teacher Note

Remind the students that disagreements about whether a question is answered or how it is answered are opportunities for them to think about the myth more deeply and to use evidence from the myth to support their opinions.

Remind the students that when a reader uses clues to figure out something that is not stated directly in a story, the reader is making an inference.

Review that the reason you reread the myth was to help the students listen for answers to their questions. Remind the students that good readers often ask themselves questions about what they are reading and reread to help them make sense of the text.

## 5 Discuss Story Elements

Display the “Story Elements in ‘Demeter and Persephone’” chart (WA7) and remind the students that another way to make sense of stories is to think about story elements, such as character, setting, plot, and conflict or problem. Tell the students that you would like their help with using these story elements to think about “Demeter and Persephone.” Ask:

 **Q** *Who are the main characters in this myth? Turn to your partner.*

Have a few volunteers share their thinking. As the students share, write their responses on the chart.

### Teacher Note

If the students struggle to answer the questions, reread sections of the myth to help stimulate their thinking.

WA7

#### Story Elements in “Demeter and Persephone”

Main characters:

*Demeter, Persephone, Hades, Zeus*

Settings:

*The underworld and Earth*

Plot:

*Persephone was taken to the underworld by Hades. Demeter was trying to find her. The longer Persephone was gone, the sadder Demeter became. Zeus had to help Demeter get Persephone back.*

Conflicts or problems:

*Persephone couldn't eat anything in the underworld or she'd have to stay there forever. Persephone ended up eating six pomegranate seeds.*

*Persephone's mother, Demeter, was sad. Because she was sad, it was always winter and people were starving.*

Follow the same procedure to discuss the following questions:

 **Q** *What are the settings of the myth? Where does the myth take place? Turn to your partner.*

**Q** *What is the plot? What happens to the characters in the myth? Turn to your partner.*

- Q *What conflicts or problems occur in this myth? Turn to your partner.*
- Q *How do the characters end the conflicts or solve the problems? Turn to your partner.*

Circulate as partners discuss each question and notice whether the students are able to identify the characters, the settings, the plot, and one or more conflicts or problems in the myth.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify the main characters in the myth?
- Are the students able to identify the settings of the myth?
- Are the students able to explain the plot of the myth?
- Are the students able to describe the conflicts or problems the characters are facing in the myth?
- Are the students able to explain how the characters end the conflicts or solve the problems?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 48 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to describe the story elements in the myth, proceed with the lesson and continue on to Day 3.
- If **about half of the students** are able to describe the story elements in the myth, proceed with the lesson and continue on to Day 3 but closely monitor and support students who are having difficulty. Confer with these students during IDR and ask them questions such as:

Q *What is the setting of your story? Where and when does it take place?*

Q *Who are the main characters in your story? What is happening to the characters? What [conflict/problem] is the main character in your story facing?*

- If **only a few students** are able to describe the story elements in the myth, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative myth before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Remind the students that *recognizing story elements* and *questioning* are both strategies that they are learning to help them better understand everything they read. Remind them to practice using these strategies as they read independently.

Tell the students that in the next lesson you will read a myth that comes from the Acoma Indians, and the students will have another opportunity to ask themselves questions about a text.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Ask Questions

Ask the students to notice questions they have as they read and to look for answers to their questions. Tell them that at the end of IDR, you will ask them to share with the class questions they had and any answers they found. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their books, the authors’ names, and what the books are about. Follow up by asking questions such as:

**Q** *What questions do you have about what you read?*

**Q** *What answers have you found to your questions?*

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

## In this lesson, the students:

- Hear and discuss a myth
- Use questioning to make sense of the myth
- Think about whether their questions are answered directly, indirectly, or not at all
- Discuss character change
- Read independently for 25–30 minutes
- Use discussion prompts to build on their partners' thinking

## 1 Review Myths and “Stop and Ask Questions”

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in previous lessons they used “Stop and Ask Questions” to help them make sense of the myth “Demeter and Persephone.” Review that a *myth* is a “fiction story that takes place a long time ago and often explains why something happens in nature.” Ask:

**Q** *What event in nature does the myth “Demeter and Persephone” explain?*

If necessary, remind the students that the myth “Demeter and Persephone” explains how the seasons came to be. Tell the students that today they will use “Stop and Ask Questions” again to help them make sense of another myth that explains how the seasons came to be.

## 2 Introduce “Co-chin and the Spirits”

Tell the students that the myth they will hear today comes from the Acoma Indian tribe. Explain that the main characters are a woman named Co-chin and two spirits, one named Shakok and the other named Miochin.

Ask the students to turn to *Student Response Book* page 23, “Stop and Ask Questions About ‘Co-chin and the Spirits.’” Explain that as you read aloud, you will stop three times. At the first stop, the students will ask questions as a class. At Stops 2 and 3, the students will write their questions in the appropriate boxes. Tell them that after the reading, they will use their questions to discuss the myth with their partners.

## 3 Read Aloud with “Stop and Ask Questions”

Read “Co-chin and the Spirits” aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

## Materials

- “Co-chin and the Spirits” (see pages 256–257)
- *Student Response Book* pages 23–24
- “Questions About ‘Co-chin and the Spirits’” chart (WAB)

**TEKS 9.A.ii**  
Student/Teacher Activity  
Step 1 (all)

## Suggested Vocabulary

**custom:** usual way of doing something (p. 256)

**enraged:** very angry (p. 256)

**fierce:** terrible (p. 257)

**compromised:** came to an agreement (p. 257)

## ELL Vocabulary

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

**curious-looking stranger:** person she didn't know who looked unusual (p. 256)

**bundle:** group of things tied together (p. 256)

**mysterious:** strange (p. 256)

**caught sight of:** (idiom) saw (p. 256)

Stop after the last sentence of the third paragraph:

**p. 256** "He gave Co-chin his ear of corn to eat, and then he asked her to wait while he went to get a bundle of corn for her to take home."

**Q** *What questions can we ask about the myth right now?*

### Questions About "Co-chin and the Spirits"

*Who is the strange man?*

*Why does Shakok make it so cold?*

*If nothing can grow, where does the man get the corn?*

WA8

### Teacher Note

At each of the remaining stops, circulate among the students and notice whether they are able to write questions. If students are having difficulty, have a few volunteers share their questions aloud and record these, exactly as the students say them, on the "Questions About 'Co-Chin and the Spirits'" chart (WA8) without discussing them. Continue to model in this way during stops until the students are able to successfully write questions on their own. You might also model writing a few questions of your own, for example, *What will happen if Shakok sees Miochin? Is Miochin a mean spirit? How long have Co-chin and her people been eating cactus? and What would happen if Co-chin went to Miochin's home?*

Have a few volunteers share their questions with the class. Display the "Questions About 'Co-chin and the Spirits'" chart ( WA8) and record the students' questions, exactly as they say them, on the chart. If the students have difficulty generating questions, model generating a few questions like those in the diagram above and record them on the chart.

Tell the students that they will write questions on their own at the next two stops. Reread the last sentence before the stop and continue reading aloud. Stop after:

**p. 256** "He brought more corn for her, and together they took the corn to Co-chin's village."

Have the students write any questions they can think of at this point in the Stop 2 box on *Student Response Book* page 23. Without stopping to discuss the questions, reread the last sentence before the stop and continue reading to the end of the myth.

Have the students record their questions in the Stop 3 box on page 23.

## 4 Use Questions to Discuss the Myth



Ask the students to review their questions and think about what they have heard. Have them put a check mark next to each question they think is answered in the myth. Give partners a few moments to discuss the myth using their questions. Remind the students to use the discussion prompts in their partner conversations.

After a few minutes, facilitate a class discussion using the questions that follow. As the students volunteer their own questions, record them on the “Questions About ‘Co-Chin and the Spirits’” chart. Be ready to reread passages from the myth to help the students recall details. Ask:

**Q** *What is a question that got you and your partner talking about the myth? What did you hear during the reading that helped you discuss that question?*

### Students might say:

“My partner asked, ‘Will the strange man come back with more corn?’ We learned that he did.”

“My partner asked, ‘Why did Co-chin marry Shakok if he was so mean?’ We didn’t find out the answer to that question.”

Tell the students that tomorrow they will talk more about the questions they marked with a check.

## 5 Discuss Character Change



Remind the students that characters are an important element of stories and that characters in a story often change. Have the students turn to *Student Response Book* page 24, “Excerpt from ‘Co-chin and the Spirits,’” and explain that in this short excerpt from the myth, Shakok has a moment of realization in which he changes. Ask partners to read the passage together and then talk about what happens to Shakok. After the students have had a chance to read and talk, facilitate a class discussion by asking:

**Q** *How does Shakok change? Why do you think he changes? What makes you think that?*

### Students might say:

“In the beginning, Shakok thinks he can beat Miochin. He’s very confident. In the end, he gives up.”

“In addition to what [Zach] said, I think that Shakok gives up because he realizes that Miochin is stronger than he is.”

“In the beginning, the myth says that Shakok is ‘enraged.’ In the end, he’s willing to make a compromise with Miochin, so he must not be mad anymore.”

### Teacher Note

The purpose of this discussion is to establish the students’ surface-level understanding and their ability to ask questions about the myth. After a single reading, the students will not always be able to support their conclusions with details from the myth. This is to be expected. In the next lesson, the students will hear the myth again and have an opportunity to listen for details that support their thinking.

### Teacher Note

Save the “Questions About ‘Co-chin and the Spirits’” chart (WA8) to use on Day 4. If necessary, add examples of questions that are answered directly or indirectly to the chart to discuss on Day 4 (see Step 1).

## 6 Discuss Using the Discussion Prompts

Facilitate a class discussion of how partners did using the discussion prompts. Ask:

- Q *How did you and your partner use the discussion prompts in your partner conversations today? How did that help you to listen to your partner?*
- Q *How did your partner show that he or she respected your thinking?*

Explain that the goal of learning the discussion prompts is to use them naturally, in both partner conversations and class discussions. Using the discussion prompts will help the students participate responsibly in discussions by encouraging them to listen and to build on the ideas of others.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Ask Questions

Ask the students to notice questions they have as they read and to think about whether the questions are answered directly, indirectly, or not at all. Tell them that at the end of IDR, you will ask them to share their questions with the class. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their books and the authors’ names, what the books are about, and questions they had about what they read. Follow up by asking questions such as:

- Q *What was happening in the book when that question came to mind?*
- Q *How would you answer that question right now? What evidence in the book makes you think that?*
- Q *Is that question answered directly in the book or indirectly through clues? If indirectly, what are the clues?*

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

## In this lesson, the students:

- Hear a myth again to build comprehension
- Use their questions to understand and discuss the myth
- Think about whether their questions are answered directly, indirectly, or not at all
- Compare two myths about a similar topic
- Read independently for 25–30 minutes

## 1 Review the “Questions About ‘Co-chin and the Spirits’” Chart

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in the previous lesson they used “Stop and Ask Questions” to help them make sense of and discuss the myth “Co-chin and the Spirits.”

Remind the students that sometimes readers find the answer to a question right in the text, and sometimes an answer is not given directly, but readers can figure it out using clues from the story.

Display the “Questions About ‘Co-chin and the Spirits’” chart (C WA8) from Day 3. Direct the students’ attention to a question on the chart that is answered directly in the myth and one that is answered indirectly and think aloud about how they are answered, using evidence from the text.

### You might say:

“The question ‘Who is the strange man?’ is answered directly in the story. We found out that he is Miochin, the Spirit of Summer.”

“The question ‘Why does Shakok turn everything cold?’ can be answered indirectly from clues. The myth doesn’t say why he does it, but I think that since he’s a spirit, he has some kind of magical power that makes it cold wherever he goes.”

Ask:

- Q** *What is another question on our chart that has been answered? Is it answered directly, or is it answered indirectly using clues? Where is it answered directly, or what clues did you use to figure out the answer?*

## Materials

- “Co-chin and the Spirits” (see pages 256–257)
- *Student Response Book* page 23
- “Questions About ‘Co-chin and the Spirits’” (WA8) from Day 3

### Teacher Note

If the students need more explanation about direct and indirect meanings in texts, you might explain that when an author comes right out and tells you something, the meaning is communicated directly. For example, the author of “Co-chin and the Spirits” states, “As was the custom, Shakok came to live with Co-chin’s people,” which explains why Shakok is in the village. Often, however, authors communicate things through clues rather than stating them directly. For example, we can infer that Shakok is the reason that “the air grew cold” and “snow covered the land” from these sentences: “Soon after Shakok’s arrival in the village, the air grew cold. Snow covered the land like a soft white blanket.” In this case, the meaning is communicated indirectly.

## 2 Have the Students Review Their Questions

Ask the students to turn to *Student Response Book* page 23, “Stop and Ask Questions About ‘Co-chin and the Spirits,’” and to think quietly to themselves as you ask the following questions one at a time:

- Q *Look at the questions that have check marks next to them. Which of those questions do you think are answered directly in the myth?*
- Q *Which questions do you think are not answered directly but are answered indirectly using clues? What clues?*

## 3 Reread “Co-chin and the Spirits” Aloud

Explain that you will reread the myth and that you would like the students to listen carefully to hear whether their questions are answered directly, indirectly through clues, or not at all. Tell the students that after the reading, they will discuss their questions and thoughts about the answers with the class.

Read “Co-chin and the Spirits” aloud slowly and clearly, without stopping.

## 4 Analyze the Questions in Pairs

Ask the students to look again at their questions and think about what they heard. Have them put a star next to each question they think is answered directly and a circle next to each question they think can be answered by making an inference from clues. To help the students remember what the symbols mean, write them where everyone can see them:

- ★ : question answered directly
- : question answered by making an inference from clues



Have partners discuss their questions and how they think the questions are answered. Remind them to use the discussion prompts to help them build on one another’s thinking. Circulate as the students talk. Listen to check whether they are using their questions to discuss the myth and whether they are referring to the myth to support their thinking.

## 5 Discuss the Myth as a Class

When most pairs have finished talking, facilitate a class discussion using the questions that follow. Be ready to reread passages from the myth to help the students recall details. Ask:

- Q *What is a question you wrote that you think is answered directly in the myth? How is the question answered?*
- Q *What is a question you wrote that you think is not answered directly but can be answered from clues? What clues?*
- Q *Do others agree that the question is answered in that way? Explain your thinking.*
- Q *Did any of your answers from the first reading change because of what you heard in the second reading? How did they change?*

## 6 Compare “Demeter and Persephone” and “Co-chin and the Spirits”

Remind the students that they heard myths from two different cultures that have a similar theme: they explain how the seasons came to be. Ask:

- Q *How does the myth “Demeter and Persephone” explain why there is winter and summer?*
- Q *How does the myth “Co-chin and the Spirits” explain why there is winter and summer?*
- Q *How are these explanations similar? How are they different?*

### Students might say:

“They are similar because in both myths, there is a god or a spirit who controls the seasons.”

“I agree with what [Maya] said, but I also think the myths are different because in ‘Demeter and Persephone,’ there is one goddess who controls the seasons, but in ‘Co-chin and the Spirits’ there are two spirits who control the seasons.”

“In addition to what [Peter] said, I think that the myths are different because in ‘Demeter and Persephone,’ the way Demeter feels is what makes the seasons change. In ‘Co-Chin and the Spirits,’ the seasons change depending on which spirit is ruling the land.”

Tell the students that next week they will use questioning to help them think about a play.

### Teacher Note

Remind the students that disagreements about whether a question is answered or how it is answered are opportunities for them to think about the story more deeply and to use evidence from the text to support their opinions.

### Teacher Note

If the students struggle to answer the question, reread the myth and then ask the question again.

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Ask Questions

Ask the students to notice questions they have as they read and to think about whether the questions are answered directly, indirectly, or not at all. Tell them that at the end of IDR, you will ask them to share their questions with the class. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their books and the authors’ names, what the books are about, and questions they had about what they read. Follow up by asking questions such as:

- Q *What was happening in the book when that question came to mind?*
- Q *How would you answer that question right now? What evidence in the book makes you think that?*
- Q *Is that question answered directly in the book or indirectly through clues? If indirectly, what are the clues?*

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

### Vocabulary Note

Next week you will revisit “Demeter and Persephone” and “Co-chin and the Spirits” to teach the Week 12 vocabulary lessons.

**TEKS 6.E.ii**

**TEKS 7.B.i**

**TEKS 7.C.i**

Student/Teacher Activity  
Writing About Reading (all,  
beginning on page 252 and  
continuing on to page 253)

### Materials

- “Demeter and Persephone” (see page 255)
- “Co-chin and the Spirits” (see pages 256–257)
- Copy of “Demeter and Persephone” (BLM3) for each student
- Copy of “Co-chin and the Spirits” (BLM4) for each student

## WRITING ABOUT READING

### Write About Text-to-text Connections in “Demeter and Persephone” and “Co-chin and the Spirits”

Distribute copies of “Demeter and Persephone” (BLM3) and “Co-chin and the Spirits” (BLM4) to the students. Review that both of these myths explain why the seasons change. Tell the students that you will read each of the myths again and that as you read you would like them to follow along and think about how the myths are alike and how they are different.

Read the myths aloud. After the reading, write the heading “What’s the Same” where everyone can see it. Ask:

**Q** *What is the same about these two myths? Turn to your partner.*

After partners talk, have several volunteers share their thinking. As they share, list their ideas below the heading.

**Students might say:**

“Both myths are about why we have summer and winter.”

“Both myths have main characters that are girls.”

“There is an argument over a girl in both myths, and that’s what causes problems in both stories.”

“In both myths, the characters had to make a compromise so that everyone could get what they want.”

Write the heading “What’s Different” where everyone can see it. Ask:

**Q** *What is different about these two myths? Turn to your partner.*

After partners talk, have several volunteers share their thinking. As they share, list their ideas below the heading.

**Students might say:**

“In ‘Demeter and Persephone,’ the main characters are gods. In ‘Co-chin and the Spirits,’ the characters are regular people and spirits.”

“In ‘Demeter and Persephone,’ Demeter is the only one who can change the seasons. In ‘Co-chin and the Spirits,’ both Shakok and Miochin can change the seasons.”

“In ‘Demeter and Persephone,’ Zeus helps solve the problem. The Acoma chief doesn’t help solve the problem in ‘Co-chin and the Spirits.’”

Ask the students to watch as you think aloud and model writing about what is the same and what is different about the two myths.

**You might say:**

“First I want to describe some of the things that are the same about the two myths. I’ll write: *The myths ‘Demeter and Persephone’ and ‘Co-chin and the Spirits’ are the same in some ways. Both myths tell about why we have summer and winter. In both myths, people are starving because the crops are not growing.* Now I want to write about some of the things that are different about the two myths. I’ll write: *The two myths are also different in some ways. In ‘Demeter and Persephone,’ Demeter is the only one who controls the seasons. In ‘Co-chin and the Spirits,’ Shakok makes the land cold and Miochin makes the land warm. Persephone has to live with Hades in the underworld for six months. Co-chin gets to stay in her own home.*”

## Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Demeter and Persephone” (BLM3) and “Co-chin and the Spirits” (BLM4). Make enough copies for each student to have one copy of each myth.

Have the students write about what is the same and what is different in the two myths. If time permits, ask a few volunteers to share their writing with the class.

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## EXTENSION

### Read Another Myth About the Seasons

There are several other Native American myths that explain how the seasons came to be. You might locate one or two of these myths, such as the Acoma legend “Blue Corn Maiden and the Coming of Winter” and the Anishinabe legend “How Fisher Went to the Skyland: The Origin of the Big Dipper,” and read them aloud to the students. After reading each myth, facilitate a discussion about how the myth is similar to or different from “Co-chin and the Spirits” using questions such as:

- Q** *What is the plot of this myth? What happens to the characters?*
- Q** *How does the myth [“Blue Corn Maiden and the Coming of Winter”] explain why there is winter and summer?*
- Q** *How does the myth “Co-chin and the Spirits” explain why there is winter and summer?*
- Q** *How are these explanations similar? How are they different?*

# Myth

## Demeter and Persephone

Demeter was the goddess who made the grass grow, the flowers bloom, and the fruit ripen. She had a beautiful daughter named Persephone, whom she loved dearly.

Hades, the god of the underworld, fell in love with the beautiful Persephone. Hades decided that he would take her to the underworld and keep her there. He caused the ground to open up beneath Persephone, and she fell from this world into the world below. She badly wanted to return to her mother and the world above. Though hungry, Persephone ate nothing at all. She knew of Hades's rule: anyone who visited the underworld and ate something that grew there must live in the underworld forever.

Meanwhile, Demeter searched everywhere for her missing daughter. She grew so sad and worried that she stopped looking after the grass, the flowers, and the fruit. The air grew cold. All the plants on Earth turned brown and the leaves fell from the trees. While Demeter wept for her lost daughter, people on Earth began to starve.

Zeus, the king of the gods, saw what was happening and decided to help Demeter. He commanded Hades to return Persephone to her mother. But as Persephone left the underworld, Hades offered her twelve pomegranate seeds to eat. Persephone was so hungry she ate six of them. Hades rejoiced! Persephone would now have to stay in the underworld.

But Zeus knew that Earth needed Persephone. He decided that because she had eaten six seeds, she would remain in the underworld for six months of the year. She would live on Earth with Demeter for the other six months.

During the six months when Persephone lives in the underworld, Demeter mourns for her and neglects her work. The air grows cold. The leaves fall and the grass turns brown. But when Persephone returns, flowers blossom and the world turns green again.

That is why we have summer and winter.

## Myth

### Co-chin and the Spirits

The Acoma chief had a beautiful daughter named Co-chin who was the wife of Shakok, the Spirit of Winter. As was the custom, Shakok came to live with Co-chin's people. Soon after Shakok's arrival in the village, the air grew cold. Snow covered the land like a soft white blanket. The corn died and the people had to eat cactus to survive.

One day Co-chin was gathering cactus for her people to eat. She was eating a cactus leaf when she saw a curious-looking stranger walking toward her, carrying an ear of corn. He wore bright yellow and green clothes and had flowers on his shoes. He approached Co-chin and asked, "What are you eating?"

Co-chin sadly explained, "My people are starving because no corn will grow, and we have nothing to eat but cactus." The man listened. He gave Co-chin his ear of corn to eat, and then he asked her to wait while he went to get a bundle of corn for her to take home.

The mysterious man walked south and soon returned with a large bundle of corn for her. Co-chin asked, "Where did you find this corn?" The man told her that he had brought it from his home in the far south where plenty of corn grows all year.

"I would love to see your home where it is warm and where so much corn still grows," said Co-chin. The man then told her that he was Miochin, the Spirit of Summer.

"Your husband, Shakok, the Spirit of Winter, would be angry if I took you away," he said.

Co-chin replied, "I do not care for Shakok. Ever since he arrived in my village, no corn has grown and my people starve."

"Take this bundle of corn home," Miochin said. "Tomorrow I will bring you more."

Co-chin brought the corn home and fed all her people. The next day she met Miochin again. He brought more corn for her, and together they took the corn to Co-chin's village.

When Shakok caught sight of Miochin, he was enraged. Shakok challenged Miochin to fight for Co-chin's hand in marriage. Miochin agreed, for he had fallen in love with Co-chin.

*(continues)*

## Co-chin and the Spirits

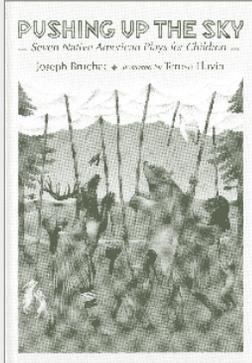
*(continued)*

The fight was fierce. Shakok’s weapons of snow, sleet, and hail were melted by Miochin’s fire. Finally, Shakok called a stop to the fight. He said, “Miochin, you are the winner. Co-chin is free to be your wife.”

Then the two spirits compromised. Each agreed to rule the land for half of the year—Shakok would rule for six months during the winter and Miochin would rule for six months during the summer. That is why it is cold for half the year and warm during the other half.

# Week 5

## OVERVIEW



### *Gluskabe and Old Man Winter from Pushing Up the Sky: Seven Native American Plays for Children*

by Joseph Bruchac, illustrated by Teresa Flavin

This play is based on a tale from the Abenaki people that tells how the seasons came to be.



### Online Resources

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

#### Assessment Forms

- “Class Assessment Record” sheet (CA5)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 4 family letter (BLM1)

### Comprehension Focus

- Students use questioning to help them make sense of a play.
- Students explore elements of narrative text structure in a play, including character, setting, plot, and conflict.
- Students read independently.

### Social Development Focus

- Students relate the value of respect to their behavior.
- Students use discussion prompts to build on their partners' thinking.
- Students work in a responsible way.

## 🕒 DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA5); see page 49 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 12 lessons this week.

### Materials

- *Gluskabe and Old Man Winter (Pushing Up the Sky, pages 11–23)*
- *Student Response Book pages 25–37*

### In this lesson, the students:

- Hear and discuss a play
- Use questioning informally to make sense of the play
- Explore the differences between plays (drama) and prose
- Read independently for 25–30 minutes
- Act respectfully toward their partners

### 1 Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that during the past few weeks, they have been working with their partners to discuss different types of stories, including myths. Ask:

Q *What has been working well during your partner conversations?*

Q *What can you do to let your partner know that you respect his or her thinking?*

Ask the students to keep what they talked about in mind as they work with their partners today.

### 2 Review Myths and Introduce Plays

Remind the students that last week they heard and discussed the myths “Demeter and Persephone” and “Co-chin and the Spirits.” Review that a *myth* is a “fiction, or make-believe, story that takes place a long time ago and often explains why something happens in nature.” Tell the students that this week they will hear and read another myth—but this myth is told in a very different way.

Show the cover of *Pushing Up the Sky* and read the title and the names of the author and the illustrator aloud. Tell the students that this book includes seven myths from different Native American tribes but that the author retells each myth as a play. Explain that a *play* is a “story that is written to be acted out, usually on a stage.”

### 3 Compare Plays and Other Fiction Stories

Show pages 14–15 of the book and explain that plays are written differently and look different from other kinds of fiction stories. Ask:

- Q *What do you notice about how the play is written?*
- Q *How does the play look different from other stories you've read?*

**Students might say:**

"The play gives the name of a character and then tells what the character says. Other stories that we read don't do that."

"There are instructions about how to act out the play."

"In addition to what [Nir] said, the instructions also tell you more about the setting."

Point to "Scene I" at the top of page 14 and tell the students that each section of a play is called a *scene* and that a scene in a play is like a chapter in a book. Point to the italicized text and explain that the italicized words are called *stage directions* and that those directions let the actors know what they should do or how they should move throughout the play. Point to a few of the character's names and explain that the words in bold type are the names of the characters and the words that follow the characters' names are the *dialogue*, or what the characters say.

### 4 Introduce *Gluskabe and Old Man Winter*

Show page 11 and explain that the play the students will hear and read this week is called *Gluskabe and Old Man Winter*. Explain that the play is a version of a myth that is told by the Abenaki people and that like the myths the students heard last week, this myth explains why something happens in nature.

### 5 Read Aloud and Ask Questions

Have the students turn to *Student Response Book* page 25, the title page of *Gluskabe and Old Man Winter*, and explain that this is a copy of the play. Ask the students to turn to page 28, and review that this is Scene I of the play, which is where you will begin reading today. Ask the students to follow along as you read the play aloud. Remind the students that good readers ask themselves questions as they read, and explain that you will give them an opportunity to share any questions that come to mind about the play as they listen today. Read the play aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

#### Teacher Note

You will show and discuss pages 12–13 of the play later in the week.

#### Teacher Note

If the students struggle to answer the questions, show them a few pages of a fiction book and point out a few ways that the book is different from the play. For example, you might point out that the text is written in paragraph form in the book, and it is written as a dialogue in the play. Also, quotation marks are used to show when a character is speaking in the book, and quotation marks are not used in the play.

#### Teacher Note

You might read the introduction on page 11 to provide your students with background information about the Abenaki people.

#### Teacher Note

The focus on questioning this week is more informal than in previous weeks. The central focus of the week is on reviewing story elements and applying those elements to a new genre, drama.

#### Teacher Note

When reading the play aloud, read all of the text on the page including the stage directions and the character names.

## Suggested Vocabulary

**wigwam:** hut or tent (p. 14)

**greedy:** selfish; not willing to share (p. 16)

**sinew:** tendon; cord of tough tissue that attaches muscle to bone (p. 18)

## ELL Vocabulary

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

**suffering:** not doing well (p. 16)

**refuse to speak:** not talk (p. 16)

**defeat:** beat (p. 22)

**collapse:** fall down (p. 23)

**swiftly:** quickly (p. 23)

**crouching down:** bending low (p. 23; refer to the illustration)

Stop after the last sentence of Scene I:

**p. 15** “**Gluskabe:** Don’t worry, Grandmother. Winter cannot beat me.”



**Q** *What happened in the scene you just heard? Turn to your partner.*

**Q** *What questions do you have about what you just heard? Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop and continue reading to the next stopping point. Follow the same procedure at each of the following stops:

**p. 18** “Gluskabe picks up the four balls, places them in his bag, and puts the bag over his shoulder.”

**p. 22** “**Second Summer Land Person:** He has tricked us. He got away.”

**p. 23** “**Narrator:** But, thanks to Gluskabe, spring always comes back again.”



## Facilitation Tip

Reflect on your experience over the past several weeks with **asking facilitative questions**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students’ listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

## 6 Discuss the Play and Questions

Discuss the questions that follow as a class. Be ready to reread parts of the play aloud to help the students recall what they heard.

**Q** *What is the plot of the play? What happens?*

**Q** *What event in nature does the play explain? What in the play makes you think that?*

**Q** *What questions did you have as you listened to the play? Were your questions answered? How?*

Tell the students that tomorrow they will hear and read the play again and can listen for answers to any questions they still have.

## 7 Reflect on Working Together

Facilitate a class discussion about how partners worked together. Ask:

- Q *What did you do to make sure you worked well with your partner today? What would you like to do [the same way/differently] the next time you work together?*

## INDIVIDUALIZED DAILY READING

## 8 Read Independently and Ask Questions

Ask the students to notice questions they have as they read and to think about whether the questions are answered directly, indirectly, or not at all. Tell them that at the end of IDR, you will ask them to share their questions with the class. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their books and the authors’ names, what the books are about, and questions they had about what they read. Follow up by asking questions such as:

- Q *What was happening in the book when that question came to mind?*
- Q *How would you answer that question right now? What evidence in the book makes you think that?*
- Q *Is that question answered directly in the book or indirectly through clues? If indirectly, what are the clues?*

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

### Materials

- *Gluskabe and Old Man Winter* (*Pushing Up the Sky*, pages 11–23)
- *Student Response Book* pages 25–38
- “Important Elements of Stories” chart from Week 3
- “Class Assessment Record” sheet (CA5)

### In this lesson, the students:

- Hear a play again
- Discuss character, setting, plot, conflict, and theme
- Read independently for 25–30 minutes
- Use discussion prompts to build on their partners’ thinking

## 1 Review Using Prompts in Pairs

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that they have been focusing on using the discussion prompts in both partner conversations and class discussions. Ask and briefly discuss:

**Q** *How have you been doing with using the discussion prompts?*

Explain that today you would like the students to continue to focus on practicing the prompts in their partner conversations.

## 2 Review Story Elements

Direct the students’ attention to the “Important Elements of Stories” chart and review that all stories have certain elements, or parts, that make them stories.

Remind the students that they have been focusing on six key story elements—character, setting, plot, point of view, conflict or problem, and theme—and that the purpose is to help them learn to recognize and think about these elements so they understand stories at a deeper level. Tell the students that today they will listen to *Gluskabe and Old Man Winter* again, paying attention to the way the author uses the story elements of character, setting, plot, conflict or problem, and theme.

## 3 Reread *Gluskabe and Old Man Winter* Aloud with Stops

Have the students turn to *Student Response Book* page 28, Scene I of *Gluskabe and Old Man Winter*, and ask the students to follow along as you read the play aloud. Read the play aloud slowly and clearly, stopping as described below.

Stop after the last sentence of Scene I:

**p. 15** “**Gluskabe:** Don’t worry, Grandmother. Winter cannot beat me.”

Ask:

 **Q** *What is happening in the play? Turn to your partner.*

As pairs talk, listen for evidence that they are using details from the play to support their thinking.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students use details from the play to support their thinking?

Record your observations on the “Class Assessment Record” sheet (CA5); see page 49 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** or **about half of the students** are able to use details from the play to support their thinking, proceed with the lesson and continue on to Day 3. You may wish to check in during IDR with students who are having difficulty.
- If **only a few students** are able to use details from the play to support their thinking, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative play before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Reread the last sentence before the stop and continue reading to the next stopping point. Stop after:

- p. 18** “Gluskabe picks up the four balls, places them in his bag, and puts the bag over his shoulder.”

Ask:

 **Q** *What happens when Gluskabe visits Old Man Winter? Turn to your partner.*

Have a few volunteers share their thinking. Reread the last sentence before the stop and continue reading to the next stopping point.

Stop after:

- p. 22** “**Second Summer Land Person:** He has tricked us. He got away.”

Ask:

 **Q** *How does Gluskabe trick the Summer Land People? Turn to your partner.*

Have a few volunteers share their thinking. Reread the last sentence before the stop and continue reading to the end of the play. Ask:

 **Q** *What happens when Gluskabe visits Old Man Winter at the end of the play? Turn to your partner.*

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Have a few volunteers share their thinking, and then ask:

**Q** *Why is Gluskabe a hero?*

## 4 Write About Story Elements

Have the students turn to *Student Response Book* page 38, "Story Elements in *Gluskabe and Old Man Winter*." Explain that the students will each write about the story elements in the play.



Read aloud the story elements listed on the page and ask the students to think quietly about what they will write about each story element. After a moment, have partners take turns sharing what they plan to write. Give the students a few minutes to write about the story elements in the play.

## 5 Discuss Story Elements

Facilitate a discussion of the play using the questions that follow. Encourage the students to refer to what they wrote on *Student Response Book* page 38 during the discussion. Be ready to reread from the play to help the students recall what they heard.

**Q** *Who are the main characters?*

**Q** *What do we know about the setting of this play?*

### Students might say:

"The main characters are Gluskabe and Old Man Winter."

"In addition to what [Owen] said, the Summer Land People and Grandmother Woodchuck are also characters."

"The setting changes when the scene changes. The play takes place in Grandmother Woodchuck's wigwam, in Old Man Winter's Wigwam, and in the Summer Land."

Use "Think, Pair, Share" to discuss:



**Q** *What kind of a person is Gluskabe? What in the play makes you think that? [pause] Turn to your partner.*

Have a few volunteers share their partners' thinking.

### Students might say:

"My partner thinks Gluskabe is brave because he goes to talk to Old Man Winter when no one else will."

"In addition to what [Camila] said, my partner thinks that Gluskabe is brave because he goes to the Summer Land to steal summer."

"My partner thinks that Gluskabe is clever because he tricks the crows into thinking that they stole his head."

Ask and briefly discuss:

- Q *What is the plot of the play? What happens to the characters in the play?*
- Q *What is the problem in this play? How is the problem solved?*
- Q *What is a theme in the play? What is a lesson or message in the play that you might be able to apply to your own life?*

**Students might say:**

"Gluskabe tries to get Old Man Winter to return to the Winter Land. He has to go to the Summer Land to steal summer and bring it back to his home."

"One problem is that Old Man Winter would not go away. That made it cold all the time, and food wouldn't grow."

"Another problem is that Gluskabe had to figure out a way to get rid of Old Man Winter."

"I think a theme of the play is that you shouldn't give up. Even though Gluskabe was tricked by Old Man Winter the first time he went to talk to him, Gluskabe thought of another way to defeat Old Man Winter."

"I think a theme of the play is that you shouldn't be afraid to stand up for yourself or others if you think that something is happening that isn't right. Gluskabe was brave to stand up to Old Man Winter for his people."

Tell the students that during the next two lessons they will work to perform the play as a class.

## 6 Reflect on Using the Discussion Prompts

Facilitate a brief discussion of how the students did using the prompts in their partner discussions. Remind the students that the goal of learning the discussion prompts is to help them listen well and participate responsibly in both partner conversations and class discussions.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Think About Story Elements

Ask the students to think as they read about what they notice about the characters, settings, and plots in their stories as well as any conflicts or problems the characters face. Tell them that at the end of IDR, you will ask them to share what they noticed with partners. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners the titles of their books, the authors’ names, and the things they noticed about the characters, settings, plots, and conflicts or problems in their stories. After partners have had a chance to share, invite a few volunteers to share what they noticed with the class. Ask questions such as:

- Q *What is the setting of your story? How do you know that?*
- Q *What is the plot of your story? What happens to the characters?*
- Q *What did you learn about a character in your story? What happened in the story to make you think that?*
- Q *What problem does the character have?*

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

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## EXTENSION

### Compare *Gluskabe and Old Man Winter* with Other Myths

Remind the students that last week they heard and discussed the myths “Demeter and Persephone” and “Co-chin and the Spirits.”

- Q *What do you remember about these two myths?*

Facilitate a discussion about how “Demeter and Persephone” and “Co-chin and the Spirits” are similar to and different from *Gluskabe and Old Man Winter*. Use questions such as:

- Q *How is [“Demeter and Persephone”/“Co-chin and the Spirits”] similar to Gluskabe and Old Man Winter? How are they different?*
- Q *How does each myth explain why there is winter and summer?*
- Q *How are these explanations similar? How are they different?*



## TECHNOLOGY EXTENSION

### Compare a Written Version and an Oral Retelling of Another Gluskabe Myth

Review that for the past few weeks the students have been hearing and discussing myths. Remind the students that a *myth* is a “fiction, or make-believe, story that takes place a long time ago.” Tell the students that they will hear another myth today about the character Gluskabe, called “Gluskabe Changes the Animals.” Explain that in this myth Gluskabe changes some animals so that they will not be too dangerous. Read the myth aloud to the students. Ask:

- Q *What is this myth about?*
- Q *Who are the characters? What happens to them?*

Explain that in earlier times, myths and other stories, such as legends, fairy tales, and fables, were passed down from generation to generation orally rather than in writing. The people who told these stories were called *storytellers*.

Tell the students that they will watch a video that shows a storyteller telling the same story they just heard. Ask the students to notice what the storyteller does to make the story interesting to hear. Show the video you selected to the students. After watching the video, facilitate a discussion about the differences between the oral presentation and the written version of the myth. Ask questions such as:

- Q *What did you notice about the way the storyteller used his voice as you listened to the words of the myth?*
- Q *Did hearing the storyteller help you better understand or enjoy the myth? Why do you say that?*
- Q *Which version of the myth did you like better? Why?*



### Technology Tip

James Bruchac, the son of Joseph Bruchac (the author of *Pushing Up the Sky*), has followed in his father’s footsteps of keeping Native American myths alive. Prior to doing this technology extension, search for a video of James Bruchac telling a story about how Gluskabe changed the animals, using the keywords “James Bruchac telling a Gluskabe story.” Then locate a written version of the story he tells in the video using the keywords “Gluskabe Changes the Animals.”

### Materials

- *Gluskabe and Old Man Winter* (*Pushing Up the Sky*, pages 11–23)
- *Student Response Book* pages 25–37
- Scratch paper and a pencil
- “Important Elements of Stories” chart

### Teacher Note

On Day 4 the students read the play aloud together as a class. If time allows, you might have the students act out the play using the stage directions and props. Have the students use some of the suggestions on pages 12–13 of *Pushing Up the Sky* or ideas of their own to create props and scenery.

### In this lesson, the students:

- Explore the differences between plays (drama) and prose
- Choose parts to read aloud
- Read the play independently
- Read texts during IDR independently for 25–30 minutes

## 1 Review Plays

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that in the previous lessons they heard and discussed the play *Gluskabe and Old Man Winter*. Remind the students that plays are written so that people can act them out.

Show pages 12–13 and explain that these pages provide information that readers can use to help them act out the play. Point out the list of the characters in the play; the suggestions for how to make scenery, such as wigwams, and props, such as Gluskabe’s bag and the four balls Gluskabe carries; and the suggestions for the costumes each character might wear. Ask and briefly discuss:



**Q** How do these pages make a play different from other stories you have heard and read, such as *Thunder Cake* or *The Bat Boy & His Violin*? Turn to your partner.

Have a few volunteers share their thinking with the class.

#### Students might say:

“Stories like *Thunder Cake* and *The Bat Boy & His Violin* don’t have a list of the characters in the front.”

“In addition to what [Tyrone] said, most stories don’t explain what the characters would wear.”

“Plays are different because you are supposed to create the setting by using props and making scenery. In stories you imagine the setting.”

Explain that tomorrow the students will read the play aloud as a class, with volunteers reading the parts of different characters. Today the students will have a chance to choose the characters they want to be.

## 2 Choose Parts

Have the students open to *Student Response Book* page 26, and direct their attention to the section titled “Characters.” Point out that the play *Gluskabe and Old Man Winter* has 13 characters with speaking roles, and

read the names of the characters aloud. Have each student look at the list of characters and think quietly about which part she might like to read aloud. Ask:



**Q** *Which part might you like to read aloud? Why? Turn to your partner.*

Without discussing the question, tell the students that they may not all get to read the parts they want, but there are opportunities for everyone to have a speaking part. Ask:

**Q** *If you don't get chosen to read the part you want, what can you do to act in a responsible way?*

**Students might say:**

"If I don't get to read the part I want, that's OK. There are a lot of parts to read."

"I can volunteer to read a different part."

"I'll be happy reading whichever part I get chosen for."

Tell the students that now they have an opportunity to choose a part to read aloud. For each part, read the name of the character and ask for a volunteer to read the part. As you assign each part, jot down the name of the character and the name of the student who will read the part on a piece of scratch paper. Tell the students that you will be reading the scene descriptions and the stage directions (the italicized text).

### 3 Read the Play Independently

Have the students turn to *Student Response Book* pages 25–37. Explain that today they will read the play silently to themselves, paying careful attention to their own parts (if they have parts). Have the students read the play silently to themselves.

After 10–15 minutes, signal to let the students know that it is time to stop reading. Tell the students that in the next lesson they will read the play aloud as a class.

### 4 Reflect on Acting in a Responsible Way

Facilitate a brief discussion about how the students took responsibility for themselves during today's lesson. Ask questions such as:

**Q** *What did you do to take responsibility for yourself when we assigned parts today?*

**Q** *How does taking responsibility for yourself help build the reading community?*

#### Teacher Note

Note that more than 13 students can volunteer for speaking roles. To allow more students to participate, you might assign several students to read the lines of each of the Summer Land People. You might also assign the roles of Gluskabe and the Narrator by scene (for example, you might choose four students to read Gluskabe's lines—one student can read in Scene I, another can read in Scene II, and so on). Some students may not wish to volunteer for a speaking role, and that is fine. Simply have those students follow along as the play is read aloud.

#### Teacher Note

Save the list of parts for Day 4.

#### Teacher Note

Encourage the students to think about how they might read their lines expressively. For support with helping the students read with expression, you might teach IDR Mini-lesson 4, "Reading with Expression."

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Think About Story Elements

Direct the students' attention to the "Important Elements of Stories" chart. Ask the students to think as they read about what they notice about the characters, settings, and plots in their stories as well as any conflicts or problems the characters face. Tell them that at the end of IDR, you will ask them to share what they noticed with partners. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners the titles of their books, the authors' names, and the things they noticed about the characters, settings, plots, and conflicts or problems in their stories. After partners have had a chance to share, invite a few volunteers to share what they noticed with the class.

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

## In this lesson, the students:

- Read a play aloud as a class
- Make connections between the words of a play and an oral presentation of the words
- Read independently for 25–30 minutes
- Use discussion prompts to build on their partners' thinking
- Work in a responsible way

## 1 Review the Assigned Parts in *Gluskabe and Old Man Winter*

Have the students bring their *Student Response Books* and gather in a circle, with partners sitting together. Remind the students that today they will read the play *Gluskabe and Old Man Winter* together. Review that yesterday the students chose parts to read from the play. Refer to the list of parts from Day 3, and read the name of each character and the name of the student who will read that part.

## 2 Discuss Reading the Play Aloud and Taking Responsibility

Before having the students read the play aloud, facilitate a discussion about how the students will act, both when they read their parts aloud and when they are listening to others read their parts. Ask and briefly discuss questions such as:



**Q** *Why is it important to speak in a loud, clear voice when you're reading your lines aloud? Turn to your partner.*

**Q** *If you can't hear someone who is reading, how can you politely let that person know? Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

"It's important to speak in a loud voice so that everyone can hear. If you talk too quietly, the next person might not know that it's her turn to speak."

"It's important to speak clearly so that people can understand what you say. If they don't understand you, they won't understand what is happening in the play."

"If you can't hear someone, you could say, 'Can you read your lines a little louder next time?'"

## Materials

- *Gluskabe and Old Man Winter (Pushing Up the Sky, pages 11–23)*
- List of parts from Day 3
- *Student Response Book* pages 25–37
- "Important Elements of Stories" chart
- Copy of this unit's family letter (BLM1) for each student

Ask and briefly discuss:

**Q** *Why is it important to follow along as the play is being read aloud and to be attentive and quiet as others are reading?*

If necessary, explain that it is important for students who have speaking roles to be attentive during the read-aloud so that each student knows when it is his turn to read his lines. In addition, it is always respectful and polite to listen when others are speaking or reading aloud. Tell the students that you will check in with them later to see how they did.

### **3** Read the Play Aloud

Have the students open to *Student Response Book* page 28. Give the students a few minutes to review their parts. Before you begin reading the play as a class, encourage the students to read their lines with expression to make the play more fun and enjoyable to hear. Remind them that you will be reading the scene descriptions and the stage directions, and begin by reading the Scene I description and the first stage direction aloud. Then signal for the narrator to begin reading his part, and have the students read the entire play aloud.

### **4** Make Connections Between the Oral Presentation and the Written Version of the Play

After the reading, facilitate a discussion about the differences between the oral presentation and the written version of the play. Ask:

**Q** *What did you notice when you heard the story read aloud by several people?*

**Students might say:**

"I noticed that [Nadia] changed her voice to sound like a grandmother. It helped me think about what that character would be like in real life."

"When [Maggie] read her lines, you could tell when she was asking a question. That helped me understand the play better."

"When the Summer Land People read their parts, you could tell that they were chanting. That helped me understand that they were doing something special to guard the pot. When I read it, I didn't understand what those words meant."

**Q** *Did hearing the play read by several people help you understand or enjoy the play? Why do you say that?*

**Q** *How was reading the play aloud [the same as/different from] reading the play silently to yourself?*

**Q** *Which did you enjoy more, hearing the play read aloud by several people or reading it silently to yourself? Why?*

## 5 Reflect on Working Together

Remind the students that in this unit they focused on using prompts in both partner conversations and class discussions and worked on interacting respectfully with their partners. Ask and briefly discuss:

**Q** *How has your ability to work with another person improved over the past few weeks?*



Have partners take a moment to tell each other one way they have worked well together and to thank each other for their work. Have the students return to their desks and put away their books.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Think About Theme

Direct the students' attention to the "Important Elements of Stories" chart. Ask the students to think as they read about what they notice about the themes, or the lessons or messages, in their stories. Tell them that at the end of IDR, you will ask them to share what they noticed with partners. Have the students get their books and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners the titles of their books, the authors' names, and things they noticed about their stories' themes. After partners have had a chance to share, invite a few volunteers to share what they noticed with the class.

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

#### Vocabulary Note

Next week you will revisit *Gluskabe and Old Man Winter* from *Pushing Up the Sky* to teach the Week 13 vocabulary lessons.

#### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 4. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 54 of the *Assessment Resource Book*.

# Unit 5

# Making Inferences

## FICTION AND POETRY

During this unit, the students visualize and make inferences to make sense of narrative text and poetry, and they continue to ask questions and analyze the text structure of narrative text. They also learn to use a double-entry journal to record their thinking. During IDR, the students make inferences and use previously learned comprehension strategies to make sense of their independent reading. They continue to confer with the teacher individually about the texts they are reading. Socially, they are introduced to the skills of confirming that they understand another person's thinking by repeating back what they heard and using clarifying questions and statements. They also develop the skills of including everyone in and contributing to the group work.

# Unit 5

## Making Inferences

### RESOURCES

#### Read-alouds

- *Hurricane*
- “My Man Blue” from *My Man Blue*
- “When We First Met” from *My Man Blue*
- “Second Son” from *My Man Blue*
- “Grounded” from *My Man Blue*
- “The Watcher” from *My Man Blue*

#### Writing About Reading Activities

- “Write Inferences Using Illustrations in *Hurricane*”
- “Compare Poems and Plays”

#### IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



#### Technology Extensions

- “Draw Visualizations of a Poem from *My Man Blue*”
- “Compare a Written Version and an Oral Presentation of a Poem”
- “Record and Listen to Poems”

#### Extensions

- “Analyze Paired Texts About Hurricanes”
- “Write Poems”
- “Discuss Personification”
- “Explore Rhyme in ‘Second Son’”
- “Share Favorite Poems”
- “Read More Poems from *My Man Blue*”

#### Assessment Resource Book

- Unit 5 assessments



### Online Resources

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

#### Whiteboard Activities

- WA1–WA8

#### Assessment Forms

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

#### Reproducibles

- Unit 5 family letter (BLM1)
- (Optional) “Illustration from *Hurricane*” (BLM2)

#### Professional Development Media

- “Using ‘Heads Together’” (AV9)
- “Pacing Class Discussions” (AV19)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Presentation Tools” tutorial (AV44)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Creating Digital Stories” tutorial (AV48)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

## RESOURCES *(continued)*

### Student Response Book

- “Stop and Ask Questions About *Hurricane*”
- “Excerpt from *Hurricane*”
- “My Man Blue”
- “When We First Met”
- “Second Son”
- “Double-entry Journal About ‘Second Son’”
- “Double-entry Journal About \_\_\_\_\_”
- “The Watcher”
- “Double-entry Journal About \_\_\_\_\_”
- “Double-entry Journal About \_\_\_\_\_”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 13 (*Gluskabe and Old Man Winter*)
- Week 14 (*Hurricane*)
- Week 15 (“My Man Blue”; “When We First Met”; “Second Son”)

# Unit 5

## Making Inferences

### DEVELOPMENT ACROSS THE GRADES

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

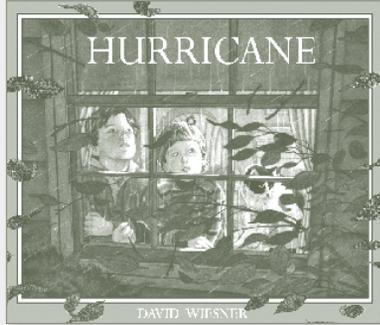
■ formally taught □ informally experienced

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> <i>Hurricane</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning to confirm another person's thinking</li> <li>▪ Hearing and discussing a fiction story</li> <li>▪ Using questioning to think about the story</li> <li>▪ Discussing conflict and theme</li> </ul>	<p><b>Strategy Lesson:</b> <i>Hurricane</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing part of a fiction story again to build comprehension</li> <li>▪ Building awareness of making inferences as they listen to the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Hurricane</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing, reading, and discussing part of a fiction story</li> <li>▪ Building awareness of making inferences as they hear and read part of the story</li> </ul>	<p><b>Independent Strategy Practice Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading independently</li> <li>▪ Building awareness of making inferences</li> <li>▪ Writing in their reading journals</li> </ul>
Week 2	<p><b>Read-aloud:</b> "My Man Blue"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning to use clarifying questions and statements</li> <li>▪ Hearing, reading, and discussing a poem</li> <li>▪ Visualizing to make sense of the poem</li> <li>▪ Building awareness of making inferences as they hear and read the poem</li> <li>▪ Comparing poems and stories</li> </ul>	<p><b>Read-aloud/Strategy Lesson:</b> "When We First Met"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning to use a double-entry journal</li> <li>▪ Hearing, reading, and discussing a poem</li> <li>▪ Building awareness of making inferences as they hear and read the poem</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> "Second Son"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing, reading, and discussing a poem</li> <li>▪ Building awareness of making inferences as they hear and read the poem</li> </ul>	<p><b>Independent Strategy Practice Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading independently</li> <li>▪ Building awareness of making inferences</li> </ul>
Week 3	<p><b>Read-aloud:</b> "Grounded"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning the procedure for "Heads Together"</li> <li>▪ Hearing, reading, and discussing a poem</li> <li>▪ Building awareness of making inferences as they hear the poem</li> </ul>	<p><b>Guided Strategy Practice:</b> "The Watcher"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing, reading, and discussing a poem</li> <li>▪ Building awareness of making inferences as they hear and read the poem</li> <li>▪ Visualizing to make sense of the poem</li> <li>▪ Writing in their reading journals</li> </ul>	<p><b>Independent Strategy Practice Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading independently</li> <li>▪ Visualizing and making inferences</li> </ul>	<p><b>Independent Strategy Practice Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading independently</li> <li>▪ Making inferences</li> </ul>

# Week 1

## OVERVIEW



### *Hurricane*

by David Wiesner

The morning after a hurricane, an uprooted tree becomes a magical place for two brothers.



### Online Resources

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

#### Whiteboard Activities

- WA1–WA3

#### Assessment Forms

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

#### Reproducible

- (Optional) “Illustration from *Hurricane*” (BLM2)

#### Professional Development Media

- “Pacing Class Discussions” (AV19)

## Comprehension Focus

- Students make inferences to understand a fiction story.
- Students continue to use questioning and text structure to make sense of a fiction story.
- Students read independently.

## Social Development Focus

- Students develop the skill of confirming that they understand another person's thinking by repeating back what they heard.

## DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. In Weeks 2 and 3, you might read each poem aloud once to your English Language Learners without stopping and then reread it, stopping frequently to discuss it and to check for understanding.
- ✓ Make available narrative texts at a variety of levels so that the students can practice making inferences, visualizing, and asking questions during IDR and Independent Strategy Practice throughout the unit. Also, starting in Week 2, make available poems at a variety of levels for students to use in addition to narrative texts.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 71 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 65 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, prepare to model using questions when making inferences using a narrative text that is familiar to the students (see Step 3).

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 13 lessons this week.

### Materials

- *Hurricane*
- *Student Response Book* page 39
- Scratch paper and a pencil
- “Thinking About My Reading” chart
- Self-stick notes for each student
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 68
- “Reading Comprehension Strategies” chart

**ELPS 2.D.i**  
**Step 1 and Step 2**  
 (all, beginning with page 284 and continuing on to page 285)

### In this lesson, the students:

- Begin working with new partners
- Learn to confirm another person’s thinking
- Hear and discuss a fiction story
- Use questioning to think about the story
- Discuss conflict and theme
- Read independently for up to 30 minutes

## 1 Pair Students and Introduce a Prompt for Confirming Another Person’s Thinking

Randomly assign partners and make sure that they know each other’s names. Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that for the next three weeks, the students will work with the same partners.

Remind the students that by working in pairs they are building their reading comprehension and increasing their ability to work together. So far this year they have learned and practiced several skills to help them work with partners, including how to explain their thinking, listen to one another, and use discussion prompts to build on one another’s thinking. Explain that today they will focus on a new skill: confirming that they understood another person’s thinking by repeating back what they heard.

Write the prompt *I heard you say \_\_\_\_\_ . Did I get that right?* where everyone can see it. Read the prompt aloud and explain that today you would like the students to practice making sure they have understood what their partners have said by using the prompt to repeat back what they heard.

## 2 Introduce *Hurricane* and Model Using the Prompt to Confirm Another Person’s Thinking

Show the cover of *Hurricane* and read the title and the author’s name aloud. Tell the students that this book is about a bad type of storm called a *hurricane*. Ask:

Q *Have you ever experienced a bad storm? What happened?*

Have a volunteer share his experience with the class, and then model using the prompt to confirm what the student said.

**You might say:**

"I heard [Elton] say that all the lights went out in his house during a storm and that his family had to use candles. [Elton], did I get that right?"



Have another volunteer share her experience with the class, and then model using the prompt again. Then have partners take turns sharing their experiences with storms and practice using the prompt.

Encourage the students to continue to practice this skill with their partners today. Point out that the idea is to repeat the main things they hear their partners say. Explain that practicing this skill may feel awkward, but knowing the skill can be helpful when they have difficulty understanding someone.

### 3 Read Aloud with "Stop and Ask Questions"

Ask the students to turn to *Student Response Book* page 39, "Stop and Ask Questions About *Hurricane*." Explain that they will use the thinking tool "Stop and Ask Questions" as they listen to the story and that you will stop four times to let them write their questions about the story. After the reading, the students will use their questions to discuss the story with their partners.

Explain that you will not show the illustrations during the reading because you want the students to focus on understanding the story from the words alone.

Read the book aloud, stopping as described on the next page. Clarify vocabulary as you read.

#### Suggested Vocabulary

**securing everything in the yard:** fastening or tying things down so they won't blow away (p. 2)

**indignantly:** angrily (p. 5)

**sustained winds:** winds that will last a long time without stopping (p. 7)

**blizzard:** snowstorm (p. 7)

**hurricane lamp:** lamp with a protected flame (p. 10; refer to the illustration on p. 11)

**expedition:** journey (p. 16)

**advancing on the tree:** approaching the tree (p. 24)

### Teacher Note

During each stop, circulate among the students and notice whether they are able to write questions and whether the questions are relevant to the story.

### Teacher Note

Examples of questions that get at important ideas in *Hurricane* are:

- Q *What happened outside during the storm?*
- Q *Were the boys imagining the adventures? How do you know?*
- Q *What was the “ear-splitting roar”?*
- Q *What are the boys thinking when their dad says there’s another storm coming?*

### ELL Vocabulary

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

**groceries:** food and household goods bought from a store (p. 2; refer to the illustration)

**peered:** looked (p. 5)

**hang in there:** (idiom) stay calm (p. 7)

**eye of the hurricane:** center of the hurricane (p. 10)

**safari:** trip to see wild animals, especially in Africa (p. 14)

**at the helm:** steering the boat or ship (p. 18)

**private place:** place not meant to be shared with everyone (p. 23)

Read page 2 twice, as it contains information that might be missed on a first reading, and then continue reading. Stop after:

**p. 7** “‘Nobody panic,’ their dad called from the kitchen.”

Ask:

Q *What questions can we ask about the story right now?*

Have the students record their questions in the Stop 1 box on *Student Response Book* page 39. Without discussing the questions, reread the last sentence before the stop and continue to the next stopping point. Follow this procedure at the next three stops:

**p. 12** “‘Who knows? We’ll see tomorrow,’ George replied.”

**p. 24** “Then it happened. They woke one morning to an ear-splitting roar . . .” [Note that this stop is midsentence.]

**p. 28** “‘Hey guys,’ Dad called. ‘There’s going to be a storm. The wind’s kicking up. Come on inside before it starts to rain.’”

Continue reading to the end of the story.

## **4** Use Questions to Discuss the Story in Pairs

Tell the students that now they will use their questions to help them talk about the story with their partners. Give the students a few moments to review their questions individually and to think about whether the questions were discussed in the story. Then have partners discuss the story using their questions. Remind the students to confirm their partners’ thinking by repeating back what they heard.

As partners share, circulate and listen for questions that get at important ideas in the book. Jot these questions down on a sheet of scratch paper to use in the class discussion.

After a few minutes, facilitate a class discussion. Ask:

Q *What happens in this story?*

Have a few volunteers share their thinking.

## 5 Discuss the Story as a Class



Explain that you will read a few students' questions that you heard as you walked around. Read a question from your scratch paper aloud and have the students discuss the question with their partners. Then have one or two volunteers share their thinking with the class. Repeat this process for one or two other questions you recorded. Then ask and briefly discuss:

**Q** *What conflicts or problems occur in the story? What do the characters do to end those conflicts or solve the problems?*

**Q** *I heard [Kat] say that [one of the problems in the beginning of the story is that the boys can't find Hannibal]. Did I get that right, [Kat]? What do others think about what [Kat] shared?*

Remind the students that most stories have one or more *themes*, or messages or lessons, that the author wants readers to think about. Ask and briefly discuss:

**Q** *What is a theme in Hurricane? What can we learn from the story that we can apply to our own lives?*

### Students might say:

"One theme might be that good things sometimes come out of bad situations. The boys were scared during the storm, but after it was over, they had a chance to do something they had never done before."

"Another theme might be that it is OK to feel scared or worried. The boys were worried about what might happen during the storm, but they talked about it and made each other feel better."

"I think the author wants us to think about how being with family or people you trust in scary situations can help you feel safe."

## 6 Reflect on Confirming Partners' Thinking

Facilitate a brief discussion of how the students did repeating back what they heard their partners say. Share any examples you observed of the students repeating back what their partners said or partners clarifying misunderstandings. Tell the students that they will continue to practice this skill in the coming weeks.

# INDIVIDUALIZED DAILY READING

## 7 Review and Practice "Fix-up" Strategies

Tell the students that for the next few weeks they will read narrative texts, or books that tell a story, during IDR. Have them select their books and find places to sit.

Direct the students' attention to the "Thinking About My Reading" chart and remind the students that it is important for them to check their

### Teacher Note

Look for other opportunities to model "I heard you say \_\_\_\_\_. Did I get that right?" during this discussion.

### Teacher Note

During IDR today, the students review and practice two "fix-up" strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support with using these and other "fix-up" strategies, you might teach all or part of IDR Mini-lesson 2, "Self-monitoring and Using 'Fix-up' Strategies" (found in Appendix A).

comprehension as they are reading. Remind the students that earlier they learned two “fix-up” strategies, or tools a student can use when she does not understand what she has read. Review that one strategy is to reread the part of the book she does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what he is reading, he should mark the place in the text that he does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help him understand what he is reading. Explain that at the end of IDR, you will check in with the students to see how they did with using “fix-up” strategies. Have the students read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the narrative texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask and discuss:

- Q *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text she is reading, refer her to the “Reading Comprehension Strategies” chart and encourage her to try the strategies listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

### Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

## EXTENSION

### Analyze Paired Texts About Hurricanes

If the students enjoyed reading a fiction story about hurricanes, you might extend the exploration by reading aloud and discussing a nonfiction book about the subject. Nonfiction titles focusing on hurricanes include *Hurricanes* by Seymour Simon, *Inside Hurricanes* by Mary Kay Carson, and *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber.

Prior to reading the nonfiction book, you might have the students discuss questions they have about hurricanes after hearing the book *Hurricane* by David Wiesner. Then read aloud the nonfiction book. Have the students listen for answers to their questions as you read. After the reading, have the students discuss what they learned about hurricanes.

Encourage the students to compare the two texts and make text-to-text connections by asking questions such as:

- Q *How are the books Hurricane and [Inside Hurricanes] the same? How are they different?*
- Q *Which book did you like better? Why?*

#### Teacher Note

You might have the students record their questions about hurricanes and what they learned about hurricanes in a double-entry journal. You might title one column "Questions About Hurricanes" and the other column "What I Learned About Hurricanes."

## Strategy Lesson

## Day 2

#### In this lesson, the students:

- Practice confirming another person's thinking
- Hear part of a fiction story again
- Build awareness of making inferences as they listen to the story
- Read independently for up to 30 minutes

#### ABOUT MAKING INFERENCES

Making inferences is a powerful reading comprehension strategy that many students use naturally, although they may not be aware of it. Most narrative texts contain passages that readers can understand only through inference. The *Making Meaning* program focuses on helping the students become aware of making inferences by externalizing this thinking through writing and discussion. The goal is for the students to be able to make and be aware of making inferences in their independent reading. For more information, see "The Grade 4 Comprehension Strategies" in the Introduction.

#### Materials

- *Hurricane*
- "Reading Comprehension Strategies" chart and a marker
- "Important Elements of Stories" chart from Unit 4

### Teacher Note

If necessary, write the prompt again where everyone can see it.

**TEKS 6.F.i**  
Student/Teacher Narrative  
Step 3 (all, beginning on  
page 290 and continuing  
on to page 291)

### Teacher Note

The students were informally introduced to making inferences in Unit 4 when they analyzed whether the questions they had about a particular text were answered directly or indirectly in the text. In this unit, the students learn to become aware of when they make inferences as they read independently.

### Teacher Note

Be ready to reread from page 14 during the discussion of this question, if necessary.

## 1 Review Confirming Each Other's Thinking

Have the students gather with partners sitting together, facing you. Briefly explain that the students will talk in pairs again during today's lesson and that you would like them to practice using the prompt "I heard you say \_\_\_\_\_. Did I get that right?" to confirm each other's thinking.

Explain that at the end of the lesson, the students will report how this went.

## 2 Review *Hurricane*

Show the cover of *Hurricane* and remind the students that in the previous lesson they used "Stop and Ask Questions" to help them make sense of the story. Use "Think, Pair, Share" to discuss:

 **Q** *In a few sentences, what is the plot of Hurricane? What happens to the characters in the story? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

"It's about two brothers who play in a tree that falls in their yard during a hurricane."

"In addition to what [Raj] said, the boys are frightened during the hurricane but they stay safe inside their house."

"The two boys are disappointed when their neighbor cuts up the tree. Then their dad tells them that there is another storm coming, so they hope that another tree will fall in their yard."

## 3 Introduce Making Inferences

Tell the students that you will reread part of the story aloud. Ask them to think about what is happening in the story as they listen. Reread pages 16–20 without showing the illustrations. Ask and briefly discuss:

**Q** *What is happening in this part of the story?*

Have a few volunteers share their thinking. Then have the students discuss the question that follows. Remind them to confirm their partners' thinking by repeating back what they heard. Ask:

 **Q** *How do you know the boys are just imagining these things, rather than actually experiencing them? Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

"I think they are imagining these things because it's impossible for them to suddenly be in a jungle or on a spaceship."

"In addition to what [Penelope] said, if they had really experienced these things their mom and dad would be with them, just like they were with them during the hurricane. I don't think they would let them go into a jungle by themselves."

Point out that the students used clues in the story to understand that the boys are imagining going on a safari and other adventures, rather than actually going on those adventures. Explain that when a reader uses clues to figure out something that is not stated directly in the text, the reader is *making an inference*. Explain that making inferences is an important reading comprehension strategy that the students will explore in the coming weeks.

#### 4 Add to the "Reading Comprehension Strategies" Chart

Direct the students' attention to the "Reading Comprehension Strategies" chart and add *making inferences* to it.

Reading Comprehension  
Strategies

- using text features
- questioning
- recognizing story elements
- making inferences

Explain that tomorrow you will reread parts of *Hurricane* and that the students will explore other inferences they make as they listen.

#### 5 Reflect on Confirming Each Other's Thinking

Give the students an opportunity to report how they did today confirming each other's thinking by repeating what they heard their partners say. Emphasize that the purpose of practicing this skill is to help the students be responsible listeners.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Think About Story Elements

Direct the students' attention to the "Important Elements of Stories" chart and review the story elements listed on it. Ask the students to think as they read about what they are learning about the story's characters, setting, and plot as well as any conflicts or problems the characters face. Tell the students that at the end of IDR, you will ask them to share what they are learning with the class. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer say the title of the book he read, the author's name, and what the book is about. Follow up by asking questions such as:

- Q *Who is a main character in your book?*
- Q *What are you finding out about that character?*
- Q *What conflict or problem is that character facing?*
- Q *What is the setting of your story?*
- Q *What is the plot of your story so far?*

If time permits, have one or two volunteers read interesting passages from their stories to the class. Have the students return to their desks and put away their books.

## In this lesson, the students:

- Hear, read, and discuss part of a fiction story
- Build awareness of making inferences as they hear and read part of the story
- Read independently for up to 30 minutes
- Confirm their partners' thinking by repeating back what they heard

## 1 Review Making Inferences

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Hurricane* and review that yesterday the students inferred that the boys in *Hurricane* were imagining going on a safari and other adventures, rather than actually going. Remind them that when a reader uses clues to figure out something that is not stated directly, the reader is making an inference.

Explain that today you will reread parts of *Hurricane* and the students will explore other inferences they make as they listen. Tomorrow they will begin to practice making inferences as they read independently.

## 2 Reread Part of *Hurricane*

Point out that the first few pages of *Hurricane* contain a great deal of information that is important to understand the story and that the reader must infer most of it. Explain that you will reread the first few pages of the story aloud without showing the illustrations and that you would like the students to listen closely and think about what is happening.

Read pages 2 and 5 aloud slowly and clearly. Then have the students discuss the question that follows. Remind them to use the prompt "I heard you say \_\_\_\_\_. Did I get that right?" to confirm their partners' thinking. Ask:



**Q** *What is happening in this part of the story? Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

"They're worried about their cat because they can't find him."

"Their dad is making sure everything in the yard is fastened down so nothing will blow away."

"They look out the storm door and see Hannibal the cat, soaking wet."

## Materials

- *Hurricane*
- *Student Response Book* page 40
- "Class Assessment Record" sheet (CA1)
- "Excerpt from *Hurricane*" chart (WA1)
- Small self-stick note for each student

## Teacher Note

When you read page 5, you may need to explain that during bad storms, people often put strips of tape on the glass in doors and windows to keep the glass from falling into the room if it breaks.

## ELL Note

You may want to model reading part of the excerpt and underlining clues to support your English Language Learners.

## Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so that they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques. To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just one or two students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV19).



## Teacher Note

In discussing this story and other texts, the students may make inferences that are illogical or are not supported by the text. When this happens, refer the students to the text and ask, "What did you hear in the text that supports your idea?" Remind the students that an inference must be based on clues in the text.

## 3 Find and Discuss Inferences

Have the students open to *Student Response Book* page 40, "Excerpt from *Hurricane*." Explain that you would like partners to read the excerpt together and underline clues that let them know a storm is happening. If necessary, read the passage aloud again as the students follow along. Give partners a few moments to read the excerpt and underline clues. Circulate among pairs and notice the passages they underline.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students underlining passages that give clues that a storm is happening?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 65 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are identifying clues that a storm is happening, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are identifying clues that a storm is happening, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 4 Alternative Texts" list.

When most pairs have finished, display the "Excerpt from *Hurricane*" chart (WA1). Ask a few pairs to share passages they underlined. As the students report their passages, underline them on the chart and ask:

**Q** *How does this passage let you know that a storm is happening?*

**Students might say:**

"When the mother says 'Cats know more about storms than people do,' it tells us that Hannibal is a cat and that the cat is out in a storm."

"The sentence 'Your father will help you look as soon as he's finished securing everything in the yard' tells me that he is probably outside making sure things don't blow away in the wind."

"The story doesn't actually say it's raining, but the sentence 'A thoroughly wet Hannibal peered indignantly back at them' tells you it's raining."

If necessary, point out that the author never states directly that it is raining or storming, but the students can infer this from the clues that they underlined. Also point out that they must infer that Hannibal is a cat from the mother's comment "I'm sure Hannibal is all right. . . . Cats know more about storms than people do."

Explain that readers naturally make inferences all the time when they read. In the coming days, the students will try to notice when they make inferences and which clues they use to help them make those inferences.

#### 4 Reflect on Confirming Each Other's Thinking

Give the students an opportunity to report how they did today confirming each other's thinking by repeating what they heard their partners say. Emphasize that the purpose of practicing this skill is to help them be responsible listeners.

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently and Ask Questions

Have the students get their books and find places to sit. Tell them that as they read independently today, you want them to think about questions that come up as they read. Then you will have them reread the same parts of their books and think about whether new questions come up for them or whether any misunderstandings have been clarified during the rereading.

Distribute a self-stick note to each student. Have the students place the self-stick notes where they start to read, and then have them read silently for up to 15 minutes. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Stop the students after 15 minutes and have them think about questions that came to mind as they read. Ask them to reread the same parts in their books and think about other questions that come to mind. After the students have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Ask and briefly discuss:

- Q *What questions did you ask yourself as you read today?*
- Q *Did you clarify any misunderstandings when you reread your book? What was clarified?*

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

## Materials

- *Hurricane*
- Copy of “Illustration from *Hurricane*” (BLM2) for each student

## Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Illustration from *Hurricane*” (BLM2). Make enough copies for each student to have one.

# WRITING ABOUT READING

## Write Inferences Using Illustrations in *Hurricane*

Show the cover of *Hurricane* and remind the students that they heard this story earlier. Ask:

- Q *What happens in the story Hurricane?*
- Q *What did you infer about the story using clues from the text?*

Have a few volunteers share their thinking. If necessary, remind the students of a few inferences they made about the text (for example, that it was raining during the storm and that the boys imagined that they went on a safari and rode a rocket into space).

Explain that illustrations can also give us clues about stories. Tell the students that you will reread the book aloud and that this time you will show the illustrations as you read. Ask the students to think as they listen about what they can infer about the story from the illustrations. Read the book aloud, showing the illustrations. After the reading, show the illustration on pages 26–27 and ask:

- Q *What do you infer about how the boys are feeling from this illustration? What clues in the picture help you make that inference?*

Have a few volunteers share their thinking with the class. Ask the students to watch as you think aloud and model writing about what you infer about the story from the illustration and what clues helped you make that inference.

### You might say:

“I infer from this illustration that the boys are feeling disappointed that the tree was cut up. I’ll write: *I infer from this illustration that the boys feel disappointed that the tree was cut up.* Now I want to explain what clues in the illustration helped me make that inference. I’ll write: *I think that because their faces look sad and they are slouched over on the log.* I notice George also has his head in his hands. Sometimes people do that when they are sad. I’ll write: *George also has his head in his hands. People sometimes do that when they are disappointed about something.*”

Show the illustration on pages 28–29 and ask:

- Q *What do you infer about how the boys are feeling from this illustration? What clues in the picture helped you make that inference?*

Have a few volunteers share their thinking with the class. Explain that you would like the students to write about what they infer from the illustration and what clues in the illustration helped them make their inferences. Distribute copies of “Illustration from *Hurricane*” (BLM2) for the students to refer to as they write. If time permits, ask a few volunteers to share their writing with the class.

## In this lesson, the students:

- Read independently
- Build awareness of making inferences
- Write in their reading journals
- Confirm their partners' thinking by repeating back what they heard

## 1 Review Making Inferences

Have the students bring their *Student Response Books*, pencils, and narrative stories for independent reading and sit at desks with partners together. Remind the students that this week they heard *Hurricane* and explored how making inferences helped them understand the story. Ask:

**Q** *What were some of the inferences you made to make sense of the story Hurricane?*

Remind the students that they also learned the skill of confirming another person's thinking by repeating back what they heard. Explain that they will have another opportunity to practice this today.

## 2 Read Independently Without Stopping

Explain that today the students will practice making inferences in their own independent reading. Tell them that each student will read his own book for 10 minutes and then read the same section again while thinking about inferences he might be making.

Distribute a self-stick note to each student. Ask the students to use self-stick notes to mark the places where they begin reading today, and have them read independently for 10 minutes.

## 3 Model Using Questions to Make Inferences During Rereading

Stop the students after 10 minutes. Display the “Questions to Use When Making Inferences” chart (WA2) and read aloud the questions on it. Explain that the students will reread their texts, starting again at their self-stick notes. Ask them to think about the three questions on the chart as they read.

## Materials

- “Questions to Use When Making Inferences” chart (WA2)
- Narrative text for modeling, selected ahead
- Small self-stick note for each student
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA3)

## Teacher Note

To help the students recall the inferences they made, you might ask them to review the passages they underlined on *Student Response Book* page 40.

### Questions to Use When Making Inferences

- What is one thing you know based on the part you just read?
- Is that stated directly in the text?
- If not, what clue or clues tell you what you know?

Have the students watch as you briefly model using these questions with your own book. Ask yourself each of the three questions one at a time and think aloud about the answer to each question before going on to the next question.

#### You might say:

"I just read the first page of *The Bat Boy & His Violin*. What is one thing I know based on what I just read? I know that it annoys Papa that Reginald is playing his violin. Is that stated directly in the text? No. Since it is not, what clue tells me what I know? The text says that Papa shouted, 'Is Reginald at it again?' when he heard Reginald playing."

Tell the students that you will stop them every few minutes to think about these questions and talk with their partners.

## 4 Reread Independently and Talk in Pairs

Have the students begin rereading independently for 15 minutes. Stop them at 5-minute intervals. At each stop, direct the students' attention to the "Questions to Use When Making Inferences" chart and ask each of the three questions from the chart one at a time, pausing after each question to allow the students time to think.



After the students have thought about all three questions, have them take turns discussing their thinking with their partners. Remind them to confirm their partners' thinking by repeating back what they heard.

As the students read, circulate among them and encourage them to think about what they are reading by asking them questions such as:

- Q *What is happening in your book at this point? How do you know? Are those things stated directly, or are you inferring them from clues? What clues?*

### Teacher Note

Pausing between the questions gives the students time to go through the thinking process before talking with their partners. At each stop, ask:

- Q *What is one thing you know based on the part you just read? [pause] Is that stated directly in the text? [pause] If not, what clue or clues tell you what you know? [pause] Turn to your partner and discuss your thinking.*

### Teacher Note

As you circulate, notice whether the students recognize both meanings stated directly in their books and meanings they have inferred. Be aware that many students will have difficulty identifying inferences at this point. Students who can make inferences may be unable to recognize that they have done so. This is to be expected since they have just been introduced to this challenging thinking. They will continue to explore making inferences in the coming weeks.

Be aware that some books contain more opportunities to infer than others.

## 5 Write in Reading Journals About the Students' Independent Reading

Have the students open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart (🌐 WA3) and explain that today each student will write a journal entry. Also explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the story you are reading.  
Please include:

- The title and the author's name
- What the story is about
- One thing you know based on the part you read today
- Whether that is stated directly or indirectly in the story
- If indirectly, the clue or clues that helped you make your inference

WA3



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals.

## 6 Discuss the Students' Journal Entries



Call for the students' attention and have them take turns talking about their journal entries with their partners. Remind them to confirm their partners' thinking by repeating back what they heard.

Have a few volunteers share their journal entries with the class. Ask questions such as:

**Q** *What did you hear [Darryl] say about his book? Did [Luz] get it right, [Darryl]?*

**Q** *What do you want to ask [Darryl] about his book or what he shared?*

Explain that making inferences is challenging, and assure the students that they will have many more opportunities to explore inferences and to think about when they are making them as they read independently.

## 7 Discuss How the Students Worked Together

Facilitate a brief discussion about how the students worked together today.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

### ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

### Teacher Note

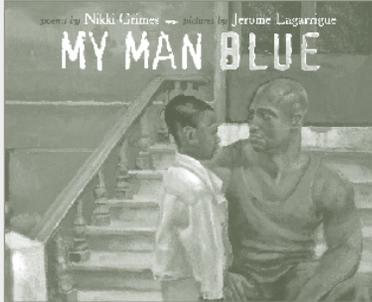
If the students struggle to write, you might wish to model writing a journal entry as you did in Unit 2, Week 1, Day 4 (see Step 3).

### Vocabulary Note

Next week you will revisit *Hurricane* to teach the Week 14 vocabulary lessons.

# Week 2

## OVERVIEW



### “My Man Blue,” “When We First Met,” and “Second Son” from *My Man Blue*\*

by Nikki Grimes, illustrated by Jerome Lagarrigue

In these poems, a fatherless boy named Damon is befriended by Blue, a tough-looking man with a gentle side.

*\*This book is also used in Week 3.*



### Online Resources

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

#### Whiteboard Activities

- WA4–WA5

#### Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

#### Professional Development Media

- “Using Presentation Tools” tutorial (AV44)

### Comprehension Focus

- Students make inferences to understand poems.
- Students visualize to make sense of the poems.
- Students learn to use a double-entry journal to record their thinking.
- Students read independently.

### Social Development Focus

- Students analyze why it is important to be respectful.
- Students develop the skill of using clarifying questions and statements.

## ① DO AHEAD

- ✓ Prior to Day 1, review some of the poems the students have learned this year. If your students have not heard much poetry this year, consider taking time to immerse them in poetry before you proceed with this week's instruction. See the poems listed on the "Grade 4 Alternative Texts" list for poetry you might use.
- ✓ Prior to Day 1, prepare a sheet of chart paper with the title "Clarifying Questions and Statements."
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 66 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 14 lessons this week.

### Materials

- “My Man Blue” (*My Man Blue*, page 4)
- “Clarifying Questions and Statements” chart, prepared ahead, and a marker
- *Student Response Book* page 41
- “My Man Blue” chart (WA4)
- Small self-stick note for each student

**ELPS 2.D.ii**  
**Step 1**  
 (all, beginning on page 302 and continuing on to page 303)

### In this lesson, the students:

- Learn to use clarifying questions and statements
- Hear, read, and discuss a poem
- Visualize to make sense of the poem
- Build awareness of making inferences as they read and hear the poem
- Compare poems and stories
- Read independently for up to 30 minutes

## 1 Introduce Using Clarifying Questions and Statements

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that last week they practiced the skill of confirming their partners’ thinking by repeating back what they heard. Explain that this week they will learn to use clarifying questions and statements. Explain that when you do not understand what your partner is saying, you might ask your partner to clarify his thinking, or explain what he said in a different way, to help you understand. Explain that it is important to speak politely and respectfully when seeking clarification. Ask:

**Q** *If you don’t understand what your partner is saying, what are some questions you can ask or things you can say to help you understand?*

Have a few volunteers share their thinking. Direct the students’ attention to the “Clarifying Questions and Statements” chart and list a few of the students’ ideas on the chart as they generate them. If the students have difficulty generating questions and statements, offer some examples like those listed in the diagram.

### Clarifying Questions and Statements

I’m not sure I understand you.

Can you say that in a different way?

Can you tell me more about that?

What did you mean when you said . . . ?

Ask the students to use these questions and statements this week if they do not understand what their partners are saying.

## 2 Introduce Poetry

Review that over the past several weeks, the students have heard and read narrative texts, or texts that tell stories. Tell them that during the next two weeks they will hear and read a different kind of text, poetry. Ask the students to think silently for a moment about poems they have heard and read. Use “Think, Pair, Share” to discuss:



**Q** *What do you know about poems?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

“Poems sometimes rhyme.”

“Poems have lines and stanzas.”

“Some poems are funny, like limericks.”

If the students have difficulty answering the question, you might want to ask follow-up questions such as:

**Q** *What do poems look like?*

**Q** *How are they the same as or different from stories?*

## 3 Introduce “My Man Blue” and Visualizing

Tell the students that today you will read the first poem in a collection of poems called *My Man Blue*. Tell them the names of the author and the illustrator, but do not show the cover of the book. Explain that the poems are about a boy named Damon and a man he meets called Blue.

Explain that you will not show the book’s cover or illustrations at first because you want the students to form their own mental images of Blue, who is described in the poem. Tell them that you will show them the cover and the illustrations later so they can see how the illustrator pictured Blue.

Turn to page 4 and tell the students that the first poem, like the book, is called “My Man Blue.” Explain that you will read the poem aloud three times so that the students will have several opportunities to hear the poem and think about it. Remind the students to try to picture Blue in their minds as they hear and read the poem.

## 4 Read Aloud

Read “My Man Blue” aloud twice slowly and clearly, pausing between the readings. Clarify vocabulary during the first reading.



### ELL Note

The imagery and metaphorical language of poetry can be especially difficult for English Language Learners to comprehend. This week and next, you may want to read each poem aloud to your English Language Learners a few times and discuss it prior to reading and discussing the poem with the class.



### Facilitation Tip

Continue to focus on  **pacing class discussions**  so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use “Turn to Your Partner” if many students want to speak. Then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

### Teacher Note

As partners share, circulate and listen for whether they are referring to the poem to support their ideas. Also notice whether they are using clarifying questions and statements to help them understand their partners’ thinking.

## Suggested Vocabulary

**indigo:** very dark blue

**rugged:** large, rough, and strong-looking



## ELL Vocabulary

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

**dude:** (slang) man

**fierce:** mean and dangerous

**shades:** (slang) sunglasses

After the first reading, tell the students that you will read the poem once more and that after this reading they will share their thoughts about the poem with their partners. Have the students turn to *Student Response Book* page 41, “My Man Blue,” and ask them to follow along as you read the poem aloud again.

## 5 Discuss the Poem

**ELPS 2.D.ii**

**Step 5 (all, beginning on page 304 and continuing on to page 305)**

Ask:



**Q** *What is this poem about? Turn to your partner.*

Refer to the “Clarifying Questions and Statements” chart and remind the students to use clarifying questions and statements if they do not understand what their partners are saying.

After a few minutes, facilitate a class discussion using the questions that follow. Encourage the students to refer to the poem to justify their thinking.

**Q** *How do you picture Blue in your mind? What in the poem makes you think that?*

Reread the last four lines of the poem and then ask:

**Q** *What do you think these lines mean? Explain your thinking.*

### Students might say:

“Blue is hard on the outside but soft inside.”

“Blue is mean-looking, but that’s sort of a disguise. Underneath, he’s gentle.”

“Blue looks like a scary giant, but really he wouldn’t hurt a fly because he’s gentle.”

As the students make inferences about Blue’s appearance, informally point out the inferences.

**You might say:**

"The poet does not say directly that Blue is tough-looking, but we can infer that from the clues, such as 'Then there's his teeth: / One gold, three cracked.'"

Show the cover of the book and the illustration of Blue on page 5. Ask:

**Q** *How is the illustrator's picture of Blue similar to or different from the picture you formed in your mind?*

## 6 Compare Poems and Stories

Display the "My Man Blue" chart (🟢 WA4) and point out that poems are written differently and look different from stories. Ask:

**Q** *What do you notice about how this poem is written?*

**Students might say:**

"I noticed that the lines are all very short."

"In addition to what [Noelle] said, each line has a capital letter, but there isn't a period at the end of each line."

"I also noticed that some of the lines rhyme. For example, *ink* and *think* rhyme and *black* and *cracked* rhyme."

If necessary, explain that some (but not all) poems rhyme and that some poems have short lines. Explain that in addition to looking different from stories, poems sometimes sound different when read aloud. Tell the students that you will reread the poem, and ask them to notice how you read the poem. Read the poem aloud, paying careful attention to the rhythm of the poem (stressed and unstressed syllables). After the reading, ask:

**Q** *What did you notice about the way I read the poem?*

**Students might say:**

"I noticed that when you read the poem, it sounded like it had a beat."

"It sounded like you said some words louder than other words."

"I noticed that you paused whenever there was punctuation, not at the end of each line."

Point out that when you read the poem, you stressed (put more emphasis on) certain words or syllables. Reread the first six lines of the poem and point to the words or syllables as you stress them (for example, "His *leathery skin's* / Like *indigo ink* / This *rugged dude* / Who *some folk think* / Looks *fierce in clothes* / Of *midnight black*"). Explain that the number of stressed syllables in each line creates the rhythm of a poem.

Explain that in the next lesson the students will hear another poem from *My Man Blue* and talk about it in pairs.

### Teacher Note

Point out that when the students form pictures in their minds to help them think about a text, they are using an important comprehension strategy called *visualizing*.

## 7 Discuss Using Clarifying Questions and Statements

Share any examples you observed of students using clarifying questions and statements, and then ask:

- Q *How did using clarifying questions and statements help you and your partner discuss the poem today?*
- Q *Why is it important to be respectful when asking your partner to clarify his or her thinking?*

Tell the students that they will continue to practice this skill in the coming weeks.

## INDIVIDUALIZED DAILY READING

### 8 Read Independently and Ask Questions

Tell the students that for the next two weeks, they will read narrative texts and poetry during IDR. Have the students get their books and find places to sit. Tell them that as they read independently today, you want them to think about questions that come up as they read. Then you will have them reread the same parts of their texts and think about whether new questions come up for them or whether any misunderstandings have been clarified during the rereading.

Distribute a self-stick note to each student. Have the students place the self-stick notes where they start to read, and then have them read silently for up to 15 minutes. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Stop the students after 15 minutes and have them think about questions that came to mind as they read. Ask them to reread the same parts in their texts and think about other questions that come to mind. After the students have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Ask and briefly discuss:

- Q *What questions did you ask yourself as you read today?*
- Q *Did you clarify any misunderstandings when you reread your text? What was clarified?*

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

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## EXTENSION

### Write Poems

This week and next, invite interested students to write poems. They might write poems like the poems in *My Man Blue*—about interesting people they know or about their families, or they might write about any other subjects that interest them. Have the students share their poems with the class. You might collect the poems in a class book and include it in the class library.

### Technology Tip

Rather than creating a class book, you might have each student type his poem using a slideshow application. Assemble the students' slides into one file to create a digital presentation of the class's poems. For more information about using slideshow applications, view the "Using Presentation Tools" tutorial (AV44).



# Read-aloud/Strategy Lesson

# Day 2

### In this lesson, the students:

- Learn to use a double-entry journal
- Hear, read, and discuss a poem
- Build awareness of making inferences as they read and hear the poem
- Read independently for up to 30 minutes
- Use clarifying questions and statements

## 1 Review Using Clarifying Questions and Statements

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Briefly review the "Clarifying Questions and Statements" chart and remind the students that in the previous lesson they practiced using the charted questions and statements when they did not understand what their partners said. Explain that you would like the students to continue using the questions and statements with their partners today.

### Materials

- "When We First Met" (*My Man Blue*, page 6)
- "Clarifying Questions and Statements" chart from Day 1
- "Reading Comprehension Strategies" chart
- *Student Response Book* page 42
- "Double-entry Journal About 'When We First Met'" chart (WA5)

## 2 Review Making Inferences

Direct the students' attention to the "Reading Comprehension Strategies" chart and review that in previous lessons the students practiced making inferences to help them understand the story *Hurricane* and the poem "My Man Blue." Remind them that when a reader uses clues to figure out something that is not stated directly in a text, the reader is making an inference.

Point out that making inferences, like questioning and using text features, is a strategy the students can use in their independent reading to help them make sense of what they are reading. Explain that today they will practice making inferences as they listen to another poem.

## 3 Introduce "When We First Met"

Show the students the cover of *My Man Blue* and review that they heard and discussed the first poem, "My Man Blue." Tell them that today you will read the next poem, "When We First Met." Explain that you will read the poem aloud twice and that after the second reading, partners will share their thoughts about it.

Turn to page 6 and show the poem and accompanying illustration. Explain that the poem describes Damon's first meeting with Blue.

## 4 Read Aloud

Read "When We First Met" aloud slowly and clearly. Clarify vocabulary as you read.

### Suggested Vocabulary

**take my stance:** stand tall and proud

### ELL Vocabulary

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

**on Mom's account:** because of Mom

**look him up and down:** look at him carefully

**not winning points with me:** not making me like him

**trespass:** go on another person's property without permission

**eyeing:** looking at

**it's news to me:** it's something I didn't know

Have the students turn to *Student Response Book* page 42, "When We First Met," and ask them to read along with you as you read the poem aloud again. After the second reading, ask:

**Q** *How do you think Damon feels during this first meeting with Blue? What makes you think that?*

**Students might say:**

"I think he's mad. He doesn't like Blue. I think Damon doesn't like Blue because he's used to being the man in the family."

"He's suspicious of Blue. I think that he's suspicious because he doesn't understand why Blue stops them on the street."

"In addition to what [Jan] said, Damon seems like he's jealous of Blue because of his mom."

"He likes Blue after he gets to know him. I think that because at the end of the poem, it says, 'He seems alright.'"

## 5 Look for Clues to Damon's Feelings

Point out that the poem does not directly state how Damon feels during the meeting with Blue but that the students used clues in the poem to make inferences about his feelings.



Ask partners to work together to underline words in the poem that are clues about how Damon feels. Remind them to use clarifying questions and statements if they do not understand what their partners are saying.

## 6 Introduce the Double-entry Journal and Complete It as a Class

When most pairs have finished, display the "Double-entry Journal About 'When We First Met'" chart (WA5). Explain that a double-entry journal is a tool readers can use to record their thinking. Tell them that today they will use the tool as a class to record the inferences they made about Damon's feelings and the clues that helped them make these inferences.

Explain that in the left-hand column of the journal, you will write the words or phrases the students used to make the inferences. In the right-hand column, you will write their inferences.

Ask a few volunteers to share words and phrases they underlined and the inferences they made. Record the students' responses on the chart.

### Teacher Note

As on Day 1, circulate as partners share. Notice whether they are identifying words and phrases that are clues to Damon's feelings. Also notice whether they are using clarifying questions and statements and working together to decide what to underline.

### Double-entry Journal About "When We First Met"

What I Read	What I Inferred
"this 'Blue' guy"	He's mad about Blue being there and doesn't like him at first.
"I circle, look him up and down"	Damon is suspicious of Blue.
"'Cause in this family I'm the only man"	Damon doesn't want Blue around his mother.

WA5

## Teacher Note

The students may disagree about the inference that makes the most sense for a line. Some students may have difficulty inferring any meaning that makes sense. These differences are to be expected as the students learn the skill of making inferences and develop as readers. Rather than stating an inference yourself, facilitate a discussion about disagreements by having the students refer to the text to support their opinions.

## Teacher Note

Save the “Double-entry Journal About ‘When We First Met’” chart (WA5) to use on Day 3.

**TEKS 6.D.i**  
Student/Teacher Activity  
Step 8 (all)



If the students do not offer words or phrases from the poem, write the lines from the “What I Read” column in the diagram on the previous page and then have the students discuss in pairs and as a class what they can infer about Damon’s feelings from each line of text.

Remind the students that making inferences helps them think more deeply about texts. Tell them that in the next lesson they will read another poem from *My Man Blue* and use a double-entry journal again to record inferences they notice.

## 7 Discuss Working Together

Give the students an opportunity to report how they did using clarifying questions and statements today.

# INDIVIDUALIZED DAILY READING

## 8 Read Independently and Visualize

Tell the students that you want them to practice visualizing as they read independently today. Explain that at the end of IDR, you will ask some of them to share what they visualized with the class. Have the students get their texts and read independently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who visualized as they were reading to share with the class. Have each volunteer begin by telling the title of the text he read, the author’s name, and what the text is about. Then ask the student to describe what he visualized and what words helped him create that mental image. Have the students return to their desks and put away their texts.

## In this lesson, the students:

- Hear, read, and discuss a poem
- Build awareness of making inferences as they read and hear the poem
- Practice using a double-entry journal
- Read independently for up to 30 minutes
- Use clarifying questions and statements

## 1 Review Making Inferences and Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Display the completed “Double-entry Journal About ‘When We First Met’” chart (WA5) from Day 2. Remind the students that in the previous lesson they heard the poem “When We First Met” and used a double-entry journal to record their inferences and the clues they used to make the inferences.

Point out that using the strategy of making inferences helped the students think more deeply about the poem. Tell them that today you will read another poem from *My Man Blue* and they will talk about the poem in pairs, use a double-entry journal to record the inferences they make, and then discuss the inferences.

## 2 Introduce “Second Son”

Tell the students that the poem you will read aloud is “Second Son” and that it is the third poem in the collection about Damon and Blue. Explain that in this poem Damon and Blue talk about their friendship.

Turn to page 8 and show the poem and accompanying illustration. Point out that this poem is written differently than the other poems the students have heard and read from this collection. Point to each stanza and explain that this poem is written in *stanzas*, or sections, and that each stanza has four lines.

Explain that you will read the poem aloud twice and that after the second reading, partners will share their thoughts about the poem.

Ask the students to be aware of any inferences they are making as they listen.

## Materials

- “Second Son” (*My Man Blue*, page 8)
- “Double-entry Journal About ‘When We First Met’” chart (WA5) from Day 2
- *Student Response Book* pages 43–44
- “Class Assessment Record” sheet (CA2)

## Teacher Note

You might explain that a *stanza* is sometimes called a *verse*.

### 3 Read Aloud

Read “Second Son” aloud slowly and clearly. Clarify vocabulary as you read.

#### Suggested Vocabulary

**stoop:** front steps (refer to the illustration)

**conjure:** make appear as if by magic

#### ELL Vocabulary

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

**blurt out:** suddenly say

**old man:** (slang) father

**to steer him straight:** (idiom) to keep him out of trouble

Have the students turn to *Student Response Book* page 43, “Second Son,” and ask them to follow along as you read the poem aloud again.

### 4 Briefly Discuss the Poem

After the second reading, use “Think, Pair, Share” to discuss:



**Q** *Why does Blue want Damon’s friendship? What in the poem makes you think that?* [pause] *Turn to your partner.*

Have a few volunteers share their partners’ thinking. Reread the last two lines of the second stanza and then ask:

**Q** *What do you think these lines mean? Explain your thinking.*

**Q** *Why do you think the poet called the poem “Second Son”? What clues in the poem helped you figure that out?*

As the students make inferences in response to the questions, point out the inferences.

#### You might say:

“The poem never says directly that Blue thought of Damon as a second son, but we infer it from clues in the poem.”

#### Teacher Note

If the students have difficulty inferring about Zeke’s life, explain that Zeke probably spent a lot of time on the streets, in the same way a person spends a lot of time with a friend. You might point out that the poet is comparing a street to a friend. This kind of comparison (a metaphor, in this case) is called *figurative language*.

## 5 Introduce the Double-entry Journal Activity

Have the students turn to *Student Response Book* page 44, “Double-entry Journal About ‘Second Son,’” and explain that each student will use the journal page to write about an inference she made while reading the poem. Point out that an example of a journal entry is provided, and read aloud the text in the “What I Read” and “What I Inferred” columns for number 1. Explain that each student will select another line or set of lines from which she can infer a meaning and then record the lines and the inference in the second space on the journal page.

Name: <input type="text"/>	<b>What I Read</b>	<b>What I Inferred</b>
	1. "I had a son named Zeke," Blue says. "These streets became his friend."	Zeke went to live on the streets and Blue doesn't see him much anymore.
Double-entry Journal About "Second Son"	2.	

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## 6 Work Individually on the Double-entry Journal

As the students work on their journal entries, circulate and note the lines they selected and the inferences they made from the lines.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify lines in the poem that require an inference?
- Are they able to make appropriate inferences from those lines?

(continues)

## CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 66 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to make inferences, proceed with the lesson and then continue on to Independent Strategy Practice on Day 4.
- If **about half of the students** are able to make inferences, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to monitor the students who are having difficulty during IDR by asking them questions such as:

Q *What is one thing that you know based on what you read today?*

Q *Does the book tell you that directly, or did you figure it out from clues? What clues?*

- If **only a few students** are able to make inferences, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative poem before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

## 7 Discuss Inferences

When most students have finished, have partners discuss their inferences. Remind them to use clarifying questions and statements if they do not understand their partners’ thinking. Ask:



Q *What did you infer from the lines you selected? Why does that inference make sense? Turn to your partner.*

After a few minutes, facilitate a class discussion of the students’ inferences. Probe their thinking by asking questions such as:

Q *Why does that inference make sense?*

Q *What question do you want to ask [José] about the line and inference he shared?*

Q *Did anyone make a different inference from the same line? What inference? Do both make sense? Why or why not?*

### Students might say:

“When Blue says, ‘He needed me but by the time / I came, it was too late,’ I made the inference that Blue wasn’t around when Zeke was growing up.”

“I chose the lines ‘Your missing daddy also left / a hole in you.’ It’s not like a real hole, but Blue’s saying Damon misses his dad.”

“Blue says, ‘He’d passed the point of trusting his / old man to steer him straight.’ I inferred that Zeke probably got into a lot of trouble on the streets without his father around.”

# INDIVIDUALIZED DAILY READING

## 8 Read Independently and Visualize

Tell the students that you want them to practice visualizing as they read independently today. Explain that at the end of IDR, you will ask some of them to share what they visualized with the class. Have the students get their texts and read independently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who visualized as they were reading to share with the class. Have each volunteer begin by telling the title of the text she read, the author’s name, and what the text is about. Then ask her to describe what she visualized and what words helped her create that mental image. Have the students return to their desks and put away their texts.

## WRITING ABOUT READING

### Compare Poems and Plays

Show the cover of *My Man Blue* and remind the students that over the past few days they have heard and discussed poems from the book and talked about how poems are different from stories. Ask:

**Q** *How are the poems we’ve heard and read different from fiction stories like Hurricane?*

Show the cover of *Pushing Up the Sky* and remind the students that earlier they read and discussed the play *Gluskabe and Old Man Winter*. Have the students turn to *Student Response Book* pages 25–37 and review that this is a copy of the play. Have the students scan the play and think about how the play is different from a poem. When most students have finished scanning the play, ask and briefly discuss:

**Q** *How is the play different from the poems we’ve heard and read?*

**TEKS 6.D.i**  
Student/Teacher Activity  
Step 8 (all)

**TEKS 9.C.i**  
Student/Teacher Activity  
Writing About Reading  
(all, beginning on page 315 and continuing on to page 316)

### Materials

- *My Man Blue*
- *Gluskabe and Old Man Winter* (*Pushing Up the Sky*, pages 11–23) from Unit 4
- *Student Resource Book* pages 25–43

### Teacher Note

If the students struggle to answer the question, you might have them look at *Student Response Book* pages 41–43, where the poems from *My Man Blue* are reproduced, and have them compare the poems to the play.

**Students might say:**

"The lines in a play are the dialogue for each character. The lines in a poem aren't always dialogue."

"A play has stage directions and poems don't."

"The play has four different scenes. Poems don't have scenes, but sometimes they have stanzas."

"In the play, there are descriptions of the settings. The poems don't have that."

Ask the students to watch as you think aloud and model writing about how poems are different from plays.

**You might say:**

"Poems are different from plays in a few ways. I'll write: *Poems are different from plays in a number of ways.* Next I'll explain a few ways in which they are different. I'll write: *Poems are usually shorter than plays. Plays have scenes and poems do not. The sections of poems are called stanzas. Each line of a play tells what a character says. The lines of poems can be dialogue, but sometimes they are not.*"

Have the students write about what is different about poems and plays. Encourage them to refer to the poems that are reproduced in the *Student Response Book* and to notice ways in which poems are different from plays. If time permits, ask a few volunteers to share their writing with the class.

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## EXTENSIONS

### Discuss Personification

Have the students turn to *Student Response Book* page 43, "Second Son," and direct their attention to the last line of the second stanza, "These streets became his friend."

Read the line aloud and point out that in the line the poet writes about the street as if it were a person. Explain that writing about an object as if it were a person is called *personification*.

Ask the students to read the poem silently to themselves and, as they read, to look for places where the poet writes about the street as if it were a person. When the students have finished reading, ask:

**Q** *What examples of personification do you notice? What words does the poet use to write about the street as if it were a person? Turn to your partner.*

Have a few volunteers share their thinking. If necessary, point out that the poet uses personification when she says, "the streets will eat at you."

## Explore Rhyme in “Second Son”

Have the students open to *Student Response Book* page 43, “Second Son.” Remind the students that the poem is written in stanzas and that each stanza has four lines. Explain that each stanza also has a repeating pattern or rhyme. Point out the words *sky* and *by* in the first stanza. Have partners read the poem together quietly and underline words that rhyme. After a few moments, signal for the students’ attention and ask:

**Q** *What words did you underline that rhyme?*

If necessary, point out pairs of words that rhyme. Explain that some, but not all, poems use rhyme.

## Independent Strategy Practice

## Day 4

### In this lesson, the students:

- Read independently
- Build awareness of making inferences
- Use clarifying questions and statements
- Analyze the importance of being respectful

### 1 Review the Week

Have the students bring their *Student Response Books*, pencils, and poems or narrative stories for independent reading and sit at desks with partners together. Remind the students that this week they heard three poems from *My Man Blue* and used a double-entry journal to think about and record inferences they made. Explain that today they will think more about making inferences as they read independently.

Refer to the “Clarifying Questions and Statements” chart and point out that the students also learned the skill of using clarifying questions and statements to help them understand their partners’ thinking. Explain that they will practice this skill again today.

### 2 Read Independently Without Stopping

Distribute self-stick notes to the students. Ask each student to use a self-stick note to mark the place where he begins reading today. Have the students read independently for 15 minutes.

### Materials

- “Clarifying Questions and Statements” chart from Day 2
- Small self-stick notes for each student
- *Student Response Book* page 45

### Teacher Note

To help the students review the week, you might have them review the poems and double-entry journal on *Student Response Book* pages 41–44.

### Teacher Note

If you notice that many students are having difficulty recognizing when they are making inferences, you might bring the class together and model the procedure again with your own book or poem as you did in Week 1, Day 4 (see Step 3).

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

## 3 Prepare to Reread and Infer

Stop the students after 15 minutes. Explain that they will reread, starting again at their self-stick notes. As they reread, they should use additional self-stick notes to mark clues in the text that help them make inferences. Remind them that an inference is something a reader figures out from clues in a text. Explain that a student who is reading a story might make an inference about a character, the setting, or what is happening in the story. A student who is reading a poem might make an inference about what a line or set of lines means. Explain that later the students will use a double-entry journal to record clues and inferences.

## 4 Read Independently and Mark Clues

Have the students reread independently for 15 minutes, marking places where they are inferring. Circulate and look for evidence that the students are identifying places where they are making inferences. Some students may have difficulty recognizing when they are making inferences.

To support individual students, you might ask questions such as:

- Q *In the poem you're reading, what do you think this line means? Why do you think that?*
- Q *What is happening in your story right now? What did you figure out about [a character/the setting/what is happening] that the author does not tell you directly? How did you figure that out?*
- Q *What do you think will happen next? Why do you think that?*

Signal to let the students know when it is time to stop reading.

## 5 Use a Double-entry Journal to Record Clues and Inferences

Have the students turn to *Student Response Book* page 45, "Double-entry Journal About \_\_\_\_\_," and explain that they will each record one inference they made while they were reading today on their journal page. Direct the students' attention to the blank line in the title and ask them to write the title of the poem or narrative text they are reading there.

Ask the students to choose one place they marked and to record the sentence or words in the "What I Read" column of the double-entry journal. In the "What I Inferred" column, they will write the inference they made from the sentence or words. Tell them that they will use their double-entry journals to discuss their inferences in pairs and with the class.

Have any student who did not identify any inferences choose an interesting sentence from his reading and write about it. He will write the sentence in the "What I Read" column of the journal and his thoughts in the "What I Inferred" column.

## 6 Discuss the Students' Inferences



Give the students a few minutes to discuss their journal entries with their partners. Remind them to use clarifying questions and statements when necessary.

Have a few volunteers share their journal entries with the class. Probe the students' thinking by asking:

**Q** *From what you know about your story or poem, why does that inference make sense?*

Explain that the students will have more opportunities to think about making inferences in their independent reading in the coming weeks.

## 7 Reflect on Working Together

Review that the students focused this week on using clarifying questions and statements in a respectful manner when they did not understand their partners' thinking. Use "Think, Pair, Share" to discuss:



**Q** *How did using clarifying questions and statements help you in your partner work this week? [pause] Turn to your partner.*

Have a few volunteers share their thinking, and then ask:

**Q** *How has your partner helped you feel respected? How does that help you be a better learner?*

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## EXTENSION

### Share Favorite Poems

Invite the students to each select a favorite poem to share with the class by reading the poem aloud, memorizing and reciting it, or having you or a classmate read it. Then have the students create a class collection of their favorite poems. Ask the students to make handwritten or typed copies of their poems, with accompanying illustrations if they wish. Collect the poems in a binder and display the binder in the school library or media center for others to enjoy.

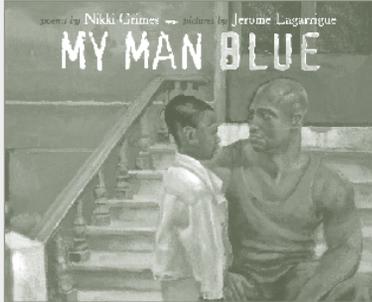
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### Vocabulary Note

Next week you will revisit "My Man Blue," "When We First Met," and "Second Son" to teach the Week 15 vocabulary lessons.

# Week 3

## OVERVIEW



### “Grounded” and “The Watcher” from *My Man Blue*\*

by Nikki Grimes, illustrated by Jerome Lagarrigue

In this collection of poems, a fatherless boy named Damon is befriended by Blue, a tough-looking man with a gentle side.

*\*This book was also used in Week 2.*



### Online Resources

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

#### Whiteboard Activities

- WA2, WA6–WA8

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)
- “Social Skills Assessment Record” sheet (SS1)

#### Professional Development Media

- “Using ‘Heads Together’” (AV9)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Creating Digital Stories” tutorial (AV48)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

### Comprehension Focus

- Students make inferences to understand poems.
- Students visualize to make sense of poems.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students learn and practice the procedure for “Heads Together.”
- Students develop the skill of including everyone in and contributing to group work.

## ⌚ DO AHEAD

- ✓ Prior to Day 1, decide how you will randomly assign pairs to work together in groups of four throughout the week.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA3); see page 67 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare to model visualizing using a narrative text or poem of your own (see Step 3).
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 15 lessons this week.

### Materials

- “Grounded” (*My Man Blue*, page 12)
- “Excerpt from ‘Grounded’” (WA6)
- Small self-stick notes for each student
- “Questions to Use When Making Inferences” chart (WA2) from Week 1

### Teacher Note

Group work fosters both academic and social development. In groups, the students are exposed to a greater variety of ideas, and the more complex interactions of the group require that students develop critical social skills, such as including one another, solving problems, making decisions, and reaching agreement. For more information about the role of cooperative structures in social development, see “Focus on Social/Ethical Development” in the Introduction.

### Teacher Note

If your students are already familiar with “Heads Together,” you do not need to practice it in Step 2. Instead, briefly review the procedure and continue with the rest of the lesson. To see an example, view “Using ‘Heads Together’” (AV9).



### In this lesson, the students:

- Learn the procedure for “Heads Together”
- Hear, read, and discuss a poem
- Build awareness of making inferences as they hear the poem
- Read independently for up to 30 minutes
- Contribute to group work
- Include everyone in the work and discussions

## 1 Introduce “Heads Together”

Have the students gather with partners sitting together, facing you. Point out that in past lessons the students shared ideas about their reading with their partners, but during today’s lesson they will share their thinking in groups of four. Ask:

- Q *How might talking in a group of four be different from talking with a partner?*
- Q *What challenges or difficulties might you face talking in a group of four?*

#### Students might say:

“It might be hard to decide whose turn it is to talk.”

“I think it will be different because we’ll get to hear more people’s thinking.”

“We’ll have to make sure that everyone has a chance to talk. That might be hard with more people.”

Put pairs together to form groups of four, and ask group members to sit together. Explain that this week you will continue to read aloud from *My Man Blue*, the collection of poems by Nikki Grimes. Tell the students that after they hear today’s poem, they will use a technique called “Heads Together,” in which they turn to their group members to discuss the poem. Explain that the purpose of “Heads Together” is to hear the thinking of several other people and to practice sharing thinking in a group. Explain the “Heads Together” procedure.

#### You might say:

“Sometimes I will ask a question and say ‘Heads together.’ When you hear this, you will turn to face your group and talk about the question. When I raise my hand, you will finish what you are saying, raise your own hand so others can see the signal, and turn back to face me.”

## 2 Practice “Heads Together”



Tell the students that they will briefly practice “Heads Together” before they use the technique to discuss the poem. Have the students in each group turn and face one another and introduce themselves. After a moment, raise your hand and have the students turn back to face you. Practice again by asking:



**Q** *What have you learned from working with a partner that can help you work in a group of four? Heads together.*

Give the groups a few minutes to talk; then signal for the students to come back together as a class. Have a few volunteers share what their groups discussed.

### Students might say:

“Look at the person who is talking.”

“Don’t interrupt someone who is talking. Wait for your turn.”

“If you don’t understand what someone said, ask that person a question.”

“Contribute ideas.”

Encourage the students to use these ideas as they work in their groups today. Tell them that you will check in at the end of the lesson to see how the groups did using “Heads Together.”

## 3 Introduce “Grounded”

Show the students the cover of *My Man Blue* and remind them that in previous lessons they read three poems about the friendship of Damon and Blue: “My Man Blue,” “When We First Met,” and “Second Son.”

Turn to page 12 of *My Man Blue*. Tell the students that today’s poem is called “Grounded.” Explain that as they listen you would like them to think about what the title might mean.

## 4 Read Aloud

Read “Grounded” aloud twice slowly and clearly, pausing between the readings. Clarify vocabulary during the first reading.

### Suggested Vocabulary

**asthma:** disease that makes it difficult to breathe

**wheezing:** breathing with a hoarse, whistling sound

### Teacher Note

If some groups have difficulty initiating a discussion, you might interrupt the activity and ask a group that successfully started a discussion to model what they did. You can use a similar process if groups are having trouble sustaining discussions.



### Facilitation Tip

Reflect on your experience over the past three weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students' participation in discussions? We encourage you to continue to focus on pacing class discussions throughout the year.

### Teacher Note

As groups share, circulate and listen for whether the students are referring to the poem to support their ideas. (Be ready to reread lines of the poem to help them recall what they heard.) Also observe how the discussions are going. Note groups in which everyone is participating and groups in which only some students are participating. Be ready to report your observations at the end of the lesson.

### Teacher Note

If the students struggle to answer this question, reread the next ten lines of the poem from the book.



### ELL Vocabulary

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

**glum:** unhappy

**balled my fist:** curled my fingers into a fist

**cursed:** made to suffer

**lousy:** bad

**with the works:** (idiom) with everything that can go on a hot dog, such as catsup, mustard, onions, and relish

## 5 Discuss the Poem in Groups and as a Class

After the second reading, tell the students that they will use “Heads Together” to discuss what the poem is about. Remind them of some of the suggestions they made earlier about how to work effectively in a group. Ask:



**Q** *What is this poem about? Heads together.*

After a few minutes, signal for the students' attention and have a few volunteers share what their group discussed.

Display the “Excerpt from ‘Grounded’” chart (WA6) and explain that these are the first eleven lines of the poem “Grounded.” Read the lines aloud and ask:



**Q** *What has happened to Damon? How is he feeling? What words or lines tell you that? Heads together.*

After a few minutes, signal for the students' attention and have a few volunteers share what their group discussed.

#### Students might say:

“Our group thought that Damon couldn't play stickball because of his asthma.”

“We think Damon is feeling angry because he's shaking his fist at the sky.”

“In addition to what [Tamika's] group said, we think Damon is feeling sad because he said he's glum.”

Facilitate a class discussion using the following questions:

**Q** *How do you know you are making an inference when you say Damon is [angry/frustrated]?*

**Q** *How does Blue help Damon? What in the poem makes you think that?*

**Q** *What do you think the title “Grounded” means?*

**Students might say:**

"I know I'm making an inference when I say Damon is angry because it doesn't say that directly in the poem. I used clues to figure it out.

Damon balls his fist in the poem, and that's something people do when they are angry."

"Blue helps Damon by buying him a hot dog and being his friend."

"If your parents 'ground' you, you can't do fun things like play with your friends or watch TV. Damon can't play stickball because he's sick with asthma. It's like he's grounded by asthma."

## 6 Discuss "Heads Together"

Facilitate a brief discussion of the group work. Ask:

**Q** *How did "Heads Together" go in your group?*

**Q** *What problems did you have? How did you try to solve the problems? How did that work?*

Without mentioning any of the students' names, share examples you observed of groups in which all members were participating well and groups in which only some members were participating. Also describe any problems you noticed and then ask the questions that follow.

**You might say:**

"I noticed that in some groups one or two people did all the talking. I also noticed that in some groups partners talked to each other but did not include the other pair in their discussions."

**Q** *Why is it important for everyone's ideas to be heard?*

**Q** *Whose responsibility is it to make sure everyone in the group participates?*

**Q** *What can you do to make sure all members of the group are involved in the discussion?*

Tell the students that they will continue to work in these groups for the rest of the week.

## INDIVIDUALIZED DAILY READING

### 7 Practice Making Inferences

Remind the students that they are reading narrative texts and poetry during IDR. Explain that today the students will practice making inferences in their independent reading. Explain that they will read their texts for 15 minutes and then read the same sections again and think about inferences they might make. Tell the students that at the end of IDR, they will discuss their inferences with the class.

#### Teacher Note

Be aware that some books contain more opportunities to infer than others.

Distribute self-stick notes to each student. Have the students get their texts, place self-stick notes where they start to read, and then read silently for 15 minutes. After the students have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Stop the students after 15 minutes and have them place self-stick notes where they stopped reading. Display the “Questions to Use When Making Inferences” chart (WA2) and ask the students to think about these questions as they reread to help them make inferences. Then have the students reread the same parts of their texts that they read before. As they reread, have them use additional self-stick notes to mark clues in the text that help them make inferences. After the students have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to each share what they read with the class. Have each volunteer begin by telling the title of his text, the author’s name, and what the text is about. Then have him share any inferences he made and read the passages aloud that helped him infer. If the student struggles to share inferences, probe the student’s thinking by asking questions such as:

**Q** *What is happening in the part of the text that you read today? How do you know? Are those things stated directly or did you infer them from clues? What clues?*

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



## SOCIAL SKILLS ASSESSMENT NOTE

During this final week of this unit, assess the students’ social skill development using the “Social Skills Assessment Record” sheet (SS1). Access and print a record sheet from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or make a copy from page 144 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student’s progress when you reassess social skill development in Unit 9.

## In this lesson, the students:

- Practice the procedure for “Heads Together”
- Hear, read, and discuss a poem
- Build awareness of making inferences as they hear and read the poem
- Visualize to make sense of the poem
- Read independently for up to 30 minutes and write in their reading journals
- Contribute to and include everyone in the work and discussions

## 1 Get Ready to Work in Groups of Four

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Show the cover of *My Man Blue* and review that in the previous lesson they used “Heads Together” to talk about the poem “Grounded.” Explain that today they will hear another poem from *My Man Blue* and use “Heads Together” to share their thinking. Ask:

- Q *If you notice that some members of your group are not talking, what can you do or say to help them feel included?*
- Q *Why is it important that you contribute your own thinking to the group?*

### Students might say:

- “If one person in the group isn’t talking, I can ask him what he thinks.”
- “We can ask the person if she agrees or disagrees with what other people have said.”
- “It’s important to contribute your own thinking because you might be able to help someone in your group understand something better.”

Explain that you would like the students to focus today on contributing their own thinking and including everyone as they work in their groups.

## 2 Introduce “The Watcher” and Visualizing

Tell the students that you will read a poem called “The Watcher” aloud and that in the poem, Damon tells about something that happened one day while he was playing. Explain that you will not show the students the illustration because you want each of them to visualize, or create a mental image of, what is happening as they listen to the poem. Tell them that their mental images can include sounds, smells, and feelings as well as things they see.

## Materials

- “The Watcher” (*My Man Blue*, page 14)
- *Student Response Book* page 46
- “Class Assessment Record” sheet (CA3)
- “The Watcher” chart (WA7)
- “Reading Comprehension Strategies” chart and a marker
- Small self-stick notes for each student
- “Questions to Use When Making Inferences” chart (WA2) from Day 1
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA8)

Explain that when readers form mental images as they read, they are using an important comprehension strategy called *visualizing*. Remind the students that in a previous lesson they used visualizing to picture what Blue looked like as you read “My Man Blue.”

Turn to page 14 of *My Man Blue* and explain that you will read “The Watcher” aloud twice and that you would like the students to close their eyes and visualize what is happening. After the second reading, you will ask them to share their visualizations in their groups.

### 3 Read Aloud

Read “The Watcher” aloud twice slowly and clearly, pausing between the readings. Clarify vocabulary during the first reading.

#### Suggested Vocabulary

**disguised as me:** dressed up like me

**rig:** (slang) semitrailer truck or “big rig”

**reduced my ball to dust:** crushed my ball into tiny pieces

#### ELL Vocabulary

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

**skipped:** bounced

**spied:** saw

After the second reading, ask the students to open their eyes. Have the students turn to *Student Response Book* page 46, “The Watcher,” and read the poem silently to themselves. If necessary, read the poem aloud again as the students follow along.

### 4 Discuss the Poem and the Students’ Visualizations



Have the students use “Heads Together” to discuss what they visualized. Remind them to focus on ways to include everyone in the group work. Circulate among the groups as they talk.



#### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to describe what happens in the poem?
- Are their visualizations connected to the text?

(continues)

## CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 67 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to visualize what is happening in the poem, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are able to visualize what is happening in the poem, you might give the class additional instruction by repeating Day 2 of this week using an alternative poem before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

After several minutes, signal for the students’ attention and display the chart of “The Watcher” (📄 WA7). Facilitate a class discussion using the questions that follow. As the students mention words or lines they used to visualize or infer, underline them on the chart. Ask:

- Q** *What mental images did you talk about in your group? What lines of the poem helped you imagine those things?*
- Q** *What lines in the poem helped you infer that a truck almost hits Damon and runs over his ball?*

### Students might say:

“I imagine Blue saving Damon just in time. The poem says that ‘Blue reached out and grabbed my belt / And set me on the sidewalk.’”

“Damon can’t move because he’s scared. The poem says that his ‘feet refused to fly.’”

Reread the first four lines of the poem and then ask:

- Q** *What do you think Damon means by “some dumb kid disguised as me”? Why does that inference make sense in this poem?*

### Students might say:

“Damon can’t believe he ran out into the street like that. It’s almost like some other kid did it, one that just looks like him.”

“I think it means that he knew chasing the ball into the street wasn’t a smart thing to do and that normally he wouldn’t do something like that. For some reason, on that day he did.”

As the students make inferences, point them out, making the students’ thinking explicit.

### You might say:

“The poem doesn’t say that Damon ran into the street without looking, but you figured that out. What clues in the poem helped you make that inference?”

### TEKS 10.D.i

Student/Teacher Activity

Step 4 (first discussion question on page 329)

## 5 Add to the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart and add *visualizing* to it. Explain that visualizing is a powerful strategy to help readers understand and remember what they read and that readers sometimes use inference and visualization at the same time.

### Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing

Explain that as the students read independently this week, they will have the opportunity to visualize, make inferences, and use other comprehension strategies they have learned.

## INDIVIDUALIZED DAILY READING

### 6 Practice Making Inferences and Write in Reading Journals

Explain that today the students will practice making inferences in their independent reading. Explain that they will read their texts for 15 minutes and then read the same sections again while thinking about inferences they might make. Tell the students that at the end of IDR, they will write about their inferences in their reading journals.

Distribute self-stick notes to the students. Have the students get their texts, place self-stick notes where they start to read, and then read silently for 15 minutes. After the students have settled into their reading, confer with individual students.

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Stop the students after 15 minutes and have them place self-stick notes where they stopped reading. Display the “Questions to Use When Making Inferences” chart (WA2) and ask the students to think about these questions as they reread to help them make inferences. Then have the students reread the same parts of their texts. As they read, have them use additional self-stick notes to mark clues in the texts that help them make inferences. After the students have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Ask the students to think quietly about any inferences they made and the passages that helped them infer. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart (WA8) and explain that today each student will write a journal entry. Also explain your expectations for what the journal entry should include.

WA8

### Journal Entry

Write a journal entry about the text you are reading.

Please include:

- The title and the author’s name
- What is happening in the part of the text you read today or what a poem you read today is about
- An inference you made as you were reading and the clue or clues that helped you make the inference
- If you didn’t make an inference, a question you had as you read your text and whether your question was answered



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class. Have the students return to their desks and put away their texts.

### Teacher Note

If the students struggle to write, you might wish to model writing a journal entry as you did in Unit 2, Week 1, Day 4 (see Step 3).

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## EXTENSION

### Read More Poems from *My Man Blue*

Read other poems from *My Man Blue* aloud to give the students more opportunities to practice making inferences and visualizing. Before you read a poem, remind the students to visualize, or create mental images of, what is happening as they listen. After reading the poem, give the students an opportunity to share their thoughts about it. Then focus the discussion with questions that target the strategies.

Below are four poems you might use, with sample questions to help focus the discussion on the strategies:

“Fearless” (page 10)

- Q *What do you picture happening in the poem?*
- Q *Why do you think Blue finds a tall tree for Damon to climb? Explain your thinking.*

“Class Bully” (page 18)

- Q *What do you picture happening in the poem?*
- Q (Reread the last three lines of the poem.) *What does Damon mean in this part of the poem?*

“His Hands” (page 20)

- Q *How do you picture Blue’s hands?*
- Q (Reread the last five lines of the poem.) *What does Damon mean in this part of the poem?*

“My Own Man” (page 25)

- Q *What do you picture happening in the poem?*
- Q *Why is the poem called “My Own Man”? Explain your thinking.*



### Technology Tip

Prior to doing this activity, investigate digital storytelling tools that are available for the devices in your classroom. Search online using the keywords “digital storytelling tools.”

For more information about digital storytelling, view the “Creating Digital Stories” tutorial (AV48).



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## TECHNOLOGY EXTENSION

### Draw Visualizations of a Poem from *My Man Blue*

Read aloud one of the poems mentioned in the extension “Read More Poems from *My Man Blue*” above, and have the students visualize what is happening in the poem. After the reading, have them discuss with their partners their visualizations and the lines or words in the poem that helped them create their mental images. Have the students draw their visualizations using a digital storytelling tool and then record themselves reading the parts of the poem they visualized. You might repeat this activity with several poems and have the students create a collection of their visualizations that they can share with their classmates and families.

## In this lesson, the students:

- Read independently
- Visualize and make inferences
- Contribute to group work
- Include everyone in the work and discussions
- Work in a responsible way

## 1 Review the Importance of Using Comprehension Strategies During Independent Reading

Have the students bring their *Student Response Books*, pencils, and poems or narrative stories for independent reading and gather in their groups of four, facing you. Remind the students that in previous lessons they heard and read several poems from *My Man Blue* and used the strategies of making inferences and visualizing to help them make sense of the poems.

Emphasize that they are learning the strategies to help them better understand what they read independently. Explain that today and tomorrow the students will practice visualizing and making inferences in their independent reading.

## 2 Read Independently Without Stopping

Ask the students to use self-stick notes to mark the places where they begin reading today, and have them read independently for 15 minutes.

## 3 Model Visualizing and Prepare to Reread

Stop the students after 15 minutes. Explain that they will reread, starting again at their self-stick notes. As they reread, they will use additional self-stick notes to mark places in the text where they visualize, or form a mental picture of, what they are reading.

Explain that later they will use a double-entry journal to think and write about their visualizations.

Model the process using a passage from a book or poem that lends itself to visualization. Introduce the selection to the students, read it aloud, and then reread it, using a self-stick note to mark a place where you visualized. Describe the picture that formed in your mind. Then explain how the text sparked the image and how that helped you make sense of the text.

## Materials

- Small self-stick notes for each student
- Narrative text or poem for modeling, selected ahead
- *Student Response Book* page 47

**TEKS 6.D.i**  
Student/Teacher Narrative  
Step 3 (all)

## 4 Reread Independently and Mark with Self-stick Notes

Have the students reread independently for 15 minutes, marking places where they are visualizing as they read. Circulate and look for evidence that the students are visualizing. As you notice individual students marking text, probe their thinking about the strategy by asking questions such as:

- Q *What words in the text helped you form a mental image? What image did you see in your mind?*
- Q *Did you picture something that is stated directly in the [poem], or did you infer? How?*

### Students might say:

"The poem says that the trees are 'handsome green giants.' Because it says 'giants,' in my mind I see great big trees with a lot of leaves and thick branches."

"The story says that the grandfather 'marveled at the towering mountains' he saw in America. The word 'towering' helps me see tall mountains with snow on them, like the mountains I saw on vacation."

"This book says that Abe Lincoln had 'hair that wouldn't comb.' I see thick, curly hair that's a little rumped. I had to infer that because the book doesn't really describe the hair."

Provide support to students who are having difficulty visualizing by asking them to read passages to you and to describe their mental images. Identify students who are using the strategy successfully. Later, during the class discussion, ask these students to share their thinking about their visualizations. Signal to let the students know when it is time to stop reading.

## 5 Use a Double-entry Journal to Record Visualizations

Have the students turn to *Student Response Book* page 47, "Double-entry Journal About \_\_\_\_\_." Remind them that they used a double-entry journal in the previous week to record lines from poems and the inferences they made from those lines. Explain that today they will use a double-entry journal to record their visualizations.

Ask the students to write the title of the poem or narrative text they are reading on the blank line. In the "What I Read" column of the journal, they will write the words or sentences that helped them create mental images. In the "What I Visualized" column, they will describe the pictures that formed in their minds. Tell them that they will use their double-entry journals to discuss their visualizations in their groups and with the class.

### ELL Note

If the students are having difficulty describing their visualizations, you might have them draw what they pictured.

### Teacher Note

If you notice students having difficulty writing about their visualizations, you might model by thinking aloud about a journal entry you could write using the book you modeled with in Step 3 of the lesson.

You might provide additional support to individual students by asking them what they saw in their minds as they read their books. Then help them find the sentences that describe what they saw and write them in the "What I Read" column of their double-entry journals.

Have students who did not identify a place where they visualized write about an interesting line or sentence from their reading.

## 6 Discuss in Groups and as a Class



Use “Heads Together” to have the students talk about the visualizations they recorded.

Have a few volunteers share their visualizations with the class. Probe the students’ thinking by asking:

- Q *What was happening in the text when you visualized?*
- Q *What words helped you form a mental image? What did you picture in your mind?*
- Q *Did you visualize something that is directly stated in your text, or did you infer? How?*

## 7 Reflect on the Group Work

Share your observations of how the students worked in their groups. Without mentioning any of the students’ names, give examples you saw of group members working in inclusive and responsible ways and of group members working through problems together.



## TECHNOLOGY EXTENSION

### Compare a Written Version and an Oral Presentation of a Poem

Remind the students that over the past few weeks they have listened to poems read aloud by you and have read poems to themselves. Explain that hearing poetry read aloud can help the listener better understand the poem.

Tell the students that they are going to read a poem silently to themselves and then they will listen to a recording of the poet reading his or her poem aloud. Distribute a copy of the poem you selected and have the students read it silently to themselves. Ask:

- Q *What is this poem about?*

Have a few volunteers share their thinking. Tell the students that they will listen to the poet reading the poem they just read. Ask the students to notice what the poet does to make the poem interesting to hear. Then play the recording of the poem. After the students listen to the

### Teacher Note

Circulate among the groups and ask yourself:

- Are all group members contributing to the discussion?
- Are group members including one another in the discussion?
- Are group members able to work through any problems they are encountering?

Note examples of what is working well in the groups to bring to the students’ attention later.



### Technology Tip

Prior to doing this activity, find one or two audio recordings of poets reading their poetry aloud that you can play for the students. The Children’s Poetry Archive offers many such recordings to choose from. To find it, search online with the keywords “children’s poetry archive.” You will also need to locate a written version of each poem you choose and make a copy for each student. For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



poem, facilitate a discussion about the differences between the oral presentation of the poem and the written poem. Ask questions such as:

- Q *What did you notice about the way the poet read the poem?*
- Q *Do you understand or like the poem better after hearing it read aloud? Why?*
- Q *Which do you prefer: reading a poem yourself or hearing the poem read aloud? Why?*

If time permits, you might repeat this activity using another poem.

# Day 4

## Independent Strategy Practice

### Materials

- Small self-stick notes for each student
- *Student Response Book* page 48
- Copy of this unit's family letter (BLM1) for each student

### In this lesson, the students:

- Read independently
- Make inferences
- Contribute to group work
- Include everyone in the work and discussions

### 1 Prepare to Read Independently

Have the students bring their *Student Response Books*, pencils, and poems or narrative stories for independent reading and gather in their groups of four, facing you. Remind the students that yesterday they practiced visualizing to understand their independent reading. Explain that today they will practice making inferences in their independent reading. They will read independently and then reread while paying attention to the inferences they are making.

### 2 Read Independently Without Stopping

Ask the students to use self-stick notes to mark the places where they begin reading, and have them read independently for 15 minutes.

### 3 Prepare to Reread and Infer

After 15 minutes, stop the students and explain that they will reread, starting again at their self-stick notes. As they reread, they will use other self-stick notes to mark words or sentences that help them make inferences. Remind them that an inference is something a reader figures out from clues in a text. Explain that later they will use a double-entry journal to record their clues and inferences.

## 4 Reread Independently and Mark Clues

Have the students reread independently for 15 minutes, marking inferences as they read. Circulate and look for evidence that the students are identifying places where they make inferences. As you notice individual students marking text, probe their thinking about their reading.

If a student is reading poetry, ask the student questions such as:

- Q *What do you think the poem is about?*
- Q *What clues helped you figure that out?*

If a student is reading narrative text, ask the student questions such as:

- Q *What is happening in the story right now?*
- Q *What do you know about [a character/the setting/what is happening] from what you just read?*
- Q *Is that stated directly in the text? If not, what clue or clues tell you what you know?*

### Students might say:

"This is a poem about a house that's been boarded up for a long time. The poem says that the house 'doesn't know night from day.' I think that means that it's always dark inside the house now because of the boards on the windows."

"This part of the story tells about the grandfather's trip to America. I inferred that the grandfather took three weeks to get to America by ship. It isn't stated directly, but I figured it out because it says 'he didn't see land for three weeks.'"

Signal to let the students know when it is time to stop reading.

## 5 Use a Double-entry Journal to Record Clues and Inferences

Remind the students that yesterday they used a double-entry journal to record places where they visualized. Explain that today they will use a double-entry journal to record places where they made inferences.

Have the students turn to *Student Response Book* page 48, "Double-entry Journal About \_\_\_\_\_," and have each student write the title of the text she is reading on the blank line. Then ask each student choose one or two places she marked in her independent reading, write the words or sentences in the "What I Read" column of the journal, and write the inference she made in the "What I Inferred" column. Tell the students that they will use their double-entry journals to discuss their inferences in groups and with the class.

Have any student who did not identify any inferences choose an interesting sentence from his reading and write about it. He will write the sentence in the "What I Read" column of the journal and his thoughts in the "What I Inferred" column.

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

### Teacher Note

Be aware that the ability to know when one is making an inference is a kind of thinking that develops in students over time. Many students will be able to make inferences but lack the metacognition to identify them as inferences. This is to be expected. The important thing is that the students are always working to make sense of the texts they read.

### Teacher Note

This is the last week in Unit 5. In Unit 6, the students will continue to focus on making inferences in fiction as well as in narrative and expository nonfiction books. If you feel your students would benefit from more experience with poetry before moving on, you might give the class additional instruction by repeating Days 1 and 2 of this week using alternative poems. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### Vocabulary Note

Next week you will revisit “Grounded” and “The Watcher” to teach the Week 16 vocabulary lessons.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on the next page.

### Technology Tip

For more information about creating audio recordings, view the “Creating Audio and Video in the Classroom” tutorial (AV50).



## 6 Discuss the Students’ Clues and Inferences in Groups and as a Class



Use “Heads Together” to have the students talk about the inferences they recorded. Then have a few volunteers share their journal entries with the class. Probe the students’ thinking by asking:

- Q *What was happening in the text when you made the inference?*
- Q *How did the clue help you make the inference?*

Explain that in the coming weeks the students will have more opportunities to think about making inferences as they listen to and read texts.

## 7 Discuss Working Together

Let the students know that they will be assigned new partners and groups before the next lesson. Facilitate a discussion about how partners and group members worked together over the past few weeks. Ask:



- Q *What did you like about working with your partner over the past few weeks? Tell your partner that now.*
- Q *What did you like about how your group has worked together this week? Tell your group members now.*



## TECHNOLOGY EXTENSION

### Record and Listen to Poems

You might have the students create audio (voice) recordings of themselves reading the poems they heard throughout the unit, poems they have discovered on their own during IDR, or poems they have written themselves. Show the students how to record their voices using a smartphone, computer, tablet, or other recording device.

Before recording, have the students practice reading the poems aloud several times until they can read them smoothly. Remind them to speak loudly and clearly so their voices can be heard in the recordings. Play the recordings for the class and ask questions such as:

- Q *Why is it important to practice reading a poem aloud before you record it?*
- Q *What did you enjoy most about recording a poem? What was challenging, or difficult, about it?*
- Q *What did you enjoy about listening to the poems?*
- Q *Which do you prefer: reading a poem silently to yourself or listening to a poem read aloud? Why?*

Alternatively, have the students post the recordings on the class blog, along with the last two questions above, and invite classmates, family members, and other members of the school community to listen to the recordings and write responses to the questions.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 5. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 72 of the *Assessment Resource Book*.

### Technology Tip

For more information about setting up and maintaining a class blog, view the “Using Blogs in the Classroom” tutorial (AV45).



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1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501-1042  
800.666.7270  
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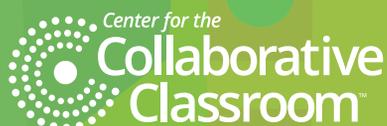
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GRADE

4



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GRADE

4



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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270, fax: (510) 464-3670  
collaborativeclassroom.org

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# Unit 6

# Making Inferences

## FICTION, EXPOSITORY NONFICTION, AND NARRATIVE NONFICTION

During this unit, the students make inferences to understand characters and continue to use text structure to explore narrative text. They also use schema to articulate all they think they know about a topic before they read, and they make inferences to help them understand why something happens or what causes an event to happen as it does in nonfiction. During IDR, the students think about the comprehension strategies they use to make sense of their independent reading, think about the inferences they make as they read, and continue to confer with the teacher individually about the books they are reading. Socially, they continue to practice the skills of using clarifying questions and statements and including everyone in and contributing to the group work.



# Unit 6 Making Inferences

## RESOURCES

### Read-alouds

- *Amelia's Road*
- *Peppe the Lamplighter*
- *Coming to America*
- *A Picture Book of Harriet Tubman*

### Writing About Reading Activities

- “Compare First- and Secondhand Accounts of Immigrants’ Experiences on Ellis Island”
- “Write About Harriet Tubman”



### Technology Mini-lesson

- Mini-lesson 3, “Showing Respect Online”



### Technology Extensions

- “Create Virtual Treasure Boxes and Make Inferences”
- “Learn More About Ellis Island”

### Extensions

- “Discuss Family Backgrounds”
- “Read the Rest of *Coming to America*”
- “Read More About the Underground Railroad”

### Assessment Resource Book

- Unit 6 assessments



## Online Resources

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

### Whiteboard Activities

- WA1–WA15

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

### Reproducibles

- Unit 6 family letter (BLM1)
- (Optional) “First- and Secondhand Accounts of Immigrants’ Experiences on Ellis Island” (BLM2)
- (Optional) “Harriet Tubman” (BLM3)

### Professional Development Media

- “Using ‘Group Brainstorming’” (AV11)
- “Avoid Repeating or Paraphrasing” (AV24)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Web-based Maps and Related Tools” tutorial (AV49)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

## RESOURCES (continued)

### Student Response Book

- “Excerpt from *Amelia’s Road*”
- “Excerpt from *Peppe the Lamplighter*”
- “Double-entry Journal About *Peppe the Lamplighter*”
- “Excerpt from *Coming to America*”
- “Excerpt from *A Picture Book of Harriet Tubman*”
- “Double-entry Journal About *A Picture Book of Harriet Tubman*”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 16 (“Grounded”; “The Watcher”)
- Week 17 (*Amelia’s Road*)
- Week 18 (*Peppe the Lamplighter*)
- Week 19 (*Coming to America*)

# Unit 6

## Making Inferences

### DEVELOPMENT ACROSS THE GRADES

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

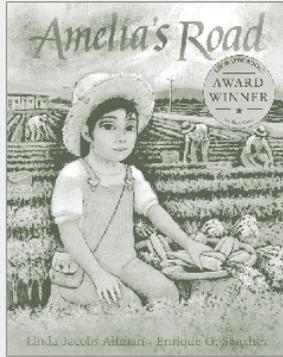
■ formally taught □ informally experienced

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> <i>Amelia's Road</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a fiction story</li> <li>Discussing setting and plot</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Amelia's Road</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a fiction story again to build comprehension</li> <li>Making inferences about a character as they hear the story</li> <li>Discussing character and conflict or problem</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Amelia's Road</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing, reading, and discussing part of a fiction story</li> <li>Making inferences to understand a character's actions</li> <li>Discussing theme</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Making inferences to understand characters</li> </ul>
Week 2	<p><b>Read-aloud:</b> <i>Peppe the Lamplighter</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a fiction story</li> <li>Discussing setting and plot</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Peppe the Lamplighter</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a fiction story again to build comprehension</li> <li>Making inferences about a character as they hear the story</li> <li>Discussing character change and theme</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Peppe the Lamplighter</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading and discussing part of a fiction story</li> <li>Making inferences to understand a character</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Making inferences to understand characters</li> <li>Writing in their reading journals</li> </ul>
Week 3	<p><b>Read-aloud:</b> <i>Coming to America</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Learning the procedure for "Group Brainstorming"</li> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using schema to tell what they know about the topic before listening to the book</li> <li>Making inferences as they hear the book</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Coming to America</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing parts of an expository nonfiction book again to build comprehension</li> <li>Making inferences as they hear the book</li> <li>Exploring ethical issues in the book</li> </ul>	<p><b>Strategy Lesson:</b> <i>Coming to America</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing, reading, and discussing part of an expository nonfiction book</li> <li>Exploring causes of events in the book</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Exploring causes of events</li> </ul>
Week 4	<p><b>Read-aloud:</b> <i>A Picture Book of Harriet Tubman</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a narrative nonfiction story</li> <li>Making inferences as they hear the story</li> <li>Exploring social and ethical issues in the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>A Picture Book of Harriet Tubman</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a narrative nonfiction story again to build comprehension</li> <li>Making inferences as they hear the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>A Picture Book of Harriet Tubman</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing, reading, and discussing part of a narrative nonfiction story</li> <li>Exploring causes of events in the story</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Exploring causes of events</li> <li>Writing in their reading journals</li> </ul>

# Week 1

## OVERVIEW



### ***Amelia's Road***

by Linda Jacobs Altman, illustrated by Enrique O. Sanchez

Amelia Martinez, a child of migrant workers, fulfills her dream of finding a place to call her own.



### Online Resources

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

#### **Whiteboard Activities**

- WA1–WA4

#### **Assessment Forms**

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

#### **Professional Development Media**

- “Avoid Repeating or Paraphrasing” (AV24)
- “Using Blogs in the Classroom” tutorial (AV45)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

### Comprehension Focus

- Students make inferences to understand characters.
- Students continue to use text structure to explore a fiction story.
- Students read independently.

### Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skills of using clarifying questions and statements and including everyone in and contributing to the group work.

## ⌚ DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class.
- ✓ Make available fiction, expository nonfiction, and narrative nonfiction texts at a variety of levels for the students to read during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit. Also decide how you will assign pairs to work in groups of four throughout the unit.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 89 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 82 of the *Assessment Resource Book*.

---

### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 16 lessons this week.

### Materials

- *Amelia's Road*
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 86

### TEKS 8.D.i

Student/Teacher Narrative Step 2 (all, on page 348) and Step 3 (second discussion question on page 349)

### ELL Note

English Language Learners may benefit from periodic stops during the reading to briefly discuss what is happening in the story. Possible stops are at the bottom of pages 7, 14, and 23.

### In this lesson, the students:

- Begin working with new partners and groups
- Hear and discuss a fiction story
- Discuss setting and plot
- Read independently for up to 30 minutes
- Include everyone in the discussions and contribute to the group work

## 1 Pair and Group Students and Review “Heads Together”

Randomly assign partners and make sure they know each other’s names. Then assign pairs to groups of four and have them gather, facing you. Explain that for the next four weeks, they will work with these assigned partners and groups.

Remind the students that they learned how to use “Heads Together” the previous week. Review that the purpose of using “Heads Together” is to hear the thinking of several other people and practice sharing their thinking in a group. Use “Heads Together” to discuss:



**Q** *What did you learn in your last group that might help your new group work together well? Heads together.*

Have a few groups share what they talked about, and explain that this week you would like the students to continue to focus on contributing to and including everyone in the group discussion. Point out that it is every student’s responsibility to participate in the discussion, and it is every group’s responsibility to make sure all the members feel welcome to participate. Tell the students that you will check in on how they did at the end of the lesson.

## 2 Introduce *Amelia's Road*

Remind the students that they have been making inferences to better understand stories they hear and read. Explain that this week they will continue to explore making inferences and they will revisit story elements: character, setting, conflict or problem, plot, and theme.

Show the cover of *Amelia's Road* and read the title and the names of the author and the illustrator aloud. Explain that the main character in the story is Amelia Martinez, who is the daughter of migrant farm workers. Explain that migrant farm workers move from farm to farm throughout the harvest season to find work gathering crops. Often, children like Amelia work in the fields alongside their parents.

### 3 Read Aloud

Read the book aloud, showing the illustrations. Clarify vocabulary as you read.

#### Suggested Vocabulary

**grim:** gloomy, unpleasant (p. 5)

**shanties:** small, poorly built cabins (p. 5)

**bruise the fruit:** cause a dark spot to form on the skin of the fruit (p. 12)

**wondrous:** amazing (p. 18)

**most permanent:** longest lasting (p. 18)

#### ELL Vocabulary

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

**tidy:** neat and clean (p. 7)

**settle down:** live in one place (p. 8)

**harvest:** the gathering of crops (p. 11)

**shortcut back to camp:** quicker way of getting home (p. 16)

**freshly turned ground:** ground that had recently been dug up (p. 27)

### 4 Discuss the Story in Groups and as a Class

After the reading, have the students use “Heads Together” to discuss the story. Remind them to focus on ways to include everyone in the group work. Ask:



**Q** *What is the plot of the story? What happens to the characters in this story? Heads together.*

**Q** *Is the setting (time and place) an important part of this story? Why do you think so? Heads together.*

After a few minutes, signal for the students’ attention and have a few volunteers share what their groups discussed.

#### Students might say:

“The setting is important because the story takes place where migrant workers work, maybe California or Texas.”

“I think the setting is important because the story is about migrant workers and how they move from farm to farm to work. It wouldn’t make sense for the story to happen in a city or in a desert.”

Facilitate interaction among groups and students during the class discussion using the questions that follow. Be ready to reread passages from the text and show illustrations again to help the students recall what they heard.

#### Teacher Note

The pages of *Amelia’s Road* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author’s name. (Page 4 begins “Amelia Luisa Martinez hated roads.”) This system is used for all read-alouds with unnumbered pages.

#### Teacher Note

As groups talk, circulate among them and note groups in which all members are participating well and groups in which only some members are participating. Be ready to share your observations at the end of the lesson.

**Q** Who will confirm [Teresa's] thinking by repeating back what you heard her say?



**Q** Do you agree or disagree with what [Teresa] just said? Why?  
*Heads together.*

Have a few volunteers share what their groups discussed. Explain that the students will make inferences about *Amelia's Road* tomorrow.

## **5** Discuss "Heads Together"

Facilitate a brief discussion about how the students did contributing to and including everyone in their group discussions. Ask:

**Q** Was it easy or difficult for you to contribute to your group's discussion? Why?

**Q** What might make it difficult for a group member to contribute? What can groups do to make sure everyone feels comfortable contributing?

Without mentioning any of the students' names, share examples you observed of groups in which all members were participating well and groups in which only some members were participating. Also describe any problems you noticed and follow up with questions such as:

**Q** Why is it important for everyone's ideas to be heard?

**Q** Whose responsibility is it to make sure everyone in the group participates?

**Q** What can you do to make sure all members of the group are involved in the discussion?

# INDIVIDUALIZED DAILY READING

## **6** Review and Practice Self-monitoring and "Fix-up" Strategies

Refer to the "Thinking About My Reading" chart and review the questions. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what he is reading, the student should use one or both of the "fix-up" strategies of rereading and reading ahead. If a student has tried both of the "fix-up" strategies and still does not understand the text, he can try the strategies listed on the "Reading Comprehension Strategies" chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their texts and read silently for up to 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the questions on the "Thinking About My Reading" chart.

After the students have settled into their reading, confer with individual students.

### **ELL Note**

To support your English Language Learners, consider modeling reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the chart. Discuss each question with your students to make sure they understand the process.



## IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a class discussion about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading to ask yourself if you understand what you have read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

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

### Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

## Guided Strategy Practice

## Day 2

### In this lesson, the students:

- Hear a fiction story again
- Make inferences about a character as they hear the story
- Discuss character and conflict or problem
- Read independently for up to 30 minutes
- Confirm one another’s thinking and use clarifying questions and statements
- Contribute to group work

### 1 Review Confirming One Another’s Thinking and Using Clarifying Questions and Statements

Have the students gather in their groups of four, facing you. Direct the students’ attention to the “Clarifying Questions and Statements” chart and briefly review that several weeks ago the students learned to use

### Materials

- *Amelia’s Road*
- “Clarifying Questions and Statements” chart from Unit 5
- “Clues for Making Inferences in *Amelia’s Road*” chart (WA1)
- “Reading Comprehension Strategies” chart

clarifying questions and statements when they did not understand what their partners said. Explain that you would like them to practice this in their groups today.

Briefly discuss the kinds of questions and statements the students have used to clarify what others said.

## 2 Highlight Clues for Making Inferences in *Amelia's Road*

Show the cover of *Amelia's Road* and remind the students that they heard the story yesterday. Display the “Clues for Making Inferences in *Amelia's Road*” chart (🗨️ WA1) and read the chart title aloud. Explain that these are sentences in the story from which a reader can infer how Amelia feels.

### Teacher Note

You may want to remind the students that when they *infer*, or *make inferences*, they use clues from the story to figure out something that is not stated directly.

### Clues for Making Inferences in *Amelia's Road*

“Amelia sighed. Other fathers remembered days and dates. Hers remembered crops.”

“There, where the accidental road ended, stood a most wondrous tree. It was old beyond knowing, and quite the sturdiest, most permanent thing Amelia had ever seen.”

“For the first time in her life, she didn't cry when her father took out the road map.”

WA1

Read the sentences aloud. Then explain that you will read the story aloud again and that you will stop after each of these passages and have the students use “Heads Together” to talk about Amelia's feelings. Remind the students to confirm one another's thinking and to use clarifying questions and statements during their group discussions.

## 3 Reread *Amelia's Road* and Use “Heads Together” to Make Inferences

Read the story aloud slowly and clearly. Stop after:

**p. 11** “Amelia sighed. Other fathers remembered days and dates. Hers remembered crops.”

Reread the first passage on the chart and then have the students use “Heads Together” to discuss:



**Q** *What can you infer (figure out) about how Amelia is feeling from this passage? Heads together.*

Have one or two groups report their inferences for the passage and the clues in the passage or story that helped them to make the inferences.

### Teacher Note

Hearing from only one or two groups at each stop will keep the lesson moving.

**Students might say:**

"We think that Amelia is probably angry at her dad because he can't remember her birthday. All he does is think about the crops and his work."

"We think that Amelia feels sad because her father doesn't remember her birthday. She might feel like the crops are more important to her father than she is."

If groups disagree significantly on inferences that make sense for the passage, discuss this before continuing with the lesson. Ask the students to refer to the text to support their opinions, and ask probing questions such as:

- Q** *What do you think Amelia is thinking at that moment? Why does that make sense?*
- Q** *What do Amelia's actions tell you about how she feels? Explain your thinking.*

Then reread the last sentence before the stop and continue reading to the next stop. Follow this procedure at the stops that follow. Do not spend too long at any one stop.

- p. 18** "There, where the accidental road ended, stood a most wondrous tree. It was old beyond knowing, and quite the sturdiest, most permanent thing Amelia had ever seen."
- p. 31** "For the first time in her life, she didn't cry when her father took out the road map."

## 4 Discuss Character and Conflict as a Class

Facilitate a class discussion about character and conflict in the story. As volunteers share their ideas, prompt the students to confirm one another's thinking and to use clarifying questions and statements. Ask:

- Q** *What conflict or problem does Amelia face in Amelia's Road? Does she solve the problem? How?*

**Students might say:**

"Amelia is frustrated because she moves all the time. When she finds the tree, she feels better because now she has a place to come back to—sort of a home."

"I agree with [Lauren]. I don't think Amelia feels like she belongs anywhere until she buries the box. The box is a record of her life."

- Q** *How does Amelia change in the story? What in the story makes you think that?*

As the students discuss the conflict and the change in Amelia's personality, point out that they are making inferences to help them make sense of these important elements of the story. Explain that in the next lesson they will continue to make inferences about

### Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** the students' responses. It is easy to habitually repeat what students say when they speak too softly or to paraphrase them when they do not express themselves clearly. This teaches students to listen to you but not necessarily to one another. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said. To see this Facilitation Tip in action, view "Avoid Repeating or Paraphrasing" (AV24).



### Teacher Note

You might prompt the students by asking:

- Q** *What did you hear [Sandeep] say? Did [Mattie] get it right, [Sandeep]?*
- Q** *What questions do you want to ask [Sandeep] about what he said?*

*Amelia's Road*. Remind the students that one of the goals of studying inferences is for them to become more aware of when they are making inferences as they read independently.

## 5 Reflect on Confirming and Clarifying Thinking During “Heads Together”

Briefly discuss how the students did with “Heads Together” by sharing examples you observed of students clarifying one another’s thinking and by asking groups to share examples. Ask:

**Q** *What do you think we can do better the next time we use “Heads Together”?*

## INDIVIDUALIZED DAILY READING

## 6 Review the “Reading Comprehension Strategies” Chart and Read Independently

Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that these are the comprehension strategies they have learned so far this year. Ask them to notice which strategies they use and where they use them during their independent reading today. Tell the students that at the end of IDR, you will ask them to share the strategies they used with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer start by telling the title of the text he is reading, the author’s name, and what the text is about. Then have him share the name of a strategy he used and where in the text he used it. Have students who cannot think of a comprehension strategy they used talk about what they read.

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

## In this lesson, the students:

- Hear, read, and discuss part of a fiction story
- Make inferences to understand a character's actions
- Discuss theme
- Read independently for up to 30 minutes
- Use clarifying questions and statements
- Include everyone in the discussions and contribute to the group work

## 1 Review Working in Groups of Four

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Explain that the students will work in their groups of four again today and that you would like them to continue to focus on making sure everyone is participating and on confirming and clarifying one another's thinking during their group discussions.

## 2 Use "Heads Together" to Make Inferences About Amelia's Actions

Show the cover of *Amelia's Road* and remind the students that in the previous lesson they heard parts of *Amelia's Road* again and made inferences about Amelia's feelings. Explain that today they will hear and read a key part of the story and make inferences to think about Amelia's actions.

Read pages 24–27 aloud. Then have the students think quietly about the following questions:

Q *Why is Amelia making a treasure box?*

Q *Why does she bury the box near the tree?*

Without discussing the questions, have the students turn to *Student Response Book* page 49, "Excerpt from *Amelia's Road*." Explain that this is the part of the story you just read aloud. Display the "Directions" chart (WA2) and explain the directions on it.

## Materials

- *Amelia's Road* (pages 24–27)
- *Student Response Book* page 49
- "Directions" chart (WA2)
- "Class Assessment Record" sheet (CA1)
- "Excerpt from *Amelia's Road*" chart (WA3)
- "Reading Comprehension Strategies" chart

## ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Show and discuss the illustrations on pages 24–27 again and then read the excerpt aloud as the students follow along, stopping intermittently to talk about what is happening. The students may benefit from explanations of:

- "Amelia-things"
- "accidental road"
- "freshly turned ground"

## Teacher Note

Have students who are unable to read the excerpt on their own read it quietly aloud with a partner, or you might read it aloud yourself as the students follow along. Then have them go back and underline the clues in the passage.

### Directions

1. Reread the excerpt quietly to yourself.
2. Underline passages that help you answer these questions:
  - Why is Amelia making a treasure box?
  - Why does she bury the box near the tree?
3. Use “Heads Together” to talk about the passages you underlined and what you inferred about Amelia’s actions.

Before the students begin, briefly discuss:

**Q** *If you finish reading the excerpt before others in your group are ready to talk, what can you do?*

As the students work individually and in their groups of four, circulate and ask them the following questions to help them think about the inferences they are making and clarify their thinking:

**Q** *You underlined [“She set to work at once, filling it with ‘Amelia-things’”]. What did you infer from that sentence about why Amelia is making the treasure box? Why does that inference make sense based on other things you know about her?*

**Q** *Do other group members agree or disagree with [Leslie Ann] that this sentence helps to explain why Amelia makes the treasure box? What other sentences help you understand her reasons for making the box? Explain your thinking.*

**Q** *What question do you want to ask [Leslie Ann] to better understand what she’s thinking?*

As you circulate among groups, notice which passages the students underline.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students underlining passages that give clues about the reasons for Amelia’s actions?
- Do their inferences about Amelia’s actions make sense?

*(continues)*

## CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA1); see page 82 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify clues about Amelia’s actions that make sense, proceed with the lesson and continue on to Independent Strategy Practice on Day 4.
- If **about half of the students** are able to identify clues about Amelia’s actions that make sense, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to check in with students who are having difficulty making inferences during independent reading.
- If **only a few students** are able to identify clues about Amelia’s actions that make sense, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### 3 Discuss Inferences as a Class

When most groups have finished, display the “Excerpt from *Amelia’s Road*” chart (WA3). Review that you asked the students to think about two questions: “Why does Amelia make a treasure box?” and “Why does she bury the box near the tree?”

Have a few volunteers share the passages their groups underlined to help them answer the questions and what they inferred about Amelia’s actions. Underline the passages on the chart as each student responds. Facilitate a discussion among the students by asking:

**Q** *Do you agree or disagree with what [Jamil] and his group shared? Why?*

Point out that preparing and burying the treasure box is an important turning point in the story because that is when Amelia’s feelings about her migrant life begin to change. Ask:

**Q** *How does making and burying the treasure box help Amelia to feel different about her life?*

#### Students might say:

“I think the box is like a record of her life. If someone finds it someday, they’ll know there was this kid named Amelia and she had a family.”

“In addition to what [Hannah] said, we inferred yesterday that Amelia is sad because she doesn’t have a home. Burying the box near the tree makes that spot her own.”

“I agree with [Diego]. It’s like she leaves a part of herself near the tree.”

Point out that characters in stories behave as they do for different reasons and that sometimes readers must infer the reasons. Explain that tomorrow the students will practice making inferences about characters in their own books.

#### 4 Discuss Theme

Remind the students that most stories have one or more *themes*, or messages or lessons the author wants readers to think about. Use “Heads Together” to briefly discuss:



**Q** *What is a theme the author of Amelia’s Road wants us to think about? Heads together.*

**Q** *What can we learn from Amelia’s story that we might be able to apply to our own lives? Heads together.*

Have a few volunteers share what their groups discussed.

##### Students might say:

“I think one theme is that we should be grateful for what we have even if it isn’t exactly what we want.”

“I learned that you can find happiness in small things, like finding a special place to be.”

“We can learn that you can make a person feel like she belongs just by learning her name and finding out a little bit about her.”

Remind the students that by thinking about what they can learn from a story, they are exploring the story’s themes.

#### 5 Reflect on Taking Responsibility During Group Work

Give the students an opportunity to think about how they did today with confirming and clarifying one another’s thinking, contributing to the group work, and including everyone in group discussions. Ask:

**Q** *What did you personally contribute to your group’s discussion today? How do you think that helped your group?*

Invite a few volunteers to share their ideas.

## INDIVIDUALIZED DAILY READING

#### 6 Read Independently and Discuss the Comprehension Strategies the Students Used

Direct the students’ attention to the “Reading Comprehension Strategies” chart and ask them to notice which strategies they use and where they use them during their independent reading today. Tell the students that at the end of IDR, you will ask them to share the strategies

they used with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student start by telling her partner the title of her text, the author’s name, and what the text is about. Then have each student share the name of a strategy she used and where in the text she used it. Have students who cannot think of a comprehension strategy they used talk about what they read. Have the students return to their desks and put away their texts.



## TECHNOLOGY EXTENSION

### Create Virtual Treasure Boxes and Make Inferences

Show the cover of *Amelia’s Road* and remind the students that Amelia, the main character in the book, prepares a treasure box filled with things that are important to her. Read page 24 aloud. Ask:

**Q** *If you found Amelia’s box, what could you infer about her from what she put inside it?*

**Students might say:**

“I could infer that Amelia is a girl. I would figure that out from the name tag and the hair ribbon.”

“I could infer that she cares about her family. That might be why she includes the picture in the box.”

“I could infer that she wants people to know that the tree is her special place. I think she includes the map and names the road ‘Amelia Road’ so that she will always have a place where she belongs.”

**Q** *If you were to create your own treasure box, what would you put in it? Why?*



### Technology Tip

This activity invites the students to create virtual treasure boxes by making videos and posting them to a class blog. To learn more about creating videos with your students, view the

“Creating Audio and Video in the Classroom” tutorial (AV50).

To learn more about using blogs, view the “Using Blogs in the Classroom” tutorial (AV45).





### Technology Tip

Alternatively, you might have each student take photos of the items on his list, write a caption for each photo, and create a slideshow with the photos and captions.



### Technology Tip

To help your students learn how to participate respectfully in online communities, you might teach Technology Mini-lesson 3, “Showing Respect Online” (found in Appendix B).

Give the students a few moments to make lists of the things they would put in their treasure boxes. Tell the students that instead of collecting these items and putting them in actual boxes, they are going to create virtual treasure boxes. Encourage each student to bring a few of the items on his list to school. (If necessary, facilitate a discussion about what items are appropriate to bring to school and what items are not.) Then have each student create a video that shows his items and includes a narration explaining what each item is. Provide a place on your class blog for the students to upload their videos.

Invite the students to visit the blog and watch the videos. Encourage them to think as they watch about what they are learning about the creator of each video and whether what they are learning is stated directly or whether they have inferred it from clues.

Encourage the students to post comments about the videos on the blog. Prior to allowing the students to post comments about the videos, facilitate a discussion about being respectful online.

# Day 4

## Independent Strategy Practice

### Materials

- Assorted fiction or narrative nonfiction texts for independent reading, collected ahead
- Small self-stick note for each student
- “Questions to Use When Making Inferences About Characters” chart (WA4)

### In this lesson, the students:

- Read independently
- Make inferences to understand characters
- Use clarifying questions and statements

### 1 Review the Week

Have each student bring a fiction or narrative nonfiction story for independent reading, and have the students gather with partners sitting together, facing you. Remind them that this week they heard *Amelia’s Road* and explored the story and Amelia’s feelings and actions by making inferences. Explain that today they will practice making inferences about characters in their independent reading and that they should be reading books that are about characters or real people.

### 2 Read Independently Without Stopping

Tell the students that they will read for 15 minutes and then reread while thinking about inferences they might be making about characters. Distribute a self-stick note to each student. Ask the students to use the self-stick notes to mark where they begin reading today. Have them read independently for 15 minutes.

### 3 Prepare to Make Inferences About a Character

After 15 minutes, stop the students and display the “Questions to Use When Making Inferences About Characters” chart (WA4). Tell the students that they will now reread what they just read, starting again at their self-stick notes. Ask them to think about the questions on the chart as they read. Read the questions aloud.

#### Questions to Use When Making Inferences About Characters

- What do you know about the main character, or one of the main characters, in your story?
- Is that stated directly in the text? How?
- If it is not stated directly, what clue or clues tell you what you know?

WA4

Tell the students that you will stop them every few minutes as they read to think about these questions and talk with their partners.

### 4 Reread Independently and Talk in Pairs

Have the students reread independently for 15 minutes. Stop them at 5-minute intervals. At each stop, ask one question from the chart at a time and pause after each question to give the students time to think. After they have thought about all three questions, have them take turns discussing their thinking with their partners. Remind the students to use clarifying questions and statements if they do not understand their partners’ thinking.

As partners talk, circulate among them and notice whether they recognize both meanings that are stated directly and meanings they have inferred in their books. Ask individual students questions such as:

- Q** *What do you know about this character? How do you know those things? Are those things stated directly, or are you inferring them from clues? What clues?*

### 5 Discuss Inferences as a Class

After the students have talked with their partners, have several volunteers share with the class what they read and what they inferred about the characters in their stories. Have each student share the title of her text, the author’s name, and what the text is about. Prompt the student by asking:

- Q** *What is one thing you know about a character in your book?*
- Q** *Is that stated directly or indirectly in the text? Read us the passage where it is stated directly or where a clue helped you make an inference.*

#### ELL Note

You might want to model this activity for your English Language Learners.

#### Teacher Note

You will use the “Questions to Use When Making Inferences About Characters” chart (WA4) again in Week 2.

#### Teacher Note

If you notice that many students are having difficulty making inferences about characters or distinguishing between meanings that are stated directly and meanings they have inferred, you might bring the class together and model the process again using a text of your own.

### Vocabulary Note

Next week you will revisit *Amelia's Road* to teach the Week 17 vocabulary lessons.

Q *What did you hear [Alma] say about her book?*

Q *What do you want to ask [Alma] about her book or what she shared?*

## 6 Reflect on Partner Work

Facilitate a brief discussion about how partners worked together. Ask:

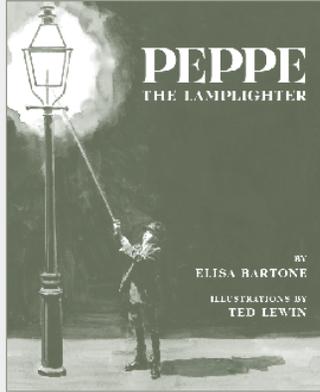
Q *What did you do today to make sure you understood your partner's thinking?*

Q *What would you like to do [the same way/differently] the next time you work with your partner? Why?*



# Week 2

## OVERVIEW



### *Peppe the Lamplighter*

by Elisa Bartone, illustrated by Ted Lewin

Peppe finds a job lighting street lamps in New York City to help support his large family.



### Online Resources

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

#### Whiteboard Activities

- WA4–WA8

#### Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

### Comprehension Focus

- Students make inferences to understand a character.
- Students continue to use text structure to explore a fiction story.
- Students read independently.

### Social Development Focus

- Students develop the skill of confirming that they understand another person's thinking by repeating back what they heard.
- Students develop the skills of using clarifying questions and statements and including everyone in and contributing to the group work.

## ⌚ DO AHEAD

- ✓ Prior to Day 3, prepare a sheet of chart paper with the title “Peppe’s Personality.”
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2); see page 83 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 17 lessons this week.

# Day 1

## Read-aloud

### Materials

- *Peppe the Lamplighter*
- Small self-stick notes for each student



### Facilitation Tip

Continue to try to **avoid repeating or paraphrasing** the students' responses. Help them to learn to participate responsibly in class discussions by asking one another to speak up or by asking a question if they do not understand what a classmate has said. For special considerations for English Language Learners, see "Additional Strategies for Supporting ELLs" in the Introduction.

**ELPS 4.F.v**  
Step 2  
(all, beginning on page 366 and continuing on to page 367)



### ELL Note

You may want to explain that *challenges* are "things that are difficult." People often have to work hard to overcome challenges.

### In this lesson, the students:

- Hear and discuss a fiction story
- Discuss setting and plot
- Read independently for up to 30 minutes
- Include everyone in the discussions and contribute to the group work
- Confirm one another's thinking by repeating back what they heard

## 1 Review "Heads Together"

Have the students gather in their groups of four, facing you. Remind the students that they have been using "Heads Together" to discuss their thinking and that they are focusing on contributing to the group work and on including everyone in their group discussions. Ask:

- Q *What happens when some group members contribute to the group while others don't? Why is it important for each group member to contribute his or her thinking to the discussion?*
- Q *If you realize that only some members are contributing to the discussion in your group, what can you do?*

Have a few volunteers share their thinking. Tell the students that you will check in with them at the end of the lesson to see how they did working in their groups.

## 2 Review Making Inferences and Introduce *Peppe the Lamplighter*

Remind the students that last week they focused on making inferences to understand the character Amelia in *Amelia's Road*. Explain that this week they will continue to explore making inferences to understand characters and also to explore the story elements of setting and plot.

Show the cover of *Peppe the Lamplighter* and read the title and the names of the author and the illustrator aloud. Explain that this story takes place in New York City in the late 1800s. At that time, many families moved from countries like Italy to the United States, hoping for better living conditions. For many immigrants, life in the United States continued to be difficult. Use "Heads Together" to discuss:



- Q *What challenges do you think families might face when they move from one country to another? Heads together.*

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

**Students might say:**

"They might not understand the language that is spoken there."

"It could be hard to find a job."

"People wouldn't know anyone in the new country and would have a hard time understanding what to do."

Show the cover of *Pepe the Lamplighter* again and explain that most neighborhoods did not have electricity at the time of the story, so streets were often lighted by gas lamps that were lit each night by lamplighters.

### 3 Read Aloud

Read the book aloud, showing the illustrations. Clarify vocabulary as you read.

#### Suggested Vocabulary

**tenement:** run-down, low-rent apartment building (p. 3)

**piecework:** work paid for by the number of items made (p. 14)

**embroider:** sew designs onto cloth (p. 16)

**Dov' è mia bambina?:** (Italian) Where is my little girl? (p. 22)

#### ELL Vocabulary

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

**orphans:** children whose parents have died (p. 3)

**business has been slow:** people have not been buying meat (p. 4)

**anxious:** very eager (p. 11)

**Don't mind him:** Don't pay attention to him (p. 12)

**twilight:** sunset (p. 14)

**You'll never amount to anything:** (idiom) You won't have a good job when you grow up or be a man I can be proud of (p. 19)

**stubborn:** unwilling to change (p. 22)

**collected his things:** picked up his lamplighter's stick (p. 24)

#### ELL Note

English Language Learners may benefit from periodic stops during the reading to briefly discuss what is happening in the story. Possible stops are at the bottom of pages 9, 19, and 24.

**ELPS 4.F.iii**  
Step 3 (all, including ELL  
Note in green margin next to  
the step)

**TEKS 8.D.i**  
Student/Teacher Activity  
Step 4 (all, beginning on page  
367 continuing on to page 368)

### 4 Discuss the Story in Groups and as a Class

After the reading, have the students use "Heads Together" to discuss the story. Ask:



**Q** What is the plot of this story? What happens to the characters in this story? *Heads together.*

**Q** Is the setting (time and place) an important part of this story? Why do you think so? *Heads together.*

#### Teacher Note

As groups talk, circulate among them and note groups in which all members are participating and groups in which only some members are participating. Be ready to share your observations at the end of the lesson.

After a few minutes, signal for the students' attention and have a few volunteers share what their groups discussed.

**Students might say:**

"In this story, Peppe has to support his family because his mom is dead and his dad is sick. He gets a job lighting lamps, but his father is ashamed of him."

"The setting is important because it takes place long ago when there was no electricity."

Facilitate interaction among groups and students during the class discussion using the questions that follow. Be ready to reread passages from the text and show illustrations again to help the students recall what they heard.

**Q** *Who will confirm [Kenji's] thinking by repeating back what you heard him say?*

**Q** *Do you agree or disagree with what [Aria] just said? Why?*

Have a few volunteers share their thinking. Explain that the students will make inferences about *Peppe the Lamplighter* tomorrow.

## **5** Reflect on "Heads Together"

Facilitate a brief discussion of how the students did contributing to and including everyone in their group discussions during "Heads Together." Share examples of successes and problems you observed as the students worked in their groups of four.

# INDIVIDUALIZED DAILY READING

## **6** Read Independently and Practice Making Inferences

Explain that today the students will practice making inferences in their independent reading. Explain that each student will read his text for 15 minutes and then read the same section again and think about inferences he might make. Tell the students that at the end of IDR, they will discuss their inferences with the class.

Distribute self-stick notes to each student. Have the students get their texts, place self-stick notes where they start to read, and then read silently for 15 minutes. After the students have settled into their reading, confer with individual students.

### Teacher Note

Be aware that some books contain more opportunities to infer than others.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Stop the students after 15 minutes. Have each student place a self-stick note at the place where she stopped reading and then reread the same part of the text she just read. As the students reread, have them use additional self-stick notes to mark clues in the text that help them make inferences. After the students have settled into their reading, continue to confer with individual students.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share the title of his text, the author’s name, and what the text is about. Then have him share any inferences he made and read aloud the passages that helped him make those inferences. If the student struggles to share inferences, probe his thinking by asking questions such as:

**Q** *What is happening in the part of the text that you read today? How do you know? Are those things stated directly, or are you inferring them from clues? What clues?*

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

### Teacher Note

If the students struggle to make inferences, display the “Questions to Use When Making Inferences” chart (WA2) from Unit 5, Week 1, and encourage the students to think about the questions on the chart as they reread.

### Materials

- *Peppe the Lamplighter*
- “Clues for Making Inferences in *Peppe the Lamplighter*” chart (WA5)

### In this lesson, the students:

- Hear a fiction story again to build comprehension
- Make inferences about a character as they hear the story
- Discuss character change and theme
- Read independently for up to 30 minutes
- Include everyone in the discussions and contribute to the group work

### 1 Discuss Ways to Work More Effectively in Groups

Have the students gather in their groups of four, facing you. Explain that the students will work in their groups of four again today, and ask them to continue to focus on making sure everyone is participating and on clarifying one another’s thinking during their group discussions. Use “Heads Together” to discuss:



**Q** *What is one thing your group can do to work together better? Heads together.*

Have a few volunteers share what they discussed in their groups.

#### Students might say:

“We can go around the group and everyone can say one thing. That way we can hear from everyone.”

“We can make sure we all have our pencils sharpened before we start so we don’t have to wait for anyone.”

“We can start talking about the question right away, rather than talking about other things first.”

Then ask:

**Q** *How do you think [sharpening your pencils before you start] will help your group?*

**Q** *What will each group member need to do to make that happen?*

If the students do not have ideas for ways to work together more effectively, briefly offer some yourself, such as the ideas listed in the “Students might say” note or suggestions based on your recent observations of problems the groups are having.

Explain that you would like the groups to try their ideas and that you will check in with the groups at the end of the lesson to see how they did.

## 2 Highlight Clues for Making Inferences in *Peppe the Lamplighter*

Show the cover of *Peppe the Lamplighter* and remind the students that they heard the story yesterday. Display the “Clues for Making Inferences in *Peppe the Lamplighter*” chart (🌍 WA5). Explain that these are sentences in the story from which a reader can infer how Peppe feels.

### Clues for Making Inferences in *Peppe the Lamplighter*

“Peppe tugged gently on Assunta’s hair and smiled at them. But he did not really feel like smiling.”

“Peppe just lowered his eyes and didn’t answer. And from then on he rushed through the lighting of the lamps, sometimes forgetting which was which.”

“As Peppe walked, he held his head up, and his eyes were bright again.”

WA5

Read the sentences aloud. Then explain that you will read the story aloud again and that you will stop after each of these passages and have the students use “Heads Together” to talk about what they can infer about Peppe’s feelings.

## 3 Reread *Peppe the Lamplighter* and Use “Heads Together” to Make Inferences

Read the story aloud slowly and clearly. Stop after:

**p. 12** “Peppe tugged gently on Assunta’s hair and smiled at them. But he did not really feel like smiling.”

Reread the first passage on the chart and then have the students use “Heads Together” to discuss:



**Q** *What can you infer about how Peppe is feeling in this passage? Heads together.*

Have one or two groups report their inferences for the passage and explain what clues in the passage helped them make their inferences.

#### Students might say:

“We inferred that Peppe is trying not to be upset by what his father said about his job. The book says that Peppe tugged gently on his sister’s hair, which seems like he’s trying to be playful.”

“In addition to what [Jolene’s] group said, we inferred that Peppe is worried that his father doesn’t think being a lamplighter is a good enough job. It says that Peppe did not feel like smiling.”

#### ELL Note

You might prompt English Language Learners to begin their responses by saying “I can infer . . . .”

### Teacher Note

You might prompt the students by asking:

- Q *What did you hear [Mark] say? Did [Renata] get it right, [Mark]?*
- Q *Do you agree or disagree with what [Mark] said? Explain your thinking.*
- Q *What questions do you want to ask [Mark] about what he said?*

If groups disagree significantly on inferences that make sense for the passage, discuss this before continuing with the lesson. Ask the students to refer to the text to support their opinions, and ask probing questions such as:

- Q *What do you think Peppe is thinking at that moment? Why does that make sense?*
- Q *What do Peppe's actions tell you about how he feels? Explain your thinking.*

Then reread the last sentence before the stop and continue reading to the next stop. Follow this procedure at the stops that follow. Do not spend too long at any one stop.

**p. 20** "Peppe just lowered his eyes and didn't answer. And from then on he rushed through the lighting of the lamps, sometimes forgetting which was which."

**p. 29** "As Peppe walked, he held his head up, and his eyes were bright again."

## 4 Discuss Character Change as a Class

Facilitate a class discussion about character change in the story. As volunteers share their ideas, encourage the students to confirm one another's thinking and to use clarifying questions and statements. Ask:

- Q *How do Peppe's feelings about his job change during the story? Explain your thinking.*
- Q *How do the father's feelings about Peppe's job change? What in the story helps you infer that?*

After the discussion, point out that both Peppe's and his father's feelings must be inferred. Point out that many of the students naturally made these inferences and that they are learning to become more aware of when they are making inferences as they read. Being aware of making inferences will help them better understand and think about what they read.

## 5 Discuss Theme

Review that most stories have one or more themes, or messages or lessons that the author wants readers to think about. Use "Heads Together" to discuss:

-  Q *What is a theme the author of Peppe the Lamplighter wants us to think about? What can we learn from Peppe's story that we might be able to apply to our own lives? Heads together.*

Have a few volunteers share what their groups discussed.

**Students might say:**

"I think that a theme in the story is that you should be proud of what you do no matter what other people think—even if it's your dad."

"I learned that every job is important. Peppe's job is important because he helps light people's way home."

"I learned that you should be thankful for anything a person does to help you. Peppe's dad was more concerned about the kind of job Peppe was doing rather than the fact that Peppe was helping his family. It made Peppe feel bad, and he was embarrassed about his job when he shouldn't have been."

Remind the students that by thinking about what they can learn from a story, they are exploring the story's themes.

## 6 Reflect on Ideas for Working Together More Effectively

Give the students an opportunity to think about how they did today implementing their ideas for working together more effectively. Ask:

- Q *How did your group's idea for working together turn out?*
- Q *If your idea helped, how did it help? If it didn't help, why do you think it didn't help? What might you want to try next time?*

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Think About Inferences

Ask the students to think about inferences they are making as they read independently today. Tell the students that at the end of IDR, they will discuss their inferences with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of her text, the author's name, what the text is about, and any inferences she made. Circulate and listen as partners share. If students struggle to share inferences, probe their thinking by asking questions such as:

- Q *What is happening in the part of the text that you read today? How do you know? Are those things stated directly, or are you inferring them from clues? What clues?*
- Q *What is your book about? What do you think will happen next? Why do you think that?*
- Q *What are you learning about [a character] in your book? What parts of the text reveal those things about [that character]?*

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

## Day 3

## Guided Strategy Practice

### Materials

- *Peppe the Lamplighter*
- “Peppe’s Personality” chart, prepared ahead, and a marker
- *Student Response Book* pages 50–51
- “Directions” chart (WA6)
- “Class Assessment Record” sheet (CA2)
- “Excerpt from *Peppe the Lamplighter*” chart (WA7)

**ELPS 4.F.iii**  
Step 2 and Step 3  
(all, beginning on page 374 and continuing on to page 375)

### In this lesson, the students:

- Read and discuss part of a fiction story
- Make inferences to understand a character in the story
- Read independently for up to 30 minutes
- Use clarifying questions and statements

### 1 Review Working with a Partner

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Explain that the students will work with their partners today, and ask them to continue to focus on confirming one another's thinking and using clarifying questions and statements.

### 2 Brainstorm About Peppe's Character

Remind the students that last week they made inferences to help them understand Amelia's feelings and actions in *Amelia's Road*. Explain that today they will continue to practice making inferences to help them understand characters.

Explain that authors rarely list a character’s personality traits. Instead, readers must infer what a character is like from what the character thinks, says, and does. Ask:



- Q How would you describe *Peppe*? Turn to your partner.
- Q Would you want *Peppe* for a friend? Why or why not? Turn to your partner.

Have a few volunteers share their thinking, and record their ideas on the “*Peppe’s Personality*” chart.

### Peppe’s Personality

- serious
- worried about his father
- responsible
- sad
- a hard worker
- a caring brother
- nice

Review the brainstormed list and ask:

- Q Which of these descriptions do you think are inferred, and which do you think are stated directly?

Invite a few volunteers to share their thinking.

### 3 Make Inferences About *Peppe*

Have the students turn to *Student Response Book* page 50, “Excerpt from *Peppe the Lamplighter*.” Explain that this is an excerpt from the book that contains information about the kind of person *Peppe* is. Display the “Directions” chart (WA6) and explain the directions on it.

#### ELPS 4.C.iv

#### Step 3

(all, beginning on page 375 and continuing on to page 376)

#### TEKS 6.F.ii

#### Student/Teacher Narrative

Step 3 and Step 4 (all, beginning on page 375–377)

#### Teacher Note

If necessary, review *Peppe the Lamplighter* by having a student summarize the story, showing the illustrations again, or reading various sentences from the story and having volunteers say what they remember about that part of the story.

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

#### Teacher Note

Have students who are unable to read the excerpt on their own read it quietly aloud with a partner, or you might read it aloud yourself as the students follow along. Then have them go back and underline the clues in the passage.

### ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Show and discuss the illustrations on pages 18–21 again; then read the excerpt aloud as they follow along. Stop intermittently during the reading to talk about what is happening.

### Directions

1. Read the excerpt quietly to yourself.
2. Reread the excerpt, underlining passages that reveal something abouteppe.
3. Turn to *Student Response Book* page 51, “Double-entry Journal About *Peppe the Lamplighter*.”
4. Choose a part you underlined in the excerpt, write the words or sentences in the “What I Read” column, and write the inference you made in the “What I Inferred” column.
5. If you have time, repeat Step 4 for another part you underlined.

As the students work individually, circulate and ask them the following questions to help them think about the inferences they are making:

- Q** *You underlined [“And from then on he rushed through the lighting of the lamps, sometimes forgetting which was which”]. What did you infer about Peppe from that sentence?*
- Q** *You wrote [I think that Peppe is embarrassed by his job]. Why does that inference make sense based on other things you know about him?*

As you circulate among the students, notice which passages they underline.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students underlining passages that give clues about Peppe’s character?
- Do their inferences about Peppe make sense?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 83 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify clues about Peppe’s character that make sense, proceed with the lesson and continue on to Independent Strategy Practice on Day 4.
- If **about half of the students** or **only a few students** are able to identify clues about Peppe’s character that make sense, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to check in with students who are having difficulty during independent reading by asking them questions such as:

**Q** *What did you read about today?*

**Q** *What is one thing you know about a character in your book? What clues told you that?*

## 4 Discuss Inferences About Peppe as a Class

When most students have finished, display the “Excerpt from *Peppe the Lamplighter*” chart (📄 WA7) and ask a few volunteers to share passages they underlined and what they inferred about Peppe. Underline the passages on the chart as each student responds. Facilitate a discussion among the students using questions such as:

- Q *Do you agree or disagree with what [Cheng] shared? Why?*
- Q *Some of you said that the passage “Soon he would not show his face outside the tenement” reveals that Peppe is ashamed of himself. Others inferred that he wants to quit lighting the lamps. What do you think? What evidence in the text supports your opinion?*

### Students might say:

“I think that Peppe wants to quit because it says that he rushes through lighting the lamps, and he forgets which ones he’s lit. I think he just doesn’t like doing it anymore.”

“I disagree with [Ramona]. I think Peppe has become more and more ashamed because his father doesn’t want him to light the lamps.”

## INDIVIDUALIZED DAILY READING

## 5 Read Independently and Think About Inferences

Ask the students to think about the inferences they are making as they read independently today. Tell the students that at the end of IDR, they will discuss their inferences with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of his text, the author’s name, what the text is about, and any inferences he made. Circulate and listen

as partners share. If students struggle to share inferences, probe their thinking by asking questions such as:

- Q *What is happening in the part of the text that you read today? How do you know? Are those things stated directly, or are you inferring them from clues? What clues?*
- Q *What is your book about? What do you think will happen next? Why do you think that?*
- Q *What are you learning about [a character] in your book? What parts of the text reveal those things about [that character]?*

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

# Day 4

## Independent Strategy Practice

### Materials

- Assorted fiction or narrative nonfiction texts for independent reading
- Small self-stick notes for each student
- “Questions to Use When Making Inferences About Characters” chart (WA4)
- “Journal Entry” chart (WA8)
- *Student Response Book*, Reading Journal section

### In this lesson, the students:

- Read independently
- Make inferences to understand characters
- Write in their reading journals
- Use clarifying questions and statements

### 1 Review the Week

Have each student bring a fiction or narrative nonfiction story for independent reading and have the students gather with partners sitting together, facing you. Remind them that this week they heard *Peppe the Lamplighter* and explored the story and the character of Peppe by making inferences. Explain that today they will practice making inferences about characters in their independent reading and that they should be reading books that are about characters or real people.

### 2 Read Independently Without Stopping

Tell the students that they will read for 15 minutes and then read the same section again while thinking about inferences they might be making about characters. Distribute a self-stick note to each student. Ask the students to use self-stick notes to mark the places they begin reading today. Have the students read independently for 15 minutes.

### 3 Prepare to Make Inferences About Characters

After 15 minutes, stop the students and display the “Questions to Use When Making Inferences About Characters” chart (🗨️ WA4) from Week 1.

#### Questions to Use When Making Inferences About Characters

- What do you know about the main character, or one of the main characters, in your story?
- Is that stated directly in the text? How?
- If it is not stated directly, what clue or clues tell you what you know?

WA4

Tell the students that they will reread, starting again at their self-stick notes, and they will think about the questions on the chart as they read. Read the questions aloud. Tell them that you will stop them every few minutes to think about the questions and to talk with their partners.

### 4 Read Independently and Talk in Pairs

Have the students begin rereading independently for 15 minutes. Stop them at 5-minute intervals. At each stop, ask one question from the chart at a time, pausing after each question to give the students time to think. After they have thought about all three questions, have the students take turns discussing their thinking with their partners. Remind them to use clarifying questions and statements if they do not understand their partners’ thinking.



As partners talk, circulate among them and notice whether they recognize both directly stated meanings and meanings they have inferred in their books. Ask individual students questions such as:

- Q** *What do you know about this character? How do you know those things? Are those things stated directly, or are you inferring them from clues? What clues?*

### 5 Write in Reading Journals About the Students’ Independent Reading

Have the students return to their desks and open to the Reading Journal section of the *Student Response Book*. Display the “Journal Entry” chart (🗨️ WA8) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

**TEKS 6.F.ii**  
Student/Teacher Activity  
Steps 3–5 (all, beginning on page 379 and continuing on to page 380)

#### Teacher Note

If you notice that many students are having difficulty making inferences about characters or distinguishing between meanings that are stated directly and meanings they have inferred, you might bring the class together and model the process again using a text of your own.

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

### Teacher Note

In Unit 6, Week 3, the students will focus on inferring about causes. If you feel the students need more practice making inferences about characters, you might give the class additional practice by repeating this week's instruction using an alternative text. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 4 Alternative Texts" list.

### Teacher Note

If the students struggle to write, you might wish to model writing a journal entry as you did in Unit 2, Week 1, Day 4 (see Step 3).

### Vocabulary Note

Next week you will revisit *Pepe the Lamplighter* to teach the Week 18 vocabulary lessons.

### Journal Entry

Write a journal entry about the story you are reading. Please include:

- The title and the author's name
- What is happening in the part of the story you read today
- Something you learned about a character in the story
- Whether what you learned is stated directly or whether you inferred it from clues
- If you inferred it from clues, what clue or clues helped you make the inference

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

## 6 Reflect on Partner Work

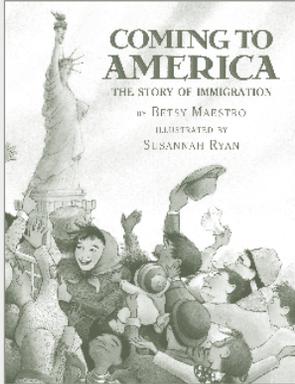
Facilitate a brief discussion about how partners worked together. Ask:

- Q *What did you do today to confirm or clarify your partner's thinking? How did that work?*



# Week 3

## OVERVIEW



### *Coming to America: The Story of Immigration*

by Betsy Maestro, illustrated by Susannah Ryan

This is a history of immigration to the Americas, from the first arrivals more than 20,000 years ago to the present day.



### Online Resources

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

#### Whiteboard Activities

- WA9–WA11

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)

#### Reproducible

- (Optional) “First- and Secondhand Accounts of Immigrants’ Experiences on Ellis Island” (BLM2)

#### Professional Development Media

- “Using ‘Group Brainstorming’” (AV11)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

### Comprehension Focus

- Students make inferences to understand causes of events in an expository nonfiction book.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

### Social Development Focus

- Students learn and practice the procedure for “Group Brainstorming.”
- Students develop the skills of using clarifying questions and statements and including everyone in and contributing to the group work.

## ⌚ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 84 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, prepare to model asking a *why* question using a text that is familiar to the students (see Step 3). To prepare for the modeling, have the *why* question you will ask in mind ahead of time.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 18 lessons this week.

### Materials

- *Coming to America* (pages 3–13, 20–29)
- “Reading Comprehension Strategies” chart

### Teacher Note

If your students are already familiar with “Group Brainstorming,” you may not need to teach it. Briefly review the procedure and go on with the rest of the lesson. To see an example, view “Using ‘Group Brainstorming’” (AV11).



### Teacher Note

The 30-second limit for choosing a group recorder encourages the students to pick a recorder quickly without getting stuck in a selection process.

### Facilitation Tip

This week continue to **avoid repeating or paraphrasing** the students’ responses. Help the students learn to participate responsibly in class discussions by asking one another to speak up or by asking a question if they do not understand what a classmate has said.

### In this lesson, the students:

- Learn the procedure for “Group Brainstorming”
- Hear and discuss parts of an expository nonfiction book
- Brainstorm what they think they know about the topic of the book
- Make inferences as they hear the book
- Read independently for up to 30 minutes
- Include everyone in the discussions and contribute to the group work

## 1 Introduce “Group Brainstorming”

Have the students bring their pencils and gather in their groups of four, facing you. Review that in a previous lesson the students learned to work in groups of four and to use “Heads Together” to discuss their ideas. Ask:

**Q** *What are some things you can do to help your work go smoothly in a group of four?*

Explain that today they will learn a cooperative structure called “Group Brainstorming,” in which group members generate and record as many ideas as they can in a short period of time. Group members will state their ideas briefly, and these will be written down quickly on a sheet of scratch paper by the group recorder, without discussion. Tell the students that all ideas should be recorded and that the ideas do not have to be written as complete sentences.

Choose a topic (for example, “fiction characters I like” or “topics I enjoy reading about”) and model quickly jotting down a few of your own brainstormed ideas where everyone can see them.

Explain that the students will use “Group Brainstorming” to think about what they know about the topic of today’s book before they hear it. Give each group 30 seconds to determine who will be the group recorder today.

## 2 Introduce *Coming to America* and Brainstorm About Immigration

Remind the students that they heard *Pepe the Lamplighter*, which told the story of one immigrant family. Tell them that this week you will read aloud from the book *Coming to America*. Show the cover and read

the names of the author and the illustrator aloud. Explain that this expository nonfiction book focuses on how people came from other lands to live in this country.

Have the students use “Group Brainstorming” to respond to this question:



**Q** *What do you think you know about how and why people from many different countries came to live in the United States? Brainstorm ideas in your groups.*

Give groups 3–4 minutes to brainstorm and record their ideas; then stop them and have the students in each group review their list and select one idea to share with the whole class. Ask each group to select a backup idea in case their first idea is shared by another group.

Have all the groups report their ideas. Then ask if there are any additional ideas the groups generated that have not been reported. Ask the students to keep these ideas in mind as they listen to the reading.

**Students might say:**

“Some people came here looking for a better life because they were poor in their own country or there was a war.”

“I know many Africans were brought to America as slaves.”

“I think the Native Americans were always here. I don’t know where they first came from.”

### 3 Read Parts of *Coming to America* Aloud with Brief Section Introductions

Explain that you will read two sections of the book aloud today and that you will stop periodically to have groups use “Heads Together” to discuss their thinking about the book.

Tell the students that the first part you will read is about the first people to arrive in the Americas. Read pages 3–13, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

#### Suggested Vocabulary

**Ice Age:** time period when a large part of the world was covered by ice (p. 4)

**nomads:** people who wander from place to place (p. 4)

**descendants:** people’s children, grandchildren, etc. (p. 6)

**regulate:** control (p. 20)

#### ELL Note

Many of your English Language Learners may have personal stories about coming to the United States from another country. You might want to take extra time for volunteers to tell their stories of moving to the United States.

#### Teacher Note

Limiting the brainstorming time encourages the students to be brief and to get out many ideas without getting stuck on any particular idea.

Asking each group to select a backup idea encourages the students to listen to one another and avoid repeating what others have said.

#### Teacher Note

This week’s read-aloud contains a lot of factual information that the students might have difficulty following. To support them, you will briefly introduce each section before you read it. This will help to focus the students’ listening on the main ideas discussed in that section.

#### Teacher Note

You might display a map that shows the western hemisphere and point out the Americas. Explain that when people talk about “the Americas,” they are referring to the countries in North America, Central America, and South America.

## Teacher Note

During the stops, listen for evidence that the students are discussing the book and understanding it. If necessary, reread parts of the text to help the students recall what they heard. Also, look for examples of groups working together well and groups having difficulty and be ready to share your observations at the end of the lesson.

## ELL Vocabulary

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

**civilizations:** highly developed and organized societies (p. 6)

**explorers:** people who travel to new places (p. 8)

**their native countries:** the countries in which they were born (p. 9)

**worship God:** take part in religious ceremonies (p. 9)

**against their will:** even though they did not want to come (p. 11)

**newcomers:** people who had recently come to the United States (p. 20)

**contagious disease:** sickness that can be easily spread from person to person (p. 24)

Stop after:

**p. 6** “By the time Christopher Columbus ‘discovered’ America in 1492, millions of people lived in the great civilizations of the Americas.”

Use “Heads Together” to discuss:



**Q** *What did you learn about the first immigrants to arrive in the Americas? Heads together.*

After a minute or two, explain that the next part you will read tells about the immigrants who came to the Americas in the centuries after Columbus’s arrival in 1492. Reread the last sentence before the stop; then continue reading. Stop after:

**p. 12** “Stormy seas made shipboard life even more miserable.”

Use “Heads Together” to discuss:



**Q** *What did you learn about immigrants in the section you just heard? Heads together.*

After a minute or two, explain that during the 1800s immigrants arrived in the United States in growing numbers from countries around the world. Tell the students that the next part you will read tells what the government did to control immigration. Read pages 20–29, stopping after:

**p. 22** “The travelers were relieved that their journey was over, but they worried about what awaited them on Ellis Island.”

Use “Heads Together” to discuss:



**Q** *How did the government regulate, or control, immigration? Heads together.*

After a minute or two, explain that the last part you will read tells what happened to immigrants at Ellis Island. Reread the last sentence before the stop; then continue reading. Stop after:

**p. 29** “When they received their entry cards, at last, the immigrants could officially enter their new country.”

Use “Heads Together” to discuss:



**Q** *What happened to the immigrants at Ellis Island? Heads together.*

#### **4** Discuss the Reading as a Class

Facilitate a discussion of the reading using the questions that follow. Be ready to reread passages from the text to help the students recall what they heard.

**Q** *What were some of the reasons immigrants came to the United States?*

**Q** *What were some of the difficulties immigrants faced in the United States?*

**Students might say:**

“The book said people on the ships were scared because they didn’t know what to expect at Ellis Island.”

“Sometimes families got separated, like if someone was sick.”

“Some immigrants, like the Native Americans, were driven off their land by the other immigrants.”

“In addition to what [Dion] said, Africans were brought here against their will as slaves.”

**Q** *What do you think the author means by “All Americans are related to immigrants or are immigrants themselves”?*

#### **5** Reflect on “Group Brainstorming”

Facilitate a brief discussion about “Group Brainstorming” using questions such as:

**Q** *How did you take responsibility in your group today?*

**Q** *What went well in your “Group Brainstorming”? What do you want to do differently the next time your group does “Group Brainstorming”?*

Invite a few volunteers to share their thinking.

## INDIVIDUALIZED DAILY READING

#### **6** Read Independently and Discuss the Comprehension Strategies the Students Used

Direct the students’ attention to the “Reading Comprehension Strategies” chart and ask them to notice which strategies they use and where they use them during their independent reading today. Tell the students that at the end of IDR, you will ask them to share the strategies they used with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

#### Teacher Note

Use strategies such as the following to facilitate interaction among students during the class discussion:

- Probe the students’ thinking by asking questions such as “Can you say more about that?” “What in the book makes you think that?” and “Why does that make sense?”
- Use “Turn to Your Partner” or “Heads Together” to engage everyone in thinking about the important questions.
- Ask the students to agree or disagree with their classmates and to explain their thinking.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with partners. Have each student tell her partner the title of her text, the author’s name, and what the text is about. Then have each student share the name of the strategy she used and where in the text she used it. Ask students who cannot think of a comprehension strategy they used to talk about what they read. Have the students return to their desks and put away their texts.

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## EXTENSION

### Discuss Family Backgrounds

Have each student explore his immigrant roots by interviewing the adults in his home to find out how his family came to the United States. Explain that some families do not know the countries their ancestors came from, although they may be able to guess their continents of origin. Other families may include family members who are recent immigrants and who may be able to tell personal experiences about immigration.

Give the students an opportunity to create and deliver presentations about what they learned with the class and to ask one another questions. You might have them mark their families’ countries of origin on a printed or electronic world map.



### Technology Tip

To learn more about using electronic maps, view the “Using Web-based Maps and Related Tools” tutorial (AV49).



## In this lesson, the students:

- Hear parts of an expository nonfiction book again to build comprehension
- Make inferences as they hear the book
- Explore ethical issues in the book
- Read independently for up to 30 minutes
- Include everyone in the discussions and contribute to the group work
- Use clarifying questions and statements

## 1 Highlight Clues for Making Inferences in *Coming to America*

Have the students gather in their groups of four, facing you. Show the cover of *Coming to America* and remind the students that they heard parts of the book yesterday. Display the “Clues for Making Inferences in *Coming to America*” chart (WA9) and explain that these are sentences in the book from which a reader can infer meanings that are not stated directly.

### Clues for Making Inferences in *Coming to America*

“By the time Christopher Columbus ‘discovered’ America in 1492, millions of people lived in the great civilizations of the Americas.”

“Instead of finding freedom, these Africans lost theirs, and most never returned to their homelands, so very far away.”

“A number of years later, the government began to limit immigration by saying that people from some countries could not come to the United States at all.”

“Wealthy passengers traveling first class were usually allowed to leave the ship right away.”

WA9

Read the sentences aloud. Then explain that you will reread the parts of the book you read yesterday and that you will stop at each of the passages and have the students use “Heads Together” to talk about what they infer from the sentences.

## Materials

- *Coming to America* (pages 3–12, 20–29)
- “Clues for Making Inferences in *Coming to America*” chart (WA9)

**TEKS 6.F.i**  
Student/Teacher Activity  
Step 1 (all)

**TEKS 6.F.i**  
Student/Teacher Activity  
Step 2 and Step 3  
(all, beginning o page  
390 and continuing on  
to page 391)

## 2 Reread Parts of *Coming to America*

Reread pages 3–12 and 20–29 aloud slowly and clearly. Stop after:

**p. 6** “By the time Christopher Columbus ‘discovered’ America in 1492, millions of people lived in the great civilizations of the Americas.”

Reread the first passage on the chart and then have the students use “Heads Together” to discuss:



**Q** *What do you infer from this passage? Heads together.*

Have one or two groups report their inferences for the passage and the clues in the passage that helped them to make the inferences.

### Students might say:

“The book says that there were millions of people in America when Columbus came, so we inferred that Columbus didn’t really discover America.”

“The book says that people lived in the great civilizations of the Americas. We inferred that people were living all over North and South America, not just in the United States.”

If groups disagree significantly about inferences that make sense for the passage, discuss this before continuing with the lesson. Ask the students to refer to the text to support their opinions, and ask probing questions such as:

**Q** *Why do you think the author put quotation marks around the word “discovered” in this sentence?*

**Q** *What are “the Americas”?*

Then reread the last sentence before the stop and continue reading to the next stop. Follow this procedure at the stops that follow. Do not spend too long at any one stop.

**p. 11** “Instead of finding freedom, these Africans lost theirs, and most never returned to their homelands, so very far away.”

**p. 20** “A number of years later, the government began to limit immigration by saying that people from some countries could not come to the United States at all.”

**p. 24** “Wealthy passengers traveling first class were usually allowed to leave the ship right away.”

## 3 Discuss *Coming to America* as a Class

Reread the first two sentences on page 19 aloud and then ask:

**Q** *Was this true for all immigrants? Who was it true for? Who was it not true for? Explain your thinking.*

**TEKS 6.H.i**  
Student/Teacher Narrative  
Step 3 (all, beginning on page 390  
and continuing on to page 391  
including the last Teacher Note  
in the green margin on page  
390)

### Teacher Note

You can use “Heads Together” as needed during this discussion to increase participation.

### Teacher Note

These questions provide an opportunity for the students to synthesize by thinking critically and making judgments about the text. They will focus on this strategy in Unit 8.

Reread pages 10–11, beginning on page 10 with the sentence “As the population grew, the Europeans competed with the Indians for land and food” and reading to the end of page 11. Ask:

**Q** *What does this passage tell you about the immigrant experience for some groups of people?*

**Students might say:**

“The white immigrants’ lives got better, but for Native Americans and Africans, their lives got worse.”

Explain that the students made inferences to understand that the immigrant experience was quite different depending on the country people came from and the color of their skin. Point out that many of the students naturally made these inferences and that they are learning to become more aware of when they are making inferences as they read. Being aware of making inferences will help them better understand what they read.

#### **4** Reflect on Group Work

Facilitate a brief discussion of how the students contributed to and included everyone in their group discussions.

## INDIVIDUALIZED DAILY READING

#### **5** Read Independently and Think About Inferences

Ask the students to think about inferences they make as they read independently today. Tell the students that at the end of IDR, they will discuss their inferences with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### **IDR CONFERENCE NOTE**

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer tell the title of his text, the author's name, what the text is about, and any inferences he made. Encourage the students to ask one another questions about the texts they are reading by asking questions such as:

- Q *What questions do you have about [Patrick's] book?*
- Q *What do you wonder about [Patrick's] book?*
- Q *What question do you have for [Patrick] about the [main character] in his book?*

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

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## EXTENSION

### Read the Rest of *Coming to America*

If the students are interested, you might read the rest of *Coming to America* aloud. Facilitate class discussions comparing immigration before and after Ellis Island closed, and exploring how immigrants adjust to life in their new country. In addition, you may want to read the sections titled "Immigration Today" and "Other Interesting Facts About Immigration" on page 39.



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## TECHNOLOGY EXTENSION

### Learn More About Ellis Island

Show the cover of *Coming to America* and remind the students that they read parts of this book earlier. Show pages 20–21 and remind the students that this part of the book tells about immigrants' experiences at Ellis Island. Ask:

- Q *What do you remember about immigrants' experiences at Ellis Island?*

As the students respond, record their thinking where everyone can see it. If the students struggle to answer the question, read pages 20–31 and then ask the question again. Tell the students that today they will learn more about Ellis Island by exploring a website about it. Display the web page you selected and read the sections you identified aloud. After reading each section, facilitate a discussion about what the students are learning by asking questions such as:

- Q *What did you learn about Ellis Island from the section you just heard?*
- Q *How did [looking at the photograph] help you better understand immigrants' experiences at Ellis Island?*

### Technology Tip

Prior to doing this activity, find an age-appropriate web page about Ellis Island to share with your students. Search online using the keywords "Ellis Island for kids." Preview the web page you have selected and identify the sections you will read aloud and the features that you want to point out (for example, many online resources about Ellis Island include videos, audio clips, historical documents, or photographs). For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).



As the students respond, record their ideas where everyone can see them. After exploring the web page, have the students write a paragraph that tells what they learned about immigrants' experiences at Ellis Island. Encourage them to use facts they learned from the book *Coming to America* and from the web page to support their thinking.

## Strategy Lesson

# Day 3

### In this lesson, the students:

- Hear, read, and discuss part of an expository nonfiction book
- Explore causes of events in the book
- Read independently for up to 30 minutes
- Include everyone in the discussions and contribute to the group work
- Use clarifying questions and statements

### ABOUT EXPLORING CAUSES OF EVENTS

This week's lessons provide an informal introduction to exploring causes of events in expository text. Identifying causes of events can be challenging for students. In these lessons, the students learn that they can use the strategy of making inferences to help them understand what happens or what causes an event to happen as it does. The teacher asks specific questions (such as "Why did the immigrants have to go through so much examination and questioning at Ellis Island?") to guide the students toward seeing and understanding the causes of events. The lessons in this unit prepare the students to identify cause/effect relationships in later grades.

## 1 Review Working in Groups of Four

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Explain that the students will work in their groups again today, and ask them to continue to focus on including everyone in and contributing to the group work.

## 2 Introduce Exploring Causes

Remind the students that they have been making inferences to help them understand what happens in stories like *Peppe the Lamplighter* and *Amelia's Road*. Point out that they can also use the strategy to help them figure out why something happens or what causes an event to happen as it does.

### Materials

- *Coming to America*
- *Student Response Book* pages 52–53
- "Directions" chart (WA10)
- "Class Assessment Record" sheet (CA3)
- "Excerpt from *Coming to America*" chart (WA11)
- *Student Response Book*, Reading Journal section

**ELPS 4.E.i**  
**Step 3**  
**(all, including ELL**  
**Note in green margin**  
**next to the step)**

### Teacher Note

If necessary, explain that an *ordeal* is a “very difficult or painful experience.”

### Teacher Note

Have students who are unable to read the excerpt on their own read it quietly aloud with a partner, or you might read it aloud yourself as the students follow along. Then have them go back and underline the clues in the passage.

### ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Show and discuss the illustrations on pages 24–29 again; then read the excerpt aloud as the students follow along, stopping periodically to talk about what is happening. The students might benefit from explanations of the following words and passages:

- “Those with health problems were marked with colored chalk.”
- “kept on the island for observation”
- “permanent health problems”
- “native country”
- “translators”

Explain that today they will explore why some of the things described in *Coming to America* happened.

## **3** Explore Causes in *Coming to America*

Remind the students that at Ellis Island, immigrants endured numerous health examinations and questioning by doctors and inspectors. Recall that the author calls the experience at Ellis Island an “ordeal.”

Use “Heads Together” to discuss:



**Q** *Why did the immigrants have to go through so much examination and questioning at Ellis Island? Heads together.*

Have the students open to *Student Response Book* page 52, “Excerpt from *Coming to America*.” Explain that this is an excerpt from the book that describes what the immigrants had to do to enter the United States at Ellis Island. Display the “Directions” chart ( WA10) and explain the directions on it.

WA10

### Directions

1. Read the excerpt quietly to yourself.
2. Reread the excerpt and underline sentences that help to answer this question:
  - Why were immigrants examined and questioned at Ellis Island?
3. Use “Heads Together” to discuss the sentences you underlined and the inferences you made.

As the students work individually and in their groups of four, circulate and ask the following questions to help them think about the inferences they are making and clarify their thinking:

- Q** *You underlined [“signs of contagious disease”]. What did you infer from that sentence about why the immigrants were examined and questioned?*
- Q** *Can you confirm [Martine’s] thinking by repeating back what you heard her say?*
- Q** *Do you agree or disagree with [Martine]? Why?*
- Q** *What question do you want to ask [Martine] to better understand what she’s thinking?*

As you circulate among groups, notice which passages the students underline.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students identifying clues about why immigrants were examined and questioned at Ellis Island?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 84 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to make inferences, proceed with the lesson and continue on to Independent Strategy Practice on Day 4.
- If **about half of the students** are able to make inferences, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to monitor students who are having difficulty during independent reading by asking them questions such as:

**Q** *What is one thing you know based on what you read today?*

**Q** *Does the book tell you that directly, or did you figure it out from clues? What clues?*

- If **only a few students** are able to make inferences, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

## 4 Discuss Causes as a Class

When most groups have finished, display the “Excerpt from *Coming to America*” chart (WA11) and ask a few volunteers to share the sentences they underlined and the inferences they made. Underline the passages on the chart as each student responds. Facilitate a discussion among the students using questions such as:

**Q** *Do you agree or disagree with what [Juan] and his group shared? Why?*

### Students might say:

“I underlined the sentences ‘Sometimes immigrants had permanent health problems that would make it hard for them to work. This often meant that they would be sent back to their native country.’ It seems like if you couldn’t work, you weren’t welcome in America.”

“In addition to what [Briana] said, I think the line ‘The inspectors looked for signs of contagious disease’ shows that they wanted to make sure that sick people didn’t spread their disease to other immigrants.”

“I underlined ‘The immigrants had to show that they would work hard and stay out of trouble.’ I think this explains one reason they had to answer so many questions.”

Point out that the author does not directly explain why the immigrants had to go through so much examination and questioning to enter the United States but that the students inferred this information from the clues. Explain that authors often do not directly explain why events happen the way they do. Instead, readers have to make inferences to understand the reasons.

Explain that in the next lesson the students will practice making inferences about why things happen in books they read independently.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Think About Inferences

Ask the students to think about inferences they make as they read independently today. Tell the students that at the end of IDR, they will discuss their inferences with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer tell the title of her text, the author’s name, what the text is about, and any inferences she made. Encourage the students to ask each volunteer questions about the text he or she is reading. If the students struggle to ask one another questions, prompt them by asking questions such as:

- Q *What questions do you have about [Sonja’s] book?*
- Q *What do you wonder about [Sonja’s] book?*
- Q *What question do you have for [Sonja] about the [main character] in her book?*

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

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## WRITING ABOUT READING

### Compare First- and Secondhand Accounts of Immigrants' Experiences on Ellis Island

Show the cover of *Coming to America* and remind the students that they heard parts of this book earlier. Ask:

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

If necessary, remind the students that this book tells about why and how people have immigrated to the United States over time. Show pages 20–21 and review that this part of the book explains what it was like for immigrants who entered the United States through Ellis Island between 1892 and 1954. Explain that when author Betsy Maestro wrote *Coming to America*, she researched what happened to the immigrants when they arrived on Ellis Island and how they felt while they were there. She then used what she learned to write about the immigrants' experiences. Explain that since Maestro wrote about other people's experiences, this book is a *secondhand account* of what it was like on Ellis Island.

Distribute a copy of "First- and Secondhand Accounts of Immigrants' Experiences on Ellis Island" (BLM2) to each student. Direct the students' attention to the secondhand account and explain that this is an excerpt from *Coming to America*. Ask the students to follow along as you read the excerpt aloud. Ask them to think as they listen about what it was like for immigrants who entered the United States through Ellis Island. After the reading, ask:

**Q** *What did you learn from the secondhand account?*

Direct the students' attention to the firsthand accounts and explain that these are quotes from two women, Rachel Goldman and Sarah Asher, who immigrated to the United States and entered through Ellis Island. Tell the students that if someone who experiences an event talks or writes about it, it is called a *firsthand account*. Read the two firsthand accounts aloud, clarifying the vocabulary you identified as you read. Ask the students to follow along as you read aloud and to think as they listen about how the firsthand accounts are different from the secondhand account.

After the reading, facilitate a discussion comparing the first- and secondhand accounts by asking the following questions:

**Q** *How is the information in the firsthand accounts the same as the information in the secondhand account? How is it different? What in the text makes you think that?*

#### ELPS 5.F.ii

Writing About Reading  
(all, beginning on page 397 and  
continuing on to page 398)

#### Materials

- *Coming to America*
- Copy of "First- and Secondhand Accounts of Immigrants' Experiences on Ellis Island" (BLM2) for each student

#### Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "First- and Secondhand Accounts of Immigrants' Experiences on Ellis Island" (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the excerpts and identify vocabulary that you want to clarify as you read.

**Students might say:**

“The firsthand account from Sarah Asher gives more details about what it was like when she and the other immigrants on the boat first saw the Statue of Liberty. She said, ‘Well, she was beautiful with the early morning light. Everybody was crying.’ The secondhand account just says that the immigrants saw the Statue of Liberty.”

“In addition to what [Huan] said, I think that the extra details in the firsthand accounts help you understand how the immigrants felt when they saw the Statue of Liberty. Even though they were crying, I think they were happy because the Statue of Liberty is a symbol of the United States and of freedom. Once the immigrants saw the statue, they realized they had finally reached the end of their journey.”

“The secondhand account tells some of the same information, like the part about people getting marked with chalk, but it doesn’t say that the people didn’t know why they were getting marked. The firsthand account says, ‘The people themselves did not know it. People in back of them could see it and were worried and wondering what it was all about.’”

Then ask the students to watch as you think aloud and model writing about how the first- and secondhand accounts are different.

**You might say:**

“The first- and secondhand accounts of immigrants’ experiences on Ellis Island are different in a number of ways. The firsthand accounts give more details about how people felt when they arrived. I’ll write: *The firsthand accounts of immigrants’ experiences on Ellis Island give more details about how people felt when they arrived. One account said that people cried when they saw the Statue of Liberty, and the other said that people felt worried about the chalk marks being put on people’s backs.* Another difference is that the firsthand accounts give more information about certain facts that were in the secondhand account. I’ll write: *The firsthand account from Rachel Goldman explains that people didn’t know why the men were putting chalk marks on people’s backs. The secondhand account doesn’t talk about that. Another difference is that the secondhand account says that wealthy passengers were able to leave the ship right away, but according to the firsthand account from Sarah Asher, Americans were also able to leave the ship right away.*”

Have the students write their own opinions about which account they think is more interesting and why. Encourage the students to refer to “First- and Secondhand Accounts of Immigrants’ Experiences on Ellis Island” (BLM2) as they write. If time permits, invite volunteers to share their writing with the class.

## In this lesson, the students:

- Read independently
- Explore causes of events as they read independently
- Use clarifying questions and statements

## 1 Review the Week

Have the students get their texts for independent reading and pencils and sit at desks with partners together. Remind them that this week they heard *Coming to America*, made inferences, and explored causes of events in the book. Explain that today they will use *why* questions to explore causes in the books they are reading independently.

## 2 Read Independently Without Stopping

Distribute self-stick notes to each student. Ask the students to use self-stick notes to mark the places they begin reading today. Have the students read independently for 15 minutes.

## 3 Model Asking a *Why* Question

Stop the students after 15 minutes. Explain that you would like them to reread and use “Stop and Ask Questions” to identify places they can ask *why* questions about their books. They will use additional self-stick notes to mark the places where questions come to mind, and they will write the questions on the notes.

Model the procedure by briefly introducing the text you selected. Read several sentences aloud and think aloud about a *why* question that comes to mind. Jot the question on a self-stick note and place the note in the margin where you stopped reading.

### You might say:

“As I was reading this page, I wondered why snakes have different kinds of markings on their skin. On this self-stick note I’ll write: *Why do snakes have different kinds of markings on their skin?* Then I’ll place the note in the margin.”

## Materials

- Small self-stick notes for each student
- Book for modeling *why* questions, prepared ahead

**TEKS 6.B.iii**  
Student/Teacher Narrative  
Step 3 (all)

### **ELL Note**

You might need to provide additional support for your English Language Learners. Consider having these students dictate *why* questions as you write them.

### **Vocabulary Note**

Next week you will revisit *Coming to America* to teach the Week 19 vocabulary lessons.

## **4** Reread Independently and Ask *Why* Questions

Have the students reread independently for 15 minutes. Circulate and look for evidence that the students are able to write *why* questions.

Some students may have difficulty generating questions. To help these students, you might ask them questions such as:

**Q** *What is happening in this part of the book? What question that begins with why can you ask about this part of the book?*

## **5** Have Partners Discuss Their Questions



After 15 minutes, stop the students. Ask them to choose one *why* question they wrote as they read. Then use “Think, Pair, Share” to have partners discuss whether the question is answered and how it is answered (directly, or indirectly using clues from the text). Remind each student to tell her partner the title of her book, the author’s name, and what it is about.

## **6** Discuss *Why* Questions as a Class

Have a few volunteers share their *why* questions with the class. Remind each student to tell the title of his book, the author’s name, and what it is about. Probe the student’s thinking by asking:

**Q** *What was happening in the text when your question came to mind?*

**Q** *Is the question answered? If so, is it answered directly, or did you figure out the answer by making an inference? Read us the passage in which it is answered.*

**Q** *What do you want to ask [Ned] about his book or what he shared?*

## **7** Reflect on This Week’s Partner and Group Work

Facilitate a brief discussion about how the students worked with their partners and groups over the week. Ask:

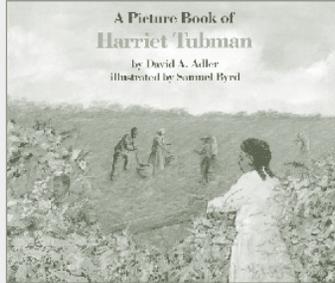
**Q** *What did you enjoy about working with your partner or group this week?*

**Q** *What is one way your partner or group work is improving? What is one thing you want to keep working on as you continue to work together?*



# Week 4

## OVERVIEW



### *A Picture Book of Harriet Tubman*

by David A. Adler, illustrated by Samuel Byrd

This biography of Harriet Tubman traces her life as a slave, her escape from slavery, and her exploits as a conductor on the Underground Railroad.



### Online Resources

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

#### **Whiteboard Activities**

- WA12–WA15

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### **Reproducibles**

- Unit 6 family letter (BLM1)
- (Optional) “Harriet Tubman” (BLM3)

#### **Professional Development Media**

- “Using Web-based Maps and Related Tools” tutorial (AV49)

### Comprehension Focus

- Students make inferences to understand causal relationships in a narrative nonfiction story.
- Students read independently.

### Social Development Focus

- Students develop the skills of using clarifying questions and statements and confirming another person's thinking.

## ⌚ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA4); see page 85 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 19 lessons this week.

# Day 1

## Read-aloud

### Materials

- *A Picture Book of Harriet Tubman*
- Small self-stick notes for each student

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

**ELPS 4.F.v**  
Step 2 (all)

### Technology Tip

You might display a map that shows the different routes of the Underground Railroad. Search online using the keywords “Underground Railroad map.”

To learn more about using web-based tools, view the “Using Web-based Maps and Related Tools” tutorial (AV49).



### In this lesson, the students:

- Hear and discuss a narrative nonfiction story
- Make inferences as they hear the story
- Explore social and ethical issues in the story
- Read independently for up to 30 minutes
- Confirm one another’s thinking by repeating back what they heard
- Use clarifying questions and statements

## 1 Get Ready to Work Together

Have the students gather with partners sitting together, facing you. Review that in previous lessons the students learned to use prompts to add to their partner conversations. They also learned how to confirm that they understood their partners’ thinking by repeating back what they heard and by using clarifying questions and statements. Tell the students that you would like them to use these skills as needed in their partner conversations this week.

## 2 Introduce *A Picture Book of Harriet Tubman*

Review that in the previous week the students heard *Coming to America* and used the strategy of *making inferences* to make sense of the book. Explain that this week they will hear another book and make inferences to help them understand it.

Tell the students that the book you will read aloud today is *A Picture Book of Harriet Tubman*. Show the cover of the book and read the names of the author and the illustrator aloud. Explain that the book is a biography of Harriet Tubman and that a *biography* is a “story of someone’s life written by someone else.” Tell the students that Harriet Tubman was born a slave in the 1800s. She later escaped from slavery and led hundreds of other slaves to freedom by means of the Underground Railroad.

If necessary, explain that the Underground Railroad was not a physical railroad but rather a secret network of people who helped slaves escape from the South to the Northern states and Canada in the years before the Civil War. Slaves hid during the day and traveled at night, stopping at hiding places or “stations” along the way.

### 3 Read Aloud with Brief Section Introductions

Explain that you will stop periodically during the reading to have partners talk about what they have learned about Harriet Tubman.

Tell the students that the first part of the book is about Harriet's early life as a slave. Read the book aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**plantation:** large farm (p. 4)

**protest:** show they disagreed with slavery (p. 9)

**Moses:** an ancient Jewish leader who led his people out of slavery (p. 10)

**rebellion:** armed fight against people in power (p. 10)

**patrollers:** guards who tried to catch runaway slaves (p. 13)

**liberty:** freedom (p. 15)

**amendment:** change to laws of the U.S. Constitution (p. 27)

#### ELL Vocabulary

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

**in chains:** with chains on their feet and hands to prevent escape (p. 8)

**sleeping spells:** falling asleep when she didn't plan to (p. 12)

**conductor:** person who works on a train collecting tickets or money (p. 20)

**used songs as a secret code:** used songs to send secret messages (p. 21)

**spy:** person who watches others secretly to get information about them (p. 26)

Stop after:

**p. 12** "After the accident she often prayed."

Ask:

 **Q** *What did you learn about Harriet's life as a slave? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and explain that the next part of the book describes Harriet's escape from slavery. Reread the last sentence on page 12 and continue reading to the next stopping point:

**p. 18** "She said later, 'The sun came like gold through the trees and over the fields, and I felt like I was in heaven.'"

Ask:

 **Q** *What did you learn about Harriet's escape from slavery? Turn to your partner.*

**ELPS 4.F.vii**  
Step 3 (all)

#### Teacher Note

During the stops, listen for evidence that the students are discussing the book and understanding it. If necessary, reread parts of the text to help the students recall what they heard. Also, look for examples of pairs working together well and pairs having difficulty and be ready to share your observations at the end of the lesson.

### Facilitation Tip

Reflect on your experience over the past four weeks with **avoiding repeating or paraphrasing** students' responses. Is the practice beginning to feel natural? Are you integrating it into class discussions throughout the day? What effect is the use of this practice having on the students' learning and behavior? Are they participating more responsibly in discussions? We encourage you to continue to use this practice and reflect on students' responses as you facilitate class discussions.

### Teacher Note

These questions help the students explore the social and ethical themes and make personal connections to the text.

### Teacher Note

Facilitate interaction among the students during the class discussion by asking questions such as:

- Q** *Who will confirm [Yana's] thinking by repeating back what you heard her say?*
- Q** *Turn to your partner and discuss whether you agree or disagree with what [Yana] just said.*
- Q** *Did you agree or disagree? Explain your thinking.*

After most pairs have finished talking, signal for the students' attention and explain that the next part of the book tells about Harriet's adventures on the Underground Railroad. Reread the last sentence on page 18 and continue reading to the next stopping point:

**p. 24** "He called her 'General Tubman.'"

Ask:

-  **Q** *What did you learn about Harriet's years as a conductor on the Underground Railroad? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention and explain that the last part of the book describes Harriet's later years. Reread the last sentence on page 24 and continue reading to the end of the book. Ask:

-  **Q** *What do you think were important events in Harriet Tubman's life? Explain your thinking. Turn to your partner.*

Have a few volunteers share their thinking with the class.

#### Students might say:

"When she was little, she was whipped for taking a piece of sugar.

That probably made her hate being a slave even more."

"Harriet saw her sisters get sold. She didn't want that to happen to her."

"She escaped on the Underground Railroad and decided to help other slaves escape. That's why she's famous today."

## 4 Discuss Social and Ethical Issues in the Book

Facilitate a discussion about the social and ethical issues in the book. Remind the students to use the discussion prompts in their partner conversations and to confirm and clarify their partners' thinking.

-  **Q** *After Harriet escaped, she said, "I had a right to liberty or death. If I could not have one, I would have the other." What do you think she meant? Turn to your partner.*

- Q** *What do you admire about Harriet Tubman? What can we learn from her life that might help us in our own lives? Turn to your partner.*

During the class discussion, be ready to reread passages from the text and show illustrations again to help the students recall what they heard. As the students make inferences about Harriet Tubman, point them out.

#### You might say:

"The author does not say directly that Harriet was strong-willed and determined, but you inferred that, or figured it out, using clues in the story."

Explain that in the next lesson the students will continue to explore making inferences in the book.

## 5 Reflect on Partner Work

Briefly discuss how partners did using the discussion prompts, using clarifying questions and statements, and confirming one another's thinking. Share your own observations.

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Think About Inferences

Ask the students to think about inferences they make and causes they notice as they read independently today. Tell the students that at the end of IDR, they will discuss their inferences and any causes they noticed with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with the class the title of his text, the author's name, what the text is about, and any inferences he made or causes he noticed. Follow up by asking questions such as:

- Q *What do you know about this [topic/character] based on what you just read?*
- Q *Is that stated directly in the text? If not, what clue or clues tell you what you know?*
- Q *What causes are you noticing in your reading?*

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

**Materials**

- *A Picture Book of Harriet Tubman*
- “Clues for Making Inferences in *A Picture Book of Harriet Tubman*” chart (WA12)

**In this lesson, the students:**

- Hear a narrative nonfiction story again to build comprehension
- Make inferences as they hear the story
- Read independently for up to 30 minutes
- Confirm one another’s thinking by repeating back what they heard
- Use clarifying questions and statements

**1** Highlight Clues for Making Inferences in *A Picture Book of Harriet Tubman*

Have the students gather with partners sitting together, facing you. Remind the students that they heard *A Picture Book of Harriet Tubman* yesterday. Display the “Clues for Making Inferences in *A Picture Book of Harriet Tubman*” chart (WA12) and explain that these are sentences in the book from which a reader can infer meanings that are not stated directly.

**Clues for Making Inferences in *A Picture Book of Harriet Tubman***

“He said that if she ran off he would tell her master and soon the patrollers and their dogs would be after her.”

“She said later, ‘The sun came like gold through the trees and over the fields, and I felt like I was in heaven.’”

“Years later Harriet said proudly, ‘I never ran my train off the track. I never lost a passenger.’”

“She supported the suffragist movement, the fight for the right of women to vote in the United States.”

WA12

Read the sentences aloud. Then explain that you will read the book aloud again and that you will stop at each of the passages and have partners talk about what they infer from the passage.

**2** Reread *A Picture Book of Harriet Tubman*

Read the book aloud slowly and clearly. Stop after:

- p. 13** “He said that if she ran off he would tell her master and soon the patrollers and their dogs would be after her.”

Reread the first passage on the chart and then ask:



**Q** *What do you infer from this passage? Turn to your partner.*

Have a few students report their inferences.

**Students might say:**

"My partner and I inferred that maybe her husband didn't really care about her because he said he would turn her in if she escaped."

"We inferred that he was trying to keep her from going by scaring her."

"I agree with [Keagan and Debra]. I think that he's trying to keep her from going because he loves her."

If the students disagree significantly about inferences that make sense for the passage, discuss this before continuing with the lesson. Ask the students to refer to the text to support their opinions, and ask probing questions such as:

**Q** *Why do you think Harriet's husband said he would turn her in if she tried to escape?*

**Q** *What does this sentence tell you about the kind of person Harriet's husband was?*

Then reread the last sentence before the stop and continue reading to the next stop. Follow this procedure at the stops that follow. Do not spend too long at any one stop.

**p. 18** "She said later, 'The sun came like gold through the trees and over the fields, and I felt like I was in heaven.'"

**p. 23** "Years later Harriet said proudly, 'I never ran my train off the track. I never lost a passenger.'"

**p. 29** "She supported the suffragist movement, the fight for the right of women to vote in the United States."

### **3** Discuss Inferences in Pairs and as a Class

Reread page 22 and then use "Think, Pair, Share" to discuss:



**Q** *What does this passage tell us about Harriet? Why do you think she was so determined not to let them turn back? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

"Harriet felt like she would rather be dead than be a slave. Maybe she felt the same way about other slaves."

"I think this tells us that she was determined not to fail. She did it for their own good."

"I disagree with [Kit]. If slaves turned back, they might have talked about the Underground Railroad and made it unsafe for everyone else. She had to make sure they didn't turn back."

Point out that there are many clues in the book to help the reader infer what kind of person Harriet Tubman was. Many of the students naturally made these inferences, and they are learning to become more aware of making inferences as they read. Being aware of making inferences will help them better understand what they read.

#### 4 Reflect on Partner Work

Facilitate a brief discussion of how partners worked together. Share examples you noticed of ways partners confirmed and clarified each other's thinking and used the discussion prompts to add to each other's thinking and to agree and disagree.

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently and Think About Inferences

Ask the students to think about inferences they make and causes they notice as they read independently today. Tell the students that at the end of IDR, they will discuss their inferences and any causes they noticed with partners. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of her text, the author's name, what the text is about, and any inferences she made or causes she noticed. Then have a few volunteers share the inferences they made or the causes they noticed with the class.

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

## EXTENSION

### Read More About the Underground Railroad

Read other books about the Underground Railroad with the class. Stop occasionally as you read and ask the students to share their thoughts about each book in pairs or groups and as a class. As the students make inferences about events and characters, point them out. Some books you might read are *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold, *Freedom River* by Doreen Rappaport, and *Journey to Freedom: A Story of the Underground Railroad* by Courtni C. Wright.

## Guided Strategy Practice

## Day 3

### In this lesson, the students:

- Hear, read, and discuss part of a narrative nonfiction story
- Explore causes of events in the story
- Read independently for up to 30 minutes
- Confirm one another's thinking by repeating back what they heard
- Use clarifying questions and statements

### 1 Review Working with a Partner

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Explain that the students will work with their partners again today and ask them to continue to focus on confirming one another's thinking and using clarifying questions and statements.

### 2 Review Exploring Causes

Remind the students that they have been making inferences to help them understand what is happening in texts. Point out that they can also use the strategy to help them figure out why something happens or what causes an event to happen as it does.

Explain that today they will explore why some things happened as they did in *A Picture Book of Harriet Tubman*.

### Materials

- *A Picture Book of Harriet Tubman*
- *Student Response Book* pages 54–55
- “Directions” chart (WA13)
- “Class Assessment Record” sheet (CA4)
- “Excerpt from *A Picture Book of Harriet Tubman*” chart (WA14)
- “Reading Comprehension Strategies” chart

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

### Teacher Note

Have students who are unable to read the excerpt on their own read it quietly aloud with a partner, or you might read it aloud yourself as the students follow along. Then have them go back and underline the clues in the passage.

### ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Show and discuss the illustrations on pages 19–23 again; then read the excerpt aloud as the students follow along, stopping intermittently to talk about what is happening. Ensure that the students know the meaning of the word *general*.

## 3 Explore Causes in *A Picture Book of Harriet Tubman*

Reread page 24 of the book and show the illustration again. Point out that even though Harriet Tubman was not a soldier in any army, John Brown called her “General Tubman.”

Explain that a *general* is the “highest-ranking officer in the army.” A general is a leader and is responsible for the lives of all the people who are under his or her command. Ask and briefly discuss:



**Q** *What qualities do you think a general needs to have to be a good leader? Turn to your partner.*

Have the students open to *Student Response Book* page 54, “Excerpt from *A Picture Book of Harriet Tubman*.” Explain that this is an excerpt from the book that tells about Harriet’s life in the years between 1850 and 1860. Display the “Directions” chart ( WA13) and explain the directions on it.

WA13

### Directions

1. Read the excerpt quietly to yourself.
2. Reread the excerpt and underline sentences that explain why John Brown called Harriet “General Tubman.”
3. Turn to *Student Response Book* page 55, “Double-entry Journal About *A Picture Book of Harriet Tubman*.”
4. Choose a part you underlined in the excerpt, write the words or sentences in the “What I Read” column, and write the inference you made in the “What I Inferred” column.
5. If you have time, repeat Step 4 for another part you underlined.

As the students work individually, circulate and ask them the following questions to help them think about the inferences they are making:

- Q** *You underlined [“She used much of the money she earned to make nineteen trips south to lead about three hundred slaves to freedom”]. What did you infer from that sentence about why John Brown called Harriet “General Tubman”?*
- Q** *You wrote [Harriet was a leader because she was responsible for the lives of the people she led on the Underground Railroad]. Why does that inference make sense based on other things you know about her?*

As you circulate among the students, notice which sentences they underline.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students underlining sentences that give clues about why John Brown called Harriet “General Tubman”?
- Can they support their inferences using evidence from the text?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 85 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** or **about half of the students** are able to make inferences, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to monitor students who are having difficulty during independent reading by asking them questions such as:

**Q** *What is one thing you know based on what you read today?*

**Q** *Does the book tell you that directly, or did you figure it out from clues? What clues?*

- If **only a few students** are able to make inferences, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### 4 Discuss Inferences About Causes as a Class

When most students have finished, display the “Excerpt from *A Picture Book of Harriet Tubman*” chart (WA14) and ask a few volunteers to share the sentences they underlined and the inferences they made. Underline the passages on the chart as each student responds. Facilitate a discussion among the students using questions such as:

**Q** *Do you agree or disagree with what [Dana] shared? Why?*

Point out that the author does not directly say why John Brown calls Harriet “General Tubman” but that the students can infer this using information from the story. Explain that writers often do not explain why things happen or why characters behave as they do. Instead, readers have to make inferences to figure out why. Figuring out why characters behave as they do can help readers better understand what they read.

Explain that in the next lesson the students will again practice making inferences about why things happen in their independent reading.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Think About Inferences

Ask the students to think about inferences they make and causes they notice as they read independently today. Tell the students that at the end of IDR, they will discuss their inferences and any causes they noticed with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer tell the title of his text, the author’s name, what the text is about, and any inferences he made or causes he noticed. Follow up by asking questions such as:

- Q *What do you know about this [topic/character] based on what you just read?*
- Q *Is that stated directly in the text? If not, what clue or clues tell you what you know?*
- Q *What causes are you noticing in your reading?*

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

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## WRITING ABOUT READING

### Write About Harriet Tubman

Show the cover of *A Picture Book of Harriet Tubman* and remind the students that they heard parts of this book earlier. Ask the students to turn to *Student Response Book* page 54, “Excerpt from *A Picture Book of Harriet Tubman*,” and review that this excerpt tells about Harriet’s life in the years between 1850 and 1860. Tell the students that you will read the excerpt aloud and ask them to think as they listen about words they might use to describe Harriet Tubman.

#### Materials

- *A Picture Book of Harriet Tubman*
- *Student Response Book* page 54
- Copy of “Harriet Tubman” (BLM3) for each student

Ask the students to follow along as you read the excerpt aloud. Then ask:

- Q *What words might you use to describe Harriet Tubman?*
- Q *The passage does not say that Harriet Tubman was [courageous]. What words in the passage helped you to infer that?*

Record the students' ideas where everyone can see them, under the heading "Harriet's Personality."

Distribute "Harriet Tubman" (BLM3) and explain that this is an excerpt from an Internet article published by a children's magazine. Ask the students to follow along as you read the excerpt aloud and to think as they listen about other words they might use to describe Harriet Tubman. Read "Harriet Tubman" aloud. Ask:

- Q *What other words might you use to describe Harriet Tubman?*
- Q *What words in the passage helped you to infer that?*

Add the students' ideas to the list of words that describe Harriet's personality. Remind the students that when they use clues from texts to think about ways in which they might describe a person's personality, they are making inferences.

Ask the students to watch as you think aloud and model writing about what you inferred about Harriet Tubman's personality and the clues that helped you make that inference.

**You might say:**

"From reading the excerpts from the book and the article, I inferred that Harriet Tubman was a courageous person. I'll write: *Harriet Tubman was a courageous woman.* Now I want to explain what clues helped me make that inference. I learned from the book excerpt that after Harriet became free, she went back to the South nineteen times to lead other slaves to freedom. I think any person who does that is courageous. I'll write: *I think she was courageous because she made nineteen trips south to lead other slaves to freedom.* There is also a clue in the excerpt from the article that helped me infer that Harriet was courageous. That excerpt says that she volunteered to help the Union Army and convinced other African Americans to join her as spies even though they could be hanged if they were caught. I think that she was courageous to volunteer to help the Union Army. By doing so, she put herself in even more danger. I'll write: *Another reason I think Harriet was courageous is because she volunteered to help the Union Army. She wanted to help free all people who were forced into slavery even though she knew it was dangerous.*"

Have the students write about inferences they made about Harriet Tubman's personality and what clues in the excerpts from the book and the article helped them make their inferences. If time permits, ask a few volunteers to share their writing with the class.

### Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "Harriet Tubman" (BLM3). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the excerpts and identify vocabulary that you want to clarify as you read.

### Materials

- Small self-stick notes for each student
- “Journal Entry” chart (WA15)
- *Student Response Book*, Reading Journal section
- Copy of this unit’s family letter (BLM1) for each student

**TEKS 6.B.iii**  
Student/Teacher Activity  
Step 3 (all)

### Teacher Note

The students used “Stop and Ask Questions” to ask *why* questions about their independent reading in Week 3.

### Teacher Note

If many students are having difficulty generating *why* questions, you might bring the class together and again model the process using your own book as you did in Week 3, Day 4 (see Step 3).

### In this lesson, the students:

- Read independently
- Explore causes of events
- Write in their reading journals
- Confirm one another’s thinking by repeating back what they heard
- Use clarifying questions and statements

## 1 Review the Week

Have the students get their texts for independent reading and pencils and sit at desks with partners together. Remind them that this week they heard *A Picture Book of Harriet Tubman* and made inferences as they thought about what happened in the book and why. Explain that today they will explore *why* questions in the texts they are reading independently.

## 2 Read Independently Without Stopping

Distribute self-stick notes to each student. Ask the students to use self-stick notes to mark the places they begin reading today, and have them read independently for 15 minutes.

## 3 Reread Independently and Ask *Why* Questions

Stop the students after 15 minutes. Explain that you would like them to reread and use “Stop and Ask Questions” to identify places where they can ask *why* questions about events or characters in their books.

They will use additional self-stick notes to mark the places where questions come to mind, and they will write the questions on the notes.

Have the students reread independently for 15 minutes. Circulate and look for evidence that the students are able to write *why* questions. Some students may have difficulty generating questions. To help these students, you might ask them questions such as:

- Q *What is happening in this part of the story? What question that begins with why can you ask about what is happening?*
- Q *What question that begins with why can you ask about the [person/topic] you’re reading about?*

## 4 Have Partners Discuss Their Questions



After 15 minutes, stop the students. Ask each student to choose one *why* question she wrote as she read. Then use “Think, Pair, Share” to have partners discuss whether their questions are answered, and, if they are, how they are answered (directly, or indirectly using clues from the text). Remind each student to tell her partner the title of her text, the author’s name, and what the text is about.

## 5 Write in Reading Journals About the Students’ Independent Reading

Have the students return to their desks and open their *Student Response Books* to the Reading Journal. Display the “Journal Entry” chart (WA15) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the text you are reading. Please include:

- The title and the author’s name
- What the text is about
- A *why* question you had about the text
- Whether your question is answered and, if it is, how it is answered

WA15

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

## 6 Reflect on Partner Work

Facilitate a brief discussion about how partners worked together. Ask:

**Q** *What did you enjoy about working with your partner this week?*



**Q** *What is one way your partner work has improved? What is one thing you want to keep working on as you work with other partners in the future? Turn to your partner.*

Invite a few volunteers to share their thinking.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

### Teacher Note

This is the last week in Unit 6. In Unit 7, the students will explore expository text structures in books and articles, including compare/contrast and sequence. If you feel your students need more experience with making inferences, you may want to repeat this week’s lessons using an alternative book. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### Teacher Note

If the students struggle to write, you might wish to model writing a journal entry as you did in Unit 2, Week 1, Day 4 (see Step 3).

### Vocabulary Note

Next week you will revisit *A Picture Book of Harriet Tubman* to teach the Week 20 vocabulary lessons.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on the next page.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 6. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessment

- Before continuing with the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 90 of the *Assessment Resource Book*.

# Unit 7

# Analyzing Text Structure

## EXPOSITORY NONFICTION

During this unit, the students analyze how articles can inform by highlighting pros and cons and by investigating one side of an issue. They examine how functional texts, such as maps and directions, are organized to inform readers. They also look at textbooks and think about how expository text structures, such as sequence and compare/contrast, are used to organize the information in the text. During IDR, the students use comprehension strategies and continue to confer with the teacher individually about the texts they are reading. Socially, they work responsibly during group work and include one another in and contribute to the group work.



# Unit 7

## Analyzing Text Structure

### RESOURCES

#### Read-alouds

- “Virtual Worlds: Community in a Computer”
- “School Uniforms: The Way to Go”
- “School Uniforms: No Way!”
- “How to Make Oobleck”
- “Simon’s Sandwich Shop”
- “City of Lawrence Street Map”
- *Farm Workers Unite: The Great Grape Boycott*

#### Writing About Reading Activities

- “Write Opinions About School Uniforms”
- “Write Opinions About Nonfiction”



#### Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Narrowing Search Results and Using Filters”
- Mini-lesson 7, “Evaluating Research Sources”



#### Technology Extensions

- “Find and Read More Articles About the Pros and Cons of Video Games”
- “Take a Poll About Video Games”
- “Research and Create Presentations About School Uniforms”
- “Create a ‘How to Make Oobleck’ Video”
- “Find Locations on a Web-based Map”
- “Learn More About Migrant Workers”



### Online Resources

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

#### Whiteboard Activities

- WA1–WA6

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 7 family letter (BLM1)

#### Professional Development Media

- “Responding Neutrally with Interest” (AV23)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Presentation Tools” tutorial (AV44)
- “Using Social Media” tutorial (AV46)
- “Using Web-based Maps and Related Tools” tutorial (AV49)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

## RESOURCES (continued)

### Extensions

- “Read More Articles and Discuss the Author’s Opinions”
- “Make Oobleck”
- “Find Locations on Local Street Maps”
- “Create a Functional Texts Bulletin Board”
- “Read ‘Gathering Support’ and ‘The Strike Spreads’ Aloud”
- “Explore and Discuss Expository Text Features in *Farm Workers Unite*”
- “Read ‘The Campaign Against Pesticides’ Aloud”
- “Read and Discuss the Final Sections of *Farm Workers Unite*”
- “Discuss Cause/Effect Relationships”
- “Analyze Paired Texts About Migrant Workers”

### Assessment Resource Book

- Unit 7 assessments

### Reading Assessment Preparation Guide

- Answering Questions in Response to Text unit

### Student Response Book

- “Virtual Worlds: Community in a Computer”
- “School Uniforms: The Way to Go”
- “School Uniforms: No Way!”
- (Optional) “Examples of Functional Texts”
- “How to Make Oobleck”
- “Simon’s Sandwich Shop”
- “City of Lawrence Street Map”
- “Contents from *Farm Workers Unite*”
- “Excerpt from *Farm Workers Unite* (1)”
- “Excerpt from *Farm Workers Unite* (2)”
- “Excerpt from *Farm Workers Unite* (3)”
- “Excerpt from *Farm Workers Unite* (4)”
- “Excerpt from *Farm Workers Unite* (5)”
- “Double-entry Journal About *Farm Workers Unite*”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 20 (*A Picture Book of Harriet Tubman*)
- Week 21 (“Virtual Worlds: Community in a Computer”; “School Uniforms: The Way to Go”)
- Week 22 (“How to Make Oobleck”)
- Week 23 (*Farm Workers Unite: The Great Grape Boycott*)

# Unit 7

## Analyzing Text Structure

### DEVELOPMENT ACROSS THE GRADES

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

■ formally taught □ informally experienced

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> “Virtual Worlds: Community in a Computer”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Skimming an expository nonfiction article by reading the title, subtitle, headings, and subheadings</li> <li>▪ Hearing and discussing the article</li> <li>▪ Identifying what they learn from the article</li> </ul>	<p><b>Strategy Lesson:</b> “Virtual Worlds: Community in a Computer”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing an expository nonfiction article again</li> <li>▪ Analyzing how information in the article is organized</li> <li>▪ Exploring how articles can inform by highlighting pros and cons</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “School Uniforms: The Way to Go”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Skimming an expository nonfiction article by reading the title, subtitle, and headings</li> <li>▪ Hearing, discussing, and reading the article</li> <li>▪ Identifying what they learn from the article</li> <li>▪ Exploring the author’s opinion</li> <li>▪ Exploring how articles can inform by investigating one side of an issue</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “School Uniforms: No Way!”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Skimming an expository nonfiction article by reading the title, subtitle, and headings</li> <li>▪ Hearing, discussing, and reading the article</li> <li>▪ Identifying what they learn from the article</li> <li>▪ Exploring the author’s opinion</li> <li>▪ Exploring how articles can inform by investigating one side of an issue</li> </ul>
Week 2	<p><b>Strategy Lesson</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Looking for and reading functional texts inside and outside the classroom</li> <li>▪ Identifying what they learn from the texts</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “How to Make Oobleck”; “Simon’s Sandwich Shop”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading and discussing two functional texts</li> <li>▪ Identifying what they learn from the texts</li> <li>▪ Analyzing how the information in the texts is organized</li> </ul>	<p><b>Guided Strategy Practice:</b> “City of Lawrence Street Map”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Identifying what they learn from a functional text</li> <li>▪ Analyzing how the information in the text is organized</li> <li>▪ Writing in their reading journals</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Examining functional texts independently</li> <li>▪ Sharing the texts with classmates</li> <li>▪ Identifying what they learn from the texts</li> <li>▪ Exploring how the texts inform readers</li> </ul>
Week 3	<p><b>Read-aloud:</b> <i>Farm Workers Unite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Using schema to tell what they know about the topic before listening to the book</li> <li>▪ Hearing and discussing parts of an expository text</li> <li>▪ Identifying what they learn from the text</li> </ul>	<p><b>Read-aloud:</b> <i>Farm Workers Unite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing part of an expository text</li> <li>▪ Identifying what they learn from the text</li> </ul>	<p><b>Read-aloud:</b> <i>Farm Workers Unite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing parts of an expository text</li> <li>▪ Identifying what they learn from the text</li> </ul>	<p><b>Read-aloud:</b> <i>Farm Workers Unite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing parts of an expository text</li> <li>▪ Identifying what they learn from the text</li> </ul>
Week 4	<p><b>Strategy Lesson:</b> <i>Farm Workers Unite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Using text structure to analyze an expository text</li> <li>▪ Exploring sequence in the text</li> <li>▪ Exploring how information can be organized in expository text</li> </ul>	<p><b>Strategy Lesson:</b> <i>Farm Workers Unite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Using text structure to analyze an expository text</li> <li>▪ Exploring compare/contrast relationships in the text</li> <li>▪ Exploring how information can be organized in expository text</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Farm Workers Unite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Using text structure to analyze an expository text</li> <li>▪ Exploring sequence and compare/contrast relationships in the text</li> <li>▪ Exploring how information can be organized in expository text</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading independently</li> <li>▪ Using text structure to analyze expository texts</li> <li>▪ Exploring sequence and compare/contrast relationships in the texts</li> <li>▪ Exploring how information can be organized in expository text</li> <li>▪ Writing in their reading journals</li> </ul>

# Week 1

## OVERVIEW



### "Virtual Worlds: Community in a Computer"

(see pages 448-449)

This article explores the pros and cons of playing video games.



### "School Uniforms: No Way!"

(see pages 452-453)

This article discusses the cons of students wearing school uniforms.



### "School Uniforms: The Way to Go"

(see pages 450-451)

This article discusses the pros of students wearing school uniforms.



## Online Resources

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

### Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

### Professional Development Media

- "Responding Neutrally with Interest" (AV23)
- "Using Presentation Tools" tutorial (AV44)
- "Using Social Media" tutorial (AV46)
- "Creating Audio and Video in the Classroom" tutorial (AV50)

## Comprehension Focus

- Students analyze how the information in expository nonfiction articles is organized.
- Students explore how articles can inform by highlighting pros and cons and by investigating one side of an issue.
- Students explore an author’s opinion.
- Students read independently.

## Social Development Focus

- Students work in a responsible way during group work.
- Students include everyone in and contribute to the group work.

## 1 DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Take time to help them with unfamiliar vocabulary and to show and discuss any text features.
- ✓ Make available expository and functional texts at a variety of levels for the students to read during IDR and Independent Strategy Practice throughout the unit. If possible, include texts that highlight pros and cons, as well as texts that present one side of an issue. If possible, also include texts that use one or both of these text structures: sequence and compare/contrast. Functional texts you might collect include recipes, menus, online maps with directions, schedules, TV program listings, utility bills, game directions, sheet music, brochures, and how-to manuals.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit. Also decide how you will assign pairs to work in groups of four throughout the unit.
- ✓ Prior to Day 1, collect the following read-alouds from Units 2, 3, and 6: *Shattering Earthquakes*; *Nineteenth-Century Migration to America*; *Animal Senses: How Animals See, Hear, Taste, Smell and Feel*; *Slinky Scaly Slithery Snakes*; and *Coming to America* (see Step 2).

(continues)

## 1 DO AHEAD *(continued)*

- ✓ Prior to Day 1, post the “Text Features” chart from Unit 2 where everyone can see it.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 107 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 100 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 20 lessons this week.

**In this lesson, the students:**

- Begin working with new partners and groups
- Skim an expository nonfiction article by reading the title, subtitle, headings, and subheadings
- Hear and discuss the article
- Identify what they learn from the article
- Read independently for up to 30 minutes
- Work in a responsible way during group work

**ABOUT EXPOSITORY TEXT STRUCTURES**

The purpose of this unit is to help the students make sense of expository texts, including articles and functional texts, and to introduce the students to expository text structures, such as sequence and compare/contrast, that are found in many school textbooks. In addition, the students explore different ways authors organize information when writing articles, such as by highlighting pros and cons and by presenting one side of an issue. The students have opportunities to examine functional texts such as instructions, menus, and maps. The unit’s primary goal is for the students to explore these text structures to help them make sense of what they are reading during IDR and to set the groundwork for a deeper analysis of these structures in later years. Mastery of these structures is not expected in this exploratory unit. For more information, see “The Grade 4 Comprehension Strategies” in the Introduction.

**1 Pair and Group Students and Get Ready to Work Together**

Randomly assign partners and make sure that they know each other’s names. Then assign pairs to groups of four. Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Explain that for the next four weeks, they will work with these assigned partners and groups to read various kinds of expository texts and analyze how they are organized and written.

Explain that today the students will hear a text read aloud and use “Heads Together” to help them talk and think about the reading. Ask and briefly discuss:

**Q** *What have you learned about working in groups that will help you as you work with your new group?*

Encourage the students to keep these things in mind as they work with their new groups today.

**Materials**

- “Virtual Worlds” (see pages 448–449)
- Expository read-aloud books from Units 2, 3, and 6, collected ahead
- “Text Features” chart from Unit 2
- *Student Response Book* pages 56–57
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 104

## 2 Review Expository Nonfiction

Remind the students that the purpose of expository nonfiction is to give factual, or true, information about a topic. Review that they have heard and read a variety of expository nonfiction already this year. Show and briefly review the following expository nonfiction books they heard earlier: *Shattering Earthquakes* and *Nineteenth Century Migration to America* from Unit 2; *Animal Senses: How Animals See, Hear, Taste, Smell and Feel* and *Slinky Scaly Slithery Snakes* from Unit 3; and *Coming to America* from Unit 6. Ask:

**Q** *What have you learned so far this year about expository nonfiction?*

Have one or two volunteers share their thinking.

### Students might say:

"Expository nonfiction gives information about things like animals and history."

"In addition to what [Cathy] said, expository nonfiction books also have photographs, charts, maps, and other text features to help you understand what you are reading."

"I learned that you can look at the table of contents to get an idea about what information is in the book."

Direct the students' attention to the "Text Features" chart and remind them that expository texts often include features, or special parts or sections, that help the reader locate information in the text or understand the topic better. Encourage the students to use text features to help them better understand the expository texts they read in the coming weeks.

## 3 Introduce and Skim "Virtual Worlds"

Explain that today the students will hear and discuss an article written for young people called "Virtual Worlds: Community in a Computer." Remind the students that earlier in the year they skimmed articles by reading and thinking about the title, subtitle, and headings before hearing the article.

Have the students turn to *Student Response Book* pages 56–57, "Virtual Worlds: Community in a Computer." Draw the students' attention to the headings "Pros" and "Cons" and explain that these are headings. Explain that the word *pros* means "arguments for something" and the word *cons* means "arguments against something." Direct the students' attention to "Teamwork and Community" and explain that this is a subheading, or the heading of the smaller section within the larger section called "Pros." Point out that there are several subheadings in both the "Pros" and "Cons" sections of the article.

### Teacher Note

If necessary, take time to remind the students of the purpose of the title, subtitle, and headings in an article.

Ask the students to silently read the title, subtitle, headings, and subheadings in the article. After a few moments, ask:

**Q** *From reading the title, subtitle, headings, and subheadings, what do you think this article is about?*

Have a few volunteers share their thinking. If necessary, explain that this article gives information about the effects of playing video games on the people who play them. Explain that skimming articles by reading the title, subtitle, headings, and subheadings will give the students some idea of what the article is about before they read it. Encourage the students to follow this procedure before reading articles and other expository texts.

Ask the students to follow along as you read the article aloud. Explain that you will pause during the reading to have the students use “Heads Together” to discuss what they are learning.

## 4 Read Aloud

Read “Virtual Worlds” aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**virtual:** computerized; not real (p. 448)

**controversial:** causing argument (p. 448)

**cooperating:** working together (p. 448)

### ELL Vocabulary

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

**interact:** work or play (p. 448)

**mentally challenging:** hard for the brain to do (p. 448)

**historical event:** something that happened a long time ago (p. 448)

Read the two introductory paragraphs of the article aloud and then reread them, asking the students to listen for any information they might have missed during the first reading. Ask and briefly discuss:

**Q** *What have you learned so far about playing video games?*

Have a few volunteers share their thinking with the class, and then continue reading to the next stopping point:

**p. 448** “The more that people can practice these skills, the more confident and better they become using them in real life.”

Use “Heads Together” to discuss:



**Q** *What did you learn about the effects of playing video games on the people who play them? Heads together.*

### ELL Note

Prior to reading the article aloud, summarize the article for your English Language Learners. Then read the article aloud to them, stopping frequently to check for understanding. If necessary, reread sections of the article and discuss them with your students.

### Teacher Note

During the stops, listen for evidence that the students are discussing the article and understanding it. If necessary, reread parts of the article to help the students recall what they heard. Also, if you notice the students having difficulty sustaining conversations in groups of four, consider having them talk in pairs instead.



## Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, “Great idea” or “Good job”) or criticizing (for example, “That’s wrong”) the students’ responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students’ intrinsic motivation, try responding with genuine curiosity and interest (for example, “Interesting—say more about that”) while avoiding evaluative statements, whether positive or negative. To see this Facilitation Tip in action, view “Responding Neutrally with Interest” (AV23).



## Teacher Note

Today’s discussion focuses on surface-level comprehension of the article. Tomorrow, the students will look more closely at the article to discuss why the article was written the way it was.

Have a few volunteers share what their groups discussed, and then continue reading to the next stopping point:

**p. 448** “. . . students could put themselves in the place of the soldiers to understand the situation better.”



Use “Heads Together” to have the students discuss what they learned. Without sharing as a class, continue reading. Follow the same procedure at the next stopping point:

**p. 449** “. . . without worrying about hurting themselves or others, they might feel encouraged to take dangerous risks in real life.”



After giving groups time to discuss what they learned, reread the last sentence before the stop and continue reading to the end of the article.

## 5 Discuss the Article

After the reading, facilitate a class discussion using the questions that follow. As the students respond, be ready to reread from the article to help them recall what they heard.

**Q** *What did you learn about the effects of playing video games from this article?*

**Q** *What did you find out about video games that surprised you?*

### Students might say:

“I learned that people think playing video games is a good thing because the games can make kids smarter.”

“In addition to what [Hiroshi] said, they can also help people like police and firefighters train for their jobs.”

“I was surprised to learn that kids who play a lot of violent video games might try to solve problems by using violence in real life.”

Explain that the students will reread the article tomorrow and discuss how the author organized the information in the article.

## 6 Reflect on Working in New Groups

Use “Heads Together” to discuss:



**Q** *What do you think worked well today in your new group? What did you do to be sure everyone was included in the discussions? Heads together.*

Have a few volunteers share what their groups discussed.

# INDIVIDUALIZED DAILY READING

## 7 Review and Practice Self-monitoring and “Fix-up” Strategies

Tell the students that for the next four weeks they will read expository nonfiction during IDR.

Refer to the “Thinking About My Reading” chart and review the questions on it. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what she is reading, she should use one or both of the “fix-up” strategies of rereading and reading ahead. If a student has tried both of the “fix-up” strategies and still does not understand the text, she can try the strategies listed on the “Reading Comprehension Strategies” chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their texts and read silently for up to 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the charted questions.

After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion with the students about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

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

**TEKS 6.I.ii**  
Student/Teacher Activity  
Step 7 (all)



### ELL Note

To support your English Language Learners, consider modeling reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the “Thinking About My Reading” chart. Discuss each question with your students to make sure they understand the process.

### Teacher Note

Provide time on a regular basis for the students to record the texts they have completed in their reading logs.

**Materials**

- “Virtual Worlds” (see pages 448–449)
- *Student Response Book* pages 56–57
- “Reading Comprehension Strategies” chart and a marker

**In this lesson, the students:**

- Hear and discuss an expository nonfiction article again
- Analyze how information in the article is organized
- Explore how articles can inform by highlighting pros and cons
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work

**1 Get Ready to Work Together**

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Remind the students that they have been working on including everyone in and contributing to group discussions. Ask:

**Q** *Why is it important for all the members of your group to share their ideas?*

Have a few volunteers share their thinking with the class. Encourage them to continue working on including everyone in and contributing ideas to the group discussions.

**2 Review “Virtual Worlds”**

Review that in the previous lesson the students heard and discussed the article “Virtual Worlds: Community in a Computer.” Ask and briefly discuss as a class:

**Q** *What did you learn about playing video games from this article?*

Have a few volunteers share what they remember.

**3 Introduce Highlighting Pros and Cons**

Explain that authors organize articles and other kinds of expository nonfiction texts very deliberately to inform their readers in a particular way. Explain that one way writers inform readers is by highlighting the pros and cons of an issue. Review that pros and cons are arguments for and against something. Explain that highlighting pros and cons helps readers to consider both sides and to deepen their understanding of an issue.

Explain that today the students will think and talk about how “Virtual Worlds: Community in a Computer” is organized to highlight the pros and cons of playing video games.

## 4 Reread “Virtual Worlds” and Discuss in Groups

Have the students turn to *Student Response Book* pages 56–57, “Virtual Worlds: Community in a Computer,” and explain that they will read along silently as you reread the article. Ask them to consider the following questions while you read:

- Q *What are some of the benefits of playing video games?*
- Q *What are some reasons playing video games might be bad for the people who play them?*

Read “Virtual Worlds: Community in a Computer” aloud without stopping. After the reading, use “Heads Together” to have the groups discuss:

-  Q *What are the pros and cons, or arguments for and against, playing video games? Heads together.*

## 5 Discuss Pros and Cons as a Class

When most of the students have had time to talk in their groups, facilitate a class discussion about the pros and cons of playing video games by asking questions such as:

- Q *According to the article, what are the pros of playing video games? In what ways can video games be good for the people who play them?*
- Q *How does [“playing MMOGs promotes cooperation”] support the opinion that video games can be good for the people who play them?*
- Q *According to the article, what are the cons of playing video games? What are some problems that can come from playing video games?*
- Q *How does [“interacting with other people while playing video games is different than interacting with people in real life”] support the opinion that video games can be bad for the people who play them?*

### Students might say:

“The article says that for kids to be successful playing MMOGs, they have to cooperate and play with other kids. I think that’s a benefit of playing video games because you need to be able to cooperate with people in everything you do. If people can learn that from playing video games, that makes them good for the people who play them.”

“I disagree with [Juan] because the article also says that interacting with other people while playing video games is different from interacting with people in real life. A kid might be social on the computer but might not have learned how to be social with kids in real life. That supports the opinion that video games might be bad for people who play them.”

Review that highlighting pros and cons is one way authors organize articles and other kinds of expository nonfiction to inform their readers. Explain that noticing how expository nonfiction texts are written and organized is an important comprehension strategy that the students will explore in the coming weeks.

### Teacher Note

Circulate among the groups and notice whether group members are contributing to and including everyone in the discussion. Note examples of what is working well in the groups to bring to the students’ attention later. Support groups that are struggling to answer the question by asking questions such as:

- Q *What are some of the benefits of playing video games?*
- Q *What are some reasons playing video games might be bad for the people who play them?*

### Teacher Note

Remind the students to connect their comments to comments made by others using the discussion prompts:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

## 6 Add to the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart and add *analyzing how texts are organized* to it.

### Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized

Explain that tomorrow the students will hear and discuss another article and think and talk about how it is organized.

## 7 Reflect on Working in Groups

Share any observations you made about how the students worked together during “Heads Together.” Ask and briefly discuss questions such as:

- Q *How did your group do with making sure everyone was included in the discussion? If everyone was not included, what can you do next time to make sure everyone is included?*
- Q *How did you contribute to the group discussion during “Heads Together”?*

## INDIVIDUALIZED DAILY READING

## 8 Review the “Reading Comprehension Strategies” Chart and Read Independently

Direct the students’ attention to the “Reading Comprehension Strategies” chart and ask them to notice which strategies they use and where they use them during their reading today. Tell the students that at the end of IDR, you will ask them to share the strategies they used with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer share the title of the book she read, the author’s name, and what the book is about. Then have her share the name of a strategy she used and where in the text she used it. Follow up by asking questions such as:

- Q *How did [looking at the map in your book] help you understand more about [Lewis and Clark’s journey]?*
- Q *How did [asking questions before you began reading about the life cycle of the monarch butterfly] help you make sense of the text?*

Have students who cannot think of a comprehension strategy they used talk about what they read. Have the students return to their desks and put away their texts.



## TECHNOLOGY EXTENSIONS

### Find and Read More Articles About the Pros and Cons of Video Games

Help your students find more articles about the pros and cons of playing video games. Search for articles online using keywords such as “pros and cons of playing video games” or “pro and con articles about playing video games for kids.” Have the students choose one or two articles to read and discuss with their partners. Facilitate a discussion about their reading by asking questions such as:

- Q *What more did you learn about the benefits of playing video games?*
- Q *What more did you learn about why video games might be bad for the people who play them?*
- Q *Did anything you read today change your opinion about the benefits of video games? Why or why not?*



### Technology Tip

To support the students in doing online research, you might teach the following technology mini-lessons in Appendix B: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Narrowing Search Results and Using Filters”; and Mini-lesson 7, “Evaluating Research Sources.” For more information about teaching Technology Mini-lessons 4-7, see “About Teaching the Online Research Lessons” at the beginning of Technology Mini-lesson 4.



### Technology Tip

Alternatively, you might have the students use the questions to create a poll on a student-friendly social-networking site and ask family members to take the poll online. For more information, view the “Using Social Media” tutorial (AV46).



## Take a Poll About Video Games

Have the class generate lists of what they think are the most persuasive arguments for and against playing video games, and then post the lists on the class blog. Have the students discuss the lists on the blog with their families and then take a poll of their family members by asking questions such as:

- Q *Do you think there can be benefits to playing video games?*
- Q *Do you think students should be allowed to play video games in school?*
- Q *Do you play video games?*
- Q *How old are you?*

Help the students compile and analyze the data from the poll. Facilitate a discussion about the results of the poll by asking questions such as:

- Q *What can you learn from the data we collected from our poll?*
- Q *How many people think there can be benefits to playing video games?*
- Q *How many people think students [should/should not] be allowed to play video games in school?*
- Q *How many people surveyed [play/do not play] video games?*
- Q *What do you notice about the ages of the people who were polled? What do you notice about how people of different ages answered each question?*

# Day 3

## Read-aloud/ Guided Strategy Practice

### Materials

- “School Uniforms: The Way to Go” (see pages 450–451)
- *Student Response Book* pages 58–59
- “Reading Comprehension Strategies” chart

### Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 4 and then completing the remainder of the lesson at another time.

### In this lesson, the students:

- Skim an expository nonfiction article by reading the title, subtitle, and headings
- Hear, discuss, and read the article
- Identify what they learn from the article
- Explore the author’s opinion
- Explore how articles can inform by investigating one side of an issue
- Read independently for up to 30 minutes

## 1 Review Highlighting Pros and Cons

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Remind the students that they read the article “Virtual Worlds: Community in a Computer” and noticed

how the article was written to inform the reader by highlighting the pros and cons of (or arguments for and against) playing video games. Ask:

**Q** *Which side of the issue did you find more convincing? Why was it more convincing to you?*

Have a few volunteers share their thinking.

## 2 Introduce and Skim “School Uniforms: The Way to Go”

Tell the students that today they will hear and discuss another article written for young people, called “School Uniforms: The Way to Go.” Explain that this article is written to provide information about one side of an issue.

Review that earlier in the week the students skimmed an article by reading the title, subtitle, headings, and subheadings of the article to help them think about what information might be in it. Explain that today the students will skim “School Uniforms: The Way to Go.” Have the students turn to *Student Response Book* pages 58–59, where the article is reproduced, and silently read the title, subtitle, and headings. Ask and briefly discuss:

**Q** *From reading the title, subtitle, and headings, what do you think this article is about?*

Have a few volunteers share their thinking. If necessary, explain that this article discusses why wearing school uniforms is good for students.

Ask the students to follow along as you read the article aloud. Explain that you will pause during the reading to have the students use “Heads Together” to discuss what they are learning.

## 3 Read Aloud

Read “School Uniforms: The Way to Go” aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**express themselves:** show who they are (p. 450)

**‘in’ or ‘out’:** in style or out of style (p. 450)

**costly designer labels:** expensive clothes (p. 450)

**shift from “play mode” to “work mode”:** go from feeling like it’s time to play to feeling like it’s time to work (p. 451)

### **ELL Note**

Prior to this activity, read the title, subtitle, and headings to your English Language Learners. Then summarize the article for them.

TEKS 9.E.i  
TEKS 9.E.ii  
TEKS 9.E.iii  
TEKS 9.E.iv  
Student/Teacher Narrative  
Step 4 (all, beginning on page  
438 and continuing on to  
page 439)

## ELL Vocabulary

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

**identify them:** help people know who they are (p. 450)

**judge me:** think I am either good or bad (p. 450)

**advantage:** good thing (p. 450)

**pressure:** feeling like you have to do something (p. 450)

**belong:** are a member of a group; fit in (p. 451)

**school pride:** feeling good about the school (p. 451)

**limit:** give fewer choices about (p. 451)

**creative:** fun and different (p. 451)

**their appearance:** how they look (p. 451)

Read the two introductory paragraphs of the article aloud and then reread them, asking the students to listen for any information they might have missed during the first reading. Ask:

**Q** *What have you learned so far about wearing school uniforms?*

Have a few volunteers share their thinking, and then continue reading to the next stopping point:

**p. 450** "... and there's no pressure to wear costly designer labels to school."

Use "Heads Together" to discuss:

 **Q** *What else have you learned about wearing school uniforms? Heads together.*

Have one or two volunteers share what their groups discussed, and then continue reading to the next stopping point:

**p. 451** "... so the intruders are more likely to stay away."

 Use "Heads Together" to have the students discuss what they learned. Without sharing as a class, reread the last sentence before the stop and continue reading to the end of the article.

## **4** Introduce the Author's Opinion and How the Article Is Organized

Explain that authors often have a point of view or an opinion that they want the reader to understand. Explain that in this article the author gives many examples to support the opinion that wearing school uniforms is good for students.

Tell the students that the author of this article carefully organized the information to help readers understand why wearing school uniforms is a good idea. Explain that in the first two paragraphs, the author introduces the subject of the article by telling a little about school uniforms. In the remainder of the article, the author gives reasons why wearing school uniforms is good for students.

Tell the students that you will reread the introduction and the first section of the article, which describes one of the reasons the author gives in support of wearing uniforms in school. Ask the students to follow along as you read the first page of the article aloud. Stop after:

**p. 450** “. . . and there’s no pressure to wear costly designer labels to school.”

Have the students find and underline the sentence “Wearing a uniform helps you feel more confident because everyone else at school will be wearing the same outfit.” Explain that this is one example that supports the author’s opinion that wearing school uniforms is good for students.

## 5 Reread the Rest of the Article and Highlight Evidence in Pairs



Explain that the students will read the rest of the article in pairs and underline other examples that the author uses to support the opinion that school uniforms are a good idea for students. Have pairs spend several minutes working together to find and underline evidence in the article. Circulate among the students and notice which sentences they underline.

## 6 Discuss the Author’s Opinion as a Class

Signal for the students’ attention and review that the author of “School Uniforms: The Way to Go” includes only evidence that supports the opinion that wearing school uniforms is good for kids. Facilitate a class discussion about the author’s opinion by asking questions such as:

- Q *What did you and your partner underline in the article that supports the opinion that wearing school uniforms is good for students?*
- Q *How does [“there’s no pressure to wear costly designer labels to school”] support the opinion that wearing school uniforms is good for students?*
- Q *What questions can we ask [Kyle] about his thinking?*
- Q *After reading “School Uniforms: The Way to Go,” do you agree that wearing school uniforms is good for students? Why or why not?*

Explain that many articles in newspapers and magazines and on the Internet are written to inform the reader about one side of an issue only; they do not inform readers about different opinions. Tell the students that it is important for them to recognize when an author is presenting only one side of an issue so that they can think about whether they have enough information to form their own opinions.

Tell the students that tomorrow they will hear another article about school uniforms.

**TEKS 9.E.iii**  
**TEKS 9.E.iv**  
Student/Teacher Activity  
Step 5 and Step 6 (all)

### Teacher Note

Other evidence that supports the author’s opinion includes:

- “Some studies have shown that wearing a uniform does even more than that: it can also help you to focus on your schoolwork.”
- “Uniforms help keep students safer by showing who does—and doesn’t—belong in the school.”
- “School uniforms encourage us to get to know people’s personalities rather than judging them only by what they wear.”

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Discuss the Comprehension Strategies the Students Used

Direct the students' attention to the "Reading Comprehension Strategies" chart and ask them to notice which strategies they use and where they use them during their reading today. Tell the students that at the end of IDR, you will ask them to share the strategies they used with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer share the title of the text she read, the author's name, and what the text is about. Then have her share the name of a strategy she used and where in the text she used it. Follow up by asking questions such as:

- Q *What did you infer about the author's purpose in the article about [why children should not watch television]? How did inferring about the author's purpose help you make sense of the text?*
- Q *How did visualizing [the hardships a gold miner faced as he panned for gold during the gold rush] help you make sense of your text?*

Have students who cannot think of a comprehension strategy they used talk about what they read. Have the students return to their desks and put away their texts.

## In this lesson, the students:

- Skim an expository nonfiction article by reading the title, subtitle, and headings
- Hear, discuss, and read the article
- Identify what they learn from the article
- Explore the author’s opinion
- Explore how articles can inform by investigating one side of an issue
- Read independently for up to 30 minutes

## 1 Review “School Uniforms: The Way to Go”

Have the students bring their *Student Response Books* and pencils and gather in their groups of four, facing you. Ask them to turn to *Student Response Book* pages 58–59, and review that earlier they heard and discussed an article called “School Uniforms: The Way to Go.” Remind the students that this article informs the reader about one side of an issue. Ask and briefly discuss:

**Q** *What is “School Uniforms: The Way to Go” about?*

**Q** *What is the author’s opinion in the article? How do you know that?*

Have a few volunteers share their thinking. Explain that today the students will hear and discuss another article about school uniforms.

## 2 Introduce and Skim “School Uniforms: No Way!”

Ask the students to turn to *Student Response Book* pages 60–61, “School Uniforms: No Way!” Have the students silently read the title, subtitle, and headings. Ask and briefly discuss:

**Q** *From reading the title, subtitle, and headings, what do you think this article is about?*

Have a few volunteers share their thinking. If necessary, explain that this article discusses why wearing school uniforms is not good for students.

Ask the students to follow along as you read the article aloud. Explain that you will stop during the reading to have them use “Heads Together” to discuss what they are learning. Invite the students to think about the author’s opinion as they listen.

## Materials

- “School Uniforms: No Way!” (see pages 452–453)
- *Student Response Book* pages 58–61
- “Class Assessment Record” sheet (CA1)

## Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 3 and then completing the remainder of the lesson at another time.

### 3 Read Aloud

Read “School Uniforms: No Way!” aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**wardrobe decisions:** choices about what to wear (p. 452)

**debated:** talked about (p. 452)

**supporters:** people who want school uniforms (p. 452)

**opponents:** people who don’t want school uniforms (p. 452)

**protested:** spoke out against (p. 452)

**hardship:** difficulty or burden (p. 453)

#### ELL Vocabulary

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

**your mood:** how you feel (p. 452)

**shooting hoops:** playing basketball (p. 453)

**typical school wardrobe:** clothes that are not part of a uniform (p. 453)

**evaluate:** find out (p. 453)

**evidence:** information (p. 453)

**come to a firm conclusion:** know for sure (p. 453)

Read the two introductory paragraphs of the article aloud and then reread them, asking the students to listen for any information they might have missed during the first reading. Ask:

**Q** *What have you learned so far about wearing school uniforms?*

Have a few volunteers share their thinking, and then continue reading to the next stopping point:

**p. 452** “... said things like ‘I Miss My Real Clothes.’”

Use “Heads Together” to discuss:

 **Q** *What else have you learned about wearing school uniforms? Heads together.*

Have one or two volunteers share what their groups discussed, and then read the next two sections. Stop after:

**p. 453** “... can be a hardship for families that are struggling financially.”

 Use “Heads Together” to have the students discuss what they learned. Without sharing as a class, reread the last sentence before the stop and continue reading to the end of the article. Ask and briefly discuss:

**Q** *What is the author’s opinion in this article? How do you know that?*

## 4 Reread and Briefly Discuss “School Uniforms: No Way!”

TEKS 9.E.iii  
TEKS 9.E.iv  
Student/Teacher  
Activity  
Steps 4–6 (all,  
beginning on  
page 443 and  
continuing on to  
page 444)

Explain that a volunteer in each group of four will reread the article aloud to the rest of the group. Explain that the students will follow along and listen for evidence that supports the opinion that wearing school uniforms is not good for students, and then groups will use “Heads Together” to talk about the evidence they heard in the article.

Ask a student from each group to volunteer to read the article aloud to the rest of the group. Ask the students to consider the following question as they listen:

**Q** *What information does the author include in the article to support the opinion that wearing school uniforms is not good for students?*

## 5 Underline Evidence of the Author’s Opinion

Without having the students discuss the question as a class, explain that they will silently scan the article in their *Student Response Books* and underline three pieces of evidence that support the author’s opinion. Have the students spend a few minutes looking for and underlining evidence in the article. Circulate as the students work and notice which sentences they underline.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students understand the article?
- Are they able to identify examples that support the author’s opinion in the article?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 100 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify examples that support the author’s opinion in the article, proceed with the lesson and continue on to Week 2.
- If **about half of the students** or **only a few students** are able to identify examples that support the author’s opinion in the article, you might give the class additional instruction by repeating this week’s lessons using an alternative text before continuing on to Week 2. Resources for alternative texts are suggested in the “Grade 4 Alternative Texts” list. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the list.

### ELPS 4.F.ix

Steps 4–6

(all, beginning on page 443 and continuing on to page 444)

#### Teacher Note

If more than one student wants to read aloud, suggest that the students take turns reading sections of the article aloud. If most of the students are reluctant to read aloud, ask the students to reread the article to themselves silently. Support your English Language Learners as needed.

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

#### Teacher Note

Evidence in the article that supports the opinion that wearing school uniforms is not good for kids includes:

- “A common argument against school uniforms is that they limit self-expression.”
- “If the fabric or design of a school uniform is uncomfortable, it can affect students’ work and play.”
- “The cost of buying a set of uniforms at the start of a school year—one uniform for everyday use, another for special events, and a third for gym class—can be a hardship for families that are struggling financially.”

#### Teacher Note

You might wish to use articles that address the pros and cons of issues such as whether homework is helpful, whether all kids should learn how to write cursive, or whether students should be required to wear seatbelts on school buses.

ELPS 3.G.i  
Step 7 (all)

TEKS 6.H.i  
TEKS 7.A.i  
Student/Teacher Activity  
Step 7 (all)

## 6 Discuss Evidence as a Class

Signal for the students' attention and facilitate a class discussion about evidence that supports the author's opinion in "School Uniforms: No Way!" by asking questions such as:

- Q *What did you underline in the article that supports the opinion that wearing school uniforms is not good for students?*
- Q *How does ["a study from the University of Missouri also couldn't find any proof that uniforms helped students to learn better"] support the opinion that wearing school uniforms is not good for students?*
- Q *What questions can we ask [Zora] about her thinking?*

## 7 Discuss the Students' Opinions About Wearing School Uniforms

Review that the students have read two articles about school uniforms. The first article, "School Uniforms: The Way to Go," informs readers about the reasons why wearing school uniforms is good for students. The second article, "School Uniforms: No Way!" informs readers about the reasons why wearing school uniforms is not good for students. Ask and briefly discuss:

- Q *After reading both articles, do you have enough information to form your own opinion about the issue?*
- Q *If so, what is your opinion about wearing school uniforms? Why?*
- Q *If not, what additional information would help you form your opinion? Why?*

Review that this week the students have explored how articles can inform readers by highlighting one or both sides of an issue. Emphasize that it is important when reading articles for readers to ask themselves whether they are finding out about all sides of an issue or not. Encourage the students to notice the author's opinion in their independent reading.

Explain that next week the students will continue to explore other kinds of expository text.

## INDIVIDUALIZED DAILY READING

### 8 Read Independently and Discuss Text Features

Ask the students to notice the text features in their texts and what they learn from them during independent reading today. Tell the students that at the end of IDR, you will ask them to share with the class what text features they noticed and what they learned from them. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share with the class the text features they noticed and what they learned from them. Have each volunteer begin by sharing the title of the text he read, the author’s name, and what the text is about.

Have students who did not notice a text feature talk about what they learned from their reading today. Have the students return to their desks and put away their texts.

## WRITING ABOUT READING

### Write Opinions About School Uniforms

Review that the students have read two articles about school uniforms. The first article, “School Uniforms: The Way to Go,” informs readers about the reasons why wearing school uniforms is good for students, and the second article, “School Uniforms: No Way!” informs readers about the reasons why wearing school uniforms is not good for students. Have the students turn to *Student Response Book* pages 58–59, “School Uniforms: The Way to Go,” and ask:

**Q** *What are some reasons the author gives that support the opinion that wearing school uniforms is good for students?*

#### Students might say:

“The author of this article says that when students wear uniforms, they feel more confident because everyone is wearing the same thing.”

“Another reason the author gives to support the opinion that wearing school uniforms is good for students is that families will spend less money on school clothes.”

“The author also says that when students wear uniforms, they learn to express themselves in more creative ways.”

As the students share, write their ideas under the heading “Pros” where everyone can see them. Then have the students turn to *Student Response Book* pages 60–61, “School Uniforms: No Way!” Ask:

**Q** *What are some reasons the author gives that support the opinion that wearing school uniforms is not good for students?*

### Vocabulary Note

Next week you will revisit “Virtual Worlds: Community in a Computer” and “School Uniforms: The Way to Go” to teach the Week 21 vocabulary lessons.

### Materials

- “School Uniforms: The Way to Go” (see pages 450–451)
- “School Uniforms: No Way!” (see pages 452–453)
- *Student Response Book* pages 58–61

**Students might say:**

"The author of this article says that when students wear uniforms, they are not able to express who they are and how they feel on a particular day."

"The article also says that uniforms can be uncomfortable, and that might keep students from learning."

"This article says that buying uniforms might actually cost more because you have to have one uniform for everyday use, one for special events, and another one for gym class."

As the students share, write their ideas under the heading "Cons" where everyone can see them. Ask:

**Q** *After reading both of these articles, which side of the issue do you support? Do you think wearing school uniforms is good or bad for students? Why do you think that?*

Have a few volunteers share their thinking with the class. Tell the students that when they choose to support one side of an issue, they are forming their own opinions about the issue. Explain that people might have different opinions about the same thing, and that is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about the side of the issue you support and why you support it.

**You might say:**

"I agree with the author of the article 'School Uniforms: The Way to Go.' I'll write: *I agree with the author of 'School Uniforms: The Way to Go.'* Now I'll give a reason why I agree with the author. I'll write: *I think that wearing school uniforms is good for students because every student is wearing the same thing, so no student will be made fun of for the clothes he or she is wearing.* Now I'll write another reason to explain my thinking. I'll write: *Wearing school uniforms also keeps students from being distracted by other people's clothing. Students can concentrate on learning instead of on what they or their classmates are wearing. I think that all schools should consider having students wear uniforms.*"

Have the students choose one side of the issue to support and then write about why they support it. Encourage the students to refer to the articles in their *Student Response Books* to support their thinking. If time permits, invite the students to share their writing with the class.

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## EXTENSION

### Read More Articles and Discuss the Authors' Opinions

Have the students bring in articles from newspapers and magazines that highlight either one side of an issue or the pros and cons of an issue. As a class, discuss several of the articles. For each article, have the students decide if the article gives them enough information to form an opinion about the issue.



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## TECHNOLOGY EXTENSION

### Research and Create Presentations About School Uniforms

You might have the students read and discuss other articles about school uniforms. The students can find articles by searching online using keywords such as “pros and cons of school uniforms for kids.” After the students have researched the subject, you might suggest that groups of four choose positions for or against wearing school uniforms. Each group might collaborate to create a presentation or a short video supporting their position using information gathered during their online research. Have the groups use “Heads Together” and “Group Brainstorming” to help them work well together. The groups might then deliver their presentations to the rest of the class. After each presentation, encourage a class discussion about the relative merits of the arguments made.



#### Technology Tip

Prior to doing this activity, you might wish to view the “Using Presentation Tools” tutorial (AV44).



To support the students in doing online research, you might teach the following technology mini-lessons in Appendix B: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Narrowing Search Results and Using Filters”; and Mini-lesson 7, “Evaluating Research Sources.” For more information about teaching Technology Mini-lessons 4-7, see “About Teaching the Online Research Lessons” at the beginning of Technology Mini-lesson 4.



#### Technology Tip

For more information about creating videos, view the “Creating Audio and Video in the Classroom” tutorial (AV50).



# VIRTUAL WORLDS

## COMMUNITY IN A COMPUTER

These days, you don't have to leave your home to have fun or to play with other people. Within the world of a video game, a person can kick a virtual soccer ball, defeat a virtual army, or build a virtual city. Two players from opposite sides of the world can team up, create plans, and work together.

Video games are played in two out of three households in the United States. These games have never been more popular—or controversial. Some people say video games can help players learn skills such as quick thinking and problem-solving, but there is also evidence that gaming can be harmful to players' health and other parts of their lives.

### PROS

#### TEAMWORK AND COMMUNITY

For people who are shy, video gaming can be a way to learn how to interact with others. Massively multiplayer online games, or MMOGs, are video games that allow thousands of players around the world to play the same video game at one time. Often, each MMOG player creates a virtual character that interacts with other players' characters in the virtual world. Players work together to accomplish goals—for example, building cities or defeating an army. In order to be successful in an MMOG game, players have to spend a lot of time playing and cooperating with other players.

#### IMPROVED MOTOR SKILLS

There is evidence that video gaming may improve motor skills, boosting your ability to use your muscles to do things. Gaming may also improve your hand-eye coordination, or how well your eyes and hands work together. Playing video games may also help increase your speed in responding to a situation. This can help with all kinds of real-world activities. Some video game programs even simulate, or imitate, certain activities to help people practice skills they will need in their careers. Using video games called simulation programs, airplane pilots, firefighters, and police officers can all practice skills needed for their jobs. The more that people can practice these skills, the more confident and better they become using them in real life.

#### PROBLEM-SOLVING

In the United States, intelligence test scores are rising higher than ever before. Some researchers say that one reason could be video gaming. Virtual games present a series of problems that players must solve to succeed in the game. Like anything else that is mentally challenging, this could make people smarter. In the fast-paced modern world, where decisions often need to be made quickly, young people could be learning skills that will help them to succeed in the future.

#### PLAYING TO LEARN

If video games could be used in the classroom, perhaps students would be able to pay more attention to what they are learning. For example, when learning about a historical event such as a battle, students could put themselves in the place of the soldiers to understand the situation better.



A pilot using a simulation program can practice skills, such as performing an emergency landing, without getting hurt.

## CONS

### REAL-WORLD ISOLATION

Video game critics worry that young people who spend too much time playing video games might not learn important social skills needed to make friends and succeed in the real world. Interacting with a person in an online video game is very different from interacting with a person face-to-face. The etiquette, or how someone is expected to behave, is different within each setting. So while a person might feel confident and make friends easily within the virtual world, outside of that world he or she might feel increasingly shy and have trouble talking to people.

### HEALTH RISKS

Apart from exercising the hands and wrists, video gaming isn't a physical activity. Young people who spend hours gaming each day may not get enough exercise. One study found that teens who played video games ate more food, which could lead to overeating and weight problems over time. Doctors have also found that some gamers complain of eye strain, headaches, and wrist pain. People who

spend hours playing these games can develop problems such as RSI (repetitive strain injury), which occurs when a person repeats the same action over and over for hours. Additionally, some people argue that since gamers can engage in dangerous behavior—such as racing cars at fast speeds—within the game world without worrying about hurting themselves or others, they might feel encouraged to take dangerous risks in real life.

### VIOLENT TENDENCIES

Critics argue that violent video games can encourage players to solve problems using violence. A 2011 study monitoring brain reaction to violent video games found that the brains of people who played violent video games were less sensitive to violence than the brains of players of nonviolent video games. Because their brains were less sensitive to violence, players of violent video games were more likely to respond to situations with aggression.

### BEHIND ON THE BOOKS

Teachers worry that students who spend hours playing video games may fall behind on schoolwork. There is also a risk that using video games as learning tools would keep students from learning the importance of reading and using their imaginations. Reading helps people learn and think about information independently. Through reading, a person uses his or her imagination to understand ideas. Educational video games in classrooms might discourage students from learning how to think imaginatively.

**It's easy to lose track of time during an intense video gaming session—which means that schoolwork can suffer.**

# School Uniforms

## The Way to Go



Jackets, ties, and dress pants; knee-high socks, skirts, and blouses—in schools around the world, students prepare for the school day by putting on uniforms. Love it or hate it, the school uniform is one of the most common kinds of uniforms in the world. School uniforms make schoolchildren look neat and clean and identify them as students of a certain school.

Many students say that uniforms look boring or that they don't allow kids to express themselves with the clothes they choose to wear. On the surface, school uniforms might not seem cool, but wearing them has some big benefits.

### An End to Indecision

Being decisive about what to wear to school can be challenging. Many young people worry about how they look: "Will people judge me by what I'm wearing? Is green 'in' or 'out' this season?" Wearing a uniform helps you feel more confident because everyone else at school will be wearing the same outfit. Nobody will judge you by what clothing you wear.

Because you don't need to decide what to wear, a uniform helps you to save time in the morning. There is another advantage to wearing a uniform: It will help you save money because usually you'll need to buy only one or two uniforms at the start of the year—and there's no pressure to wear costly designer labels to school.



During the 2009–2010 school year, about 19 percent of public schools required their students to wear uniforms.

## Identity and Belonging

It's good to feel that you belong! A school uniform gives you a sense of identity and school pride. Some studies have shown that wearing a uniform does even more than that: it can also help you to focus on your schoolwork. It's similar to how a businessperson dresses in a suit when he or she goes to work. Dressing in more formal clothes helps you to shift from "play mode" to "work mode." After all, the main reason you go to school is to study and learn.

Teachers and parents like school uniforms for another reason. Uniforms help keep students safer by showing who does—and doesn't—belong in the school. Intruders realize they will stand out if they enter a school where the students are all in uniform, so the intruders are more likely to stay away.



Judging people by how they look is human nature, but we need to find other ways of learning about one another, too.



## Self-expression

Belonging is good, but what about expressing yourself? It's true that school uniforms limit the ways you can look. However, a uniform doesn't limit who you are, the way you speak, and how you behave. In fact, it helps you to learn to express yourself in more creative ways. Knowing how to talk about your opinions, ideas, and beliefs is a great life skill, and wearing a school uniform encourages you to practice that skill.

Have you ever heard the expression "judging a book by its cover"? It means to judge something by how it looks before you've taken the time to understand it. We all judge people a little by how they look—for example, we can guess that someone with spiky blue hair likes punk music or that someone who wears red from head to toe likes to stand out. But you can't know what a person is really like if you don't get past their appearance.

School uniforms encourage us to get to know people's personalities rather than judging them only by what they wear. That's one of the most valuable things we can learn from wearing school uniforms. Who knows what friendships, conversations, and ideas we miss out on by judging people only by their clothes?

# School Uniforms

## No Way!

It's Monday morning—a school day—and you're thinking, "What will I wear to school today?" Well, you might consider the weather, your mood, the class party you're having that day, or the promise you made to your best friend to wear matching sweatshirts. But if you had to wear a uniform to school each day, you wouldn't be able to make wardrobe decisions. You'd have to dress like everyone else.

School uniform policies are being debated in public school districts across the United States. Supporters say that uniforms make schools safer, help prevent bullying and teasing, and even improve students' academic performance, but opponents say that school uniforms are not the way to go.

### Self-expression

A common argument against school uniforms is that they limit self-expression. People often use the way they dress to express their personalities or feelings about themselves and the world. They might wear clothing that shows how they feel on a particular day, or they might dress to show how original or creative they are. What you are wearing is one of the first things people notice when they see you. Your clothes tell others something about yourself. Many feel that students would lose their freedom to express who they truly are if they had to wear a school uniform. For example, a group of students in Tennessee protested their loss of freedom by wearing patches on their uniforms that said things like "I Miss My Real Clothes."



## Comfort

Students spend most of their day at school. During some of that time, they're working at a desk or table. At other times, they're sitting cross-legged on a rug with their classmates listening to a story, or they're on the playground kicking a soccer ball or shooting hoops. Whatever students are doing, it's important for them to be wearing clothing that is comfortable. If the fabric or design of a school uniform is uncomfortable, it can affect students' work and play. After all, who wants to wear a tie at recess?

## Cost

Some people argue that school uniforms are less expensive than a typical school wardrobe, but that's not true for everyone. The cost of buying a set of uniforms at the start of a school year—one uniform for everyday use, another for special events, and a third for gym class—can be a hardship for families that are struggling financially.

## Performance and Behavior

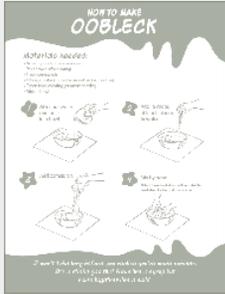
Many believe that if students wear school uniforms, they will perform better in class, be absent less often, and have fewer behavioral problems. While studies have been done to evaluate how school uniforms affect academic performance and student behavior, there is not enough evidence to come to a firm conclusion. One study from the University of Houston found that school uniforms improved student attendance, behavior, and learning. However, a study from the University of North Michigan found that uniforms made student behavior problems worse, not better. That same study found no proof that uniforms improved learning. A study from the University of Missouri also couldn't find any proof that uniforms helped students to learn better or that uniforms reduced behavioral problems or absences.

If students are allowed to choose the clothes they wear to school, then they can express who they are and feel comfortable, as well. Why would we want to change that?



# Week 2

## OVERVIEW



### “How to Make Oobleck”

(see page 470)

This functional text provides step-by-step instructions for making oobleck.



### “City of Lawrence Street Map”

(see page 472)

This functional text is a street map and street index for a small town.



### “Simon's Sandwich Shop”

(see page 471)

This functional text is a menu from a sandwich shop.



## Online Resources

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

### Whiteboard Activities

- WA1–WA4

### Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

### Professional Development Media

- “Using Web-based Maps and Related Tools” tutorial (AV49)
- “Creating Audio and Video in the Classroom” tutorial (AV50)

### Comprehension Focus

- Students analyze how the information in functional texts is organized.
- Students identify what they learn from functional texts.
- Students explore how functional texts inform readers.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students include everyone in and contribute to the group work.
- Students listen respectfully to the thinking of others and share their own.

## Ⓜ DO AHEAD

- ✓ Prior to Day 4, collect a variety of functional texts for the students to examine and read (see Step 2). You will be asking the students to bring functional texts from outside the classroom (see Day 1, Step 6). The texts you collect can be used by students who do not bring functional texts to school.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 101 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 4, you might have English Language Learners tell you about what information is included in their functional texts to help them prepare for sharing about their texts in their groups.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 21 lessons this week.

### Materials

- Scratch paper and a pencil
- “Functional Texts” chart (WA1)

### Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 5 and then completing the remainder of the lesson at another time.

**ELPS 4.C.ii**  
Steps 1–5  
(all, beginning on page 456 and continuing on to the top of page 458)

**ELPS 4.F.x**  
Step 2 (all)

### Teacher Note

Other examples of functional texts are tickets, bills, receipts, calendars, and nutritional labels on food wrappers.

### In this lesson, the students:

- Look for and read functional texts inside and outside the classroom
- Identify what they learn from the texts
- Read independently for up to 30 minutes
- Act responsibly during a school walk

## 1 Get Ready to Work Together

Have the students gather in their groups of four, facing you. Remind the students that they have been working on taking responsibility for their own learning and on including everyone during the group work. Encourage the students to continue to practice these skills this week.

## 2 Review Articles and Introduce Functional Texts

Review that last week the students heard and read articles about the pros and cons of playing video games and of wearing school uniforms, and they thought about how articles can be organized to inform readers. Explain that this week the students will explore another kind of expository nonfiction, *functional texts*.

Explain that functional texts help people learn how to do things, get from one place to another, and complete everyday tasks (jobs), such as buying groceries and paying bills. Some examples of functional texts are lists, recipes, menus, instructions, game directions, and schedules.

Point out one or two functional texts in the classroom and then ask:



**Q** *What other functional texts do you see in our classroom? Turn to your partner.*

Have several volunteers point out the functional texts they noticed. As they share, briefly discuss how each functional text is helpful.

### Students might say:

“I see the ‘Reading Comprehension Strategies’ chart. Having the comprehension strategies posted reminds us to use them while we are reading.”

“In addition to what [Rita] said, the class computer sign-up sheet helps us figure out whose turn it is to use the computer.”

“The instructions on the fire extinguisher tell us how to use it.”

### 3 Introduce the School Walk

Explain that today the class will take a walk around the school to look for other functional texts.

Explain that during the walk you will stop a few times so the students can look around and quietly talk about the functional texts they see. Remind the students how you expect them to behave on the walk.

**You might say:**

"I expect you to walk with your partner. I expect you to watch me for signals about when to stop, listen, and talk. When you talk to your partner, I expect you to whisper."

Ask and briefly discuss:

- Q *Who do we want to be considerate of when we walk around outside the classroom? Why do we want to be considerate of them?*
- Q *What can we do so we don't disturb other classes when we walk around?*

**Students might say:**

"It's important to be considerate of teachers and students in other classrooms so they don't get interrupted from their work."  
"We can walk quietly in the halls and not look for our friends as we pass other classrooms."  
"If we pass the principal in the hall, we can smile at him."

Ask the students to keep in mind what they talked about, and tell them that you will check in with them after the walk to see how they did.

### 4 Take a Class Walk Around the School

Lead the students on a walk around the school. Bring scratch paper and a pencil with you to jot down their observations. At the first stop, ask:



- Q *What functional texts do you see? Turn and whisper to your partner.*

Signal for the students' attention and have a few students quietly share their observations. If necessary, share one or two functional texts you noticed (for example, the lunch menu and the emergency evacuation poster). Jot down functional texts the students mention. After a few students have shared, continue the walk, stopping to notice functional texts in other areas of the school.

### 5 List Functional Texts as a Class

When you return to the classroom, have students sit together in their groups of four. Use "Heads Together" to discuss:



- Q *What functional texts did you see on our walk? Heads together.*

#### Teacher Note

You might take the students to the office, library, nurse's office, or another public space in the school. If a walk around the school is not possible, provide a variety of functional texts that the students can examine, or have them look at the examples of functional text on *Student Response Book* pages 62–63.

### Teacher Note

If the students have difficulty coming up with ideas, offer some examples such as recipes, menus, online maps with directions, schedules, TV program listings, utility bills, game directions, sheet music, brochures, flyers, how-to manuals, report cards, food wrappers, business cards, tickets, and receipts.

### ELL Note

Encourage your English Language Learners to collect functional texts in their primary languages.

### Teacher Note

Save the “Functional Texts” chart (WA1) to use on Day 2.

Display the “Functional Texts” chart (WA1) and have a few volunteers share what their groups discussed. As they share, record the functional texts they mention on the chart. Help the students think about the purposes of functional texts by asking follow-up questions such as:

- Q *What information does [the lunch menu] give you?*
- Q *How does the [“In Case of Emergency” poster] help us?*

## 6 Brainstorm and Prepare to Collect Functional Texts

Explain that later in the week the students will bring functional texts to school and discuss the texts. Briefly review the “Functional Texts” chart and then use “Think, Pair, Share” to discuss:

-  Q *What other functional texts can you think of that you might find at home, in the newspaper, on the Internet, or in other places outside of school?*  
[pause] *Turn to your partner.*

After a few moments, have several volunteers share, and record their answers on the “Functional Texts” chart. Ask the students to each collect two or three functional texts at home or elsewhere outside the school, and tell them when they will be expected to bring the functional texts to school (see “Do Ahead”). Remind them to ask permission to bring in functional texts that do not belong to them.

Explain that tomorrow the students will look at two functional texts and talk about how they are organized.

## 7 Reflect on Acting Responsibly

Ask and briefly discuss:

- Q *What did you do to act in a responsible way during the walk? How do you think that helped the people around us?*
- Q *What problems, if any, did we have? What can we do next time to avoid those problems?*

# INDIVIDUALIZED DAILY READING

## 8 Read Independently and Discuss What the Students Learn

Tell the students that this week during IDR they will read functional texts or other expository texts. Ask the students to think about what they are learning from the texts as they read. Tell the students that at the end of IDR, you will ask them to share what they learned with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share the title of her text, the author’s name (if there is one), what the text is about, and what she learned from the text. Then have the students return to their desks and put away their texts.

# Read-aloud/ Guided Strategy Practice

# Day 2

### In this lesson, the students:

- Read and discuss two functional texts
- Identify what they learn from the texts
- Analyze how the information in the texts is organized
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work
- Work in a responsible way

## 1 Review Functional Texts

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Display the “Functional Texts” chart (WA1) from Day 1 and remind the students that yesterday they explored functional texts in the classroom and around the school and brainstormed about functional texts they might find outside the classroom. Review that functional texts are a type of expository nonfiction that help people learn how to do things, get from one place to another, and complete everyday tasks (jobs).

Explain that today the students will look closely at two functional texts and discuss how they are organized.

### Materials

- “How to Make Oobleck” (see page 470)
- “Simon’s Sandwich Shop” (see page 471)
- “Functional Texts” chart (WA1) from Day 1
- *Student Response Book* pages 64–65

## 2 Introduce and Read Aloud “How to Make Oobleck”

Have the students turn to *Student Response Book* page 64, “How to Make Oobleck.” Read the title aloud and explain that these are instructions for making a substance called *oobleck*. Explain that a set of instructions for making something is a type of functional text.

Ask the students to follow along as you read aloud “How to Make Oobleck” slowly and clearly. Ask and briefly discuss:

**Q** *What makes these instructions easy to use?*

### Students might say:

“There is a list of materials so you know what you need before you begin.”

“In addition to what [Matthew] said, each thing you have to do is numbered, so you know what to do first.”

“Step 4 has a note telling the reader what to do if the oobleck doesn't flow out of the bowl when it's tilted.”

Point out that the author includes the materials list and the numbered steps to make this functional text easy for readers to use.

## 3 Introduce and Read “Simon’s Sandwich Shop”

Explain that the students will look at another kind of functional text, and have them turn to *Student Response Book* page 65, “Simon’s Sandwich Shop.” Read the title aloud and explain that this is a menu from a sandwich shop.

Give the students enough time to read the menu to themselves. Then facilitate a class discussion about the “Simon’s Sandwich Shop” menu using the following questions:

**Q** *What are the bread choices at Simon’s Sandwich Shop? Where did you find that information?*

**Q** *How much does a small drink cost? How do you know?*

**Q** *If you ordered a 6-inch ham sandwich and a 12-inch barbecue tofu burger, what would be the total cost? How did you figure that out?*

## 4 Use and Analyze the Menu in Pairs



Have the students look at the menu and work in pairs to order lunch for both of them. Explain that they have \$20 to spend on the two lunches. They do not have to spend all of the \$20, but they cannot spend more than \$20. Tell the students that they should be ready to explain to the other pair in their group of four what they ordered, how much both lunches cost, and how much money from the \$20 they have left over. Circulate among the students as they work.

## 5 Discuss Lunch Orders in Groups and as a Class



When most pairs are finished, signal for the students' attention. Use "Heads Together" to have pairs discuss in their groups of four what they ordered for lunch and how much they spent.

Signal for the students' attention and discuss the following questions as a class:

- Q *What did you and your partner order?*
- Q *How much of the \$20 did you spend?*
- Q *How did you make sure that you didn't spend more than \$20?*
- Q *How is the menu organized to help the customer decide what to buy?*

### Students might say:

"It has different sections so you can easily see everything they sell."

"There are two columns that have two different sandwich sizes, 6 inches and 12 inches. It also tells you the prices for every sandwich at both sizes."

"The bread choices and dressing choices are in boxes, which makes them easy to find."

Explain that the sandwich shop menu and the instructions for making oobleck are organized differently because they have different purposes. Both are organized in a way that helps the reader get and make sense of information easily and quickly. Tell the students that reading functional texts carefully and noticing how they are organized helps readers understand and use them more easily. Encourage the students to continue to notice functional texts in their everyday lives.

## 6 Reflect on Working in Groups

Ask and briefly discuss:

- Q *What did your group do to make sure everyone was included in the group discussion?*
- Q *How did you contribute to your group's discussion?*

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Think About How Texts Are Organized

Remind the students that this week during IDR they are reading functional texts or other expository texts. Ask the students to think about how the texts are organized and how text features are used to help readers learn information. Tell them that at the end of IDR, you will ask them to share what they noticed with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### Facilitation Tip

Continue to practice **responding neutrally with interest** during class discussions by demonstrating genuine interest and curiosity in what the students say and by refraining from overtly praising or criticizing their responses.

### Teacher Note

You will use the "Functional Texts" chart (WA1) again on Day 4.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read with the class. Have each student tell the title of her text, the author’s name (if there is one), and what the text is about. Then have each student share how her text is organized or tell about a text feature that is used to help readers learn information. Have the students return to their desks and put away their texts.

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## EXTENSION

### Make Oobleck

Provide the students with the materials to make oobleck. Have the students work in pairs or in groups of four to make oobleck using the instructions on *Student Response Book* page 64.

Give the students time to investigate their oobleck. Have them share their observations about how it feels, what it looks like, and how it moves. If time permits, have the students write short pieces describing the oobleck. Encourage the students to use descriptive language.



### Technology Tip

Prior to doing this activity, you might wish to view the “Creating Audio and Video in the Classroom” tutorial (AV50).



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## TECHNOLOGY EXTENSION

### Create a “How to Make Oobleck” Video

Have the students create a video showing how to make oobleck using the instructions on *Student Response Book* page 64. Have the students explain what they are doing in each step, and ask them to describe how the oobleck feels and to demonstrate how it moves.

Watch the how-to video together as a class. Facilitate a discussion about the similarities and differences between the written instructions and the video instructions. Ask questions such as:

- Q How is watching how to do something [the same as/different from] reading how to do something?
- Q Which set of instructions would you prefer to use? Why?

## In this lesson, the students:

- Identify what they learn from a functional text
- Analyze how the information in the text is organized
- Read independently for up to 30 minutes and write in their reading journals
- Work in a responsible way

## 1 Review Functional Texts

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they read two functional texts and thought about how the texts are organized to help readers understand them. Explain that today the students will look closely at another functional text and discuss how it is organized to help readers understand it.

## 2 Introduce “City of Lawrence Street Map” and Model Finding a Location on the Map Using the Index

Display the “City of Lawrence Street Map” chart (WA2) and tell the students that this is a street map of a city called Lawrence. Remind the students that maps are another kind of functional text. Ask and briefly discuss:

**Q** *What are some reasons people use maps?*

Direct the students’ attention to the letters down the side of the map and the numbers across the top of the map. Explain that these letters and numbers are called coordinates. Explain that using the coordinates helps readers find specific streets and locations (or places) on the map, such as schools, hospitals, libraries, and playgrounds.

Point to the index and explain that most maps have an index that lists the names of the streets and other locations that can be found on the map and their coordinates. Model using the index and coordinates to find Lawrence Elementary on the map.

### You might say:

“I would like to find Lawrence Elementary on the map. The index says that Lawrence Elementary is located at D2 on the map. I’ll point to the letter D on the side of the map and the number 2 on the top of the map. Now I’ll move my fingers to the place where row D and column 2 intersect, or meet. There is Lawrence Elementary; it’s near a street called McCabe Alley.”

## Materials

- “City of Lawrence Street Map” (see page 472)
- “City of Lawrence Street Map” chart (WA2)
- *Student Response Book* page 66
- “Journal Entry” chart (WA3)
- *Student Response Book*, Reading Journal section

**TEKS 9.D.iii**

**TEKS 9.D.iv**

**TEKS 10.C.ii**

Student/Teacher Narrative

Step 2 (all, beginning on page 463 and continuing on to page 464)

Have the students turn to *Student Response Book* page 66, “City of Lawrence Street Map,” and find the index.

Ask the students to find Lawrence Shopping Center in the index and to read the coordinates that indicate where Lawrence Shopping Center is located on the map. On the chart, model for the students how to locate the shopping center. Explain that the students will work in pairs to find other locations on the map.

### 3 Find Locations on the Map in Pairs



Explain that partners will use the “City of Lawrence Street Map” index to help them find five locations on the map. Give partners a few moments to circle five locations in the index. Have them use the coordinates listed in the index to find and then circle each location on the map. Ask the students to write the coordinates beside each circled location on the map.

### 4 Discuss Using the Map

Signal for the students’ attention and ask a few volunteers to share their findings with the class using the “City of Lawrence Street Map” chart. Have each volunteer circle one of the locations he found and write the coordinates beside the circled location. Ask and briefly discuss:

**Q** *In addition to the index, what makes this map easy to use?*

**Students might say:**

“The coordinates are easy to find and use because they’re on the top and side of the map.”

“There is a key that gives you symbols so you can find important places like the hospital.”

“In addition to what [Kendra] said, the streets and places on the map are labeled.”

Point out to the students that maps are organized so that readers can find information quickly and easily. Remind the students that reading functional texts carefully and noticing how they are organized will help them understand and use them more easily.

Explain that tomorrow the students will share functional texts they collected from outside the classroom and discuss how they are organized to give readers information. Remind them to bring the functional texts they have collected to school.

### 5 Reflect on Working Responsibly

Ask and briefly discuss:

**Q** *What did you and your partner do to work responsibly today?*

**Q** *How did [taking turns choosing locations] help you work together?*

# INDIVIDUALIZED DAILY READING

## 6 Think About How Texts Are Organized and Write in Reading Journals

Remind the students that this week during IDR they are reading functional texts or other expository texts. Ask the students to think as they read about how the texts are organized and how text features are used to help readers learn information. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart (WA3) and explain that today each student will write a journal entry. Also explain your expectations for what the journal entry should include.

WA3

#### Journal Entry

Write a journal entry about the text you are reading.

Please include:

- What kind of text you are reading (functional or expository nonfiction)
- What the text is about or the purpose of the text
- What you notice about how the text is organized or how text features are used to help readers learn information



Ask the students to think quietly about what they will write. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their reading journals. If time permits, have a few volunteers share their journal entries with the class.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

### Technology Tip

For information about using web-based maps, view the “Using Web-based Maps and Related Tools” tutorial (AV49).



## EXTENSION

### Find Locations on Local Street Maps

Repeat today’s lesson using street maps of your community. If possible, find different types of maps of the same area (for example, political maps, physical maps, transit maps, and bicycle route maps). The students might be interested in locating their homes, school, or other places they are familiar with on these maps.



## TECHNOLOGY EXTENSION

### Find Locations on a Web-based Map

Introduce the students to a web-based mapping tool and show them briefly how to use it. Have the students find your state and then your city and then your school address. They might also search for local landmarks, parks, or other locations they are familiar with. Have the students explore different map options, such as satellite and topography images; traffic movement; and public-transportation, bicycle, and pedestrian routes. Facilitate a discussion about the difference between using a web-based map and a paper map by asking questions such as:

- Q How is using a web-based map [different from/the same as] using a paper map?
- Q What are the benefits of using a [web-based map/paper map]?
- Q Which type of map do you like using better? Why?

# Day 4

## Independent Strategy Practice

### Materials

- Variety of functional texts, which you and the students have collected ahead
- “Questions About Functional Texts” chart (WA4)
- “Functional Texts” chart (WA1) from Day 1
- “Class Assessment Record” sheet (CA2)

### In this lesson, the students:

- Examine functional texts independently
- Share the texts with classmates
- Identify what they learn from the texts
- Explore how the texts inform readers
- Listen respectfully to the thinking of others

### **1** Review and Get Ready to Work Together

Have the students bring their *Student Response Books*, pencils, and the functional texts they have collected outside the classroom and gather

in their groups of four, facing you. Review that so far this week the students have read three examples of functional texts and thought about how the functional texts are organized to give readers information. Explain that today the students will share and discuss in their groups the functional texts they have collected, and they will continue to think about how functional texts are organized to help readers understand and use them.

Remind the students that it will be important to listen respectfully when other people share their functional texts with the group. Ask and briefly discuss:

**Q** *What can you do to be respectful when others are sharing their functional texts?*

Have a few volunteers share their thinking.

**Students might say:**

"I can look at the person who is speaking."

"I can listen quietly and not interrupt."

"I can pay attention to what people are saying in case I have questions."

Explain that you will check in with the class later to see how they did.

## 2 Share and Discuss Functional Texts in Groups and as a Class

Display the "Questions About Functional Texts" chart (🌐 WA4) and read the questions on it aloud. Explain that the students will silently examine the functional texts they have collected, keeping the questions from the chart in mind.

### Questions About Functional Texts

- What information does this functional text give you?
- What makes the functional text easy for readers to understand and use?
- What do you find most interesting about it?

WA4

Explain that each student will choose one functional text to share with his group. Explain that the person sharing will briefly explain what the functional text is, what information it includes, what makes it easy for readers to use, and what he finds most interesting about it. Encourage the students to ask one another questions after they share. Remind them to listen respectfully as others in the group share.

### Teacher Note

Distribute the functional texts you have collected to any students who did not bring in their own.

### 🌐 ELL Note

You might consider providing prompts for your English Language Learners to use when they share their functional texts (for example, "This functional text is called . . .," "It tells readers . . .," and "I think it is interesting because . . .").



Give the students several minutes to work in their groups. Circulate among the groups and listen as they work.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what they learn from functional texts?
- Are they able to identify how information in functional texts is organized to inform readers?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 101 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify what they learn from functional texts and how information in functional texts is organized to inform readers, proceed with the lesson and continue on to Week 3.
- If **about half of the students** or **only a few students** are able to identify what they learn from functional texts and how information in functional texts is organized to inform readers, you might give the class additional instruction by repeating this week’s lessons using the examples of functional texts on *Student Response Book* pages 62–63 before continuing on to Week 3.

When most groups are finished, signal for the students’ attention. Display the “Functional Texts” chart (C WA1) and ask volunteers to share with the class some examples of functional texts they looked at in their groups. Add any new functional texts to the chart.

### 3 Review the Week and Expository Text

Remind the students that functional texts are expository texts that give readers information and help them function in their everyday lives. Direct the students’ attention to the “Functional Texts” chart and review that this week the students explored examples of functional texts in their *Student Response Books* as well as real-world functional texts from inside and outside the school. Review that reading functional texts carefully and thinking about how they are organized helps readers make sense of them. Encourage the students to continue to notice and think about functional texts in their everyday lives.

Explain that in the coming weeks the students will hear and read an expository text that is similar to a school textbook and think about how it is organized to give readers information.

## 4 Reflect on Listening Respectfully to the Thinking of Others

Ask and briefly discuss questions such as:

- Q *How did it make you feel to have others in your group listen respectfully while you were sharing?*
- Q *How did listening to other people's thinking help you?*

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## EXTENSION

### Create a Functional Texts Bulletin Board

Continue to have the students bring in examples of functional texts. Ask the students to share the texts with the class. Have them point out how their functional texts are organized to inform readers. Have each student glue her functional text to a large sheet of construction paper to create a poster; have the student add labels for the features that help organize the information and make it easy to use. (For example, a menu might be labeled *The menu is divided into appetizers, entrées, and desserts* and *The spicy dishes are marked with a pepper.*) Have the students hang their posters on a class bulletin board.

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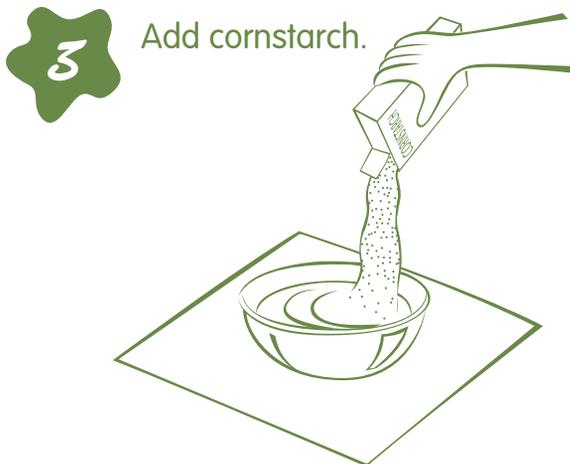
### Vocabulary Note

Next week you will revisit “How to Make Oobleck” to teach the Week 22 vocabulary lessons.

# HOW TO MAKE OOBLECK

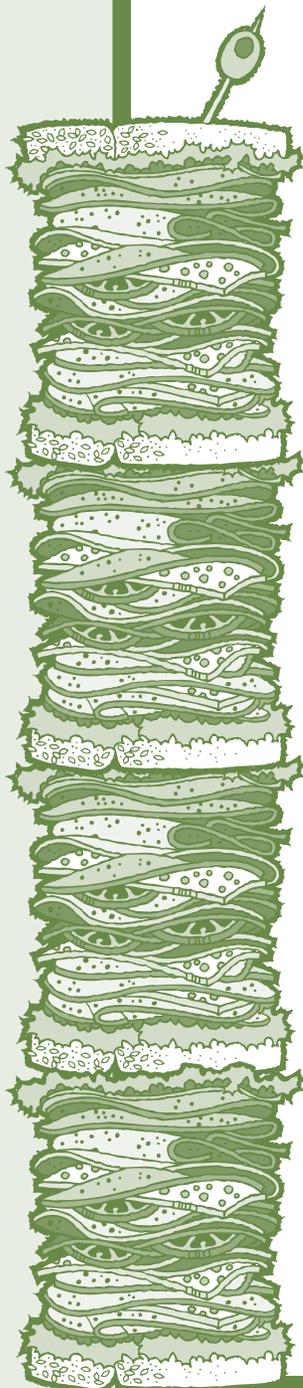
## Materials needed:

- Newspapers to cover work area
- Paper towels for cleanup
- 1 box cornstarch
- 1½ cups water (more if your oobleck is too firm)
- Green food coloring (or another color)
- Mixing bowl



*It won't take long before you realize you've made oobleck.  
It's a sticky goo that flows like a syrup but  
holds together like a solid.*

# Simon's Sandwich Shop



## Favorites

	6-inch	12-inch
Tuna	\$3.50	\$6.50
Roast Beef	\$3.50	\$6.50
Ham	\$3.50	\$6.50
Meatball	\$3.50	\$6.50
Turkey Breast	\$3.50	\$6.50

## Speciality Sandwiches

	6-inch	12-inch
Organic Free-range Chicken with Cranberry Sauce	\$4.50	\$7.50
Grilled Veggies with Cheese or Hummus	\$4.50	\$7.50
Barbecue Tofu Burger	\$4.50	\$7.50

## Extras

	6-inch	12-inch
Cheese	\$.25	\$.50
Lettuce	\$.25	\$.50
Tomato	\$.25	\$.50

All sandwiches come with your choice of bread and dressing.

## Breads

White, Whole Wheat, Honey Bran, Italian Herb

## Dressings

Mayonnaise, Mustard, Oil and Vinegar

## Drinks

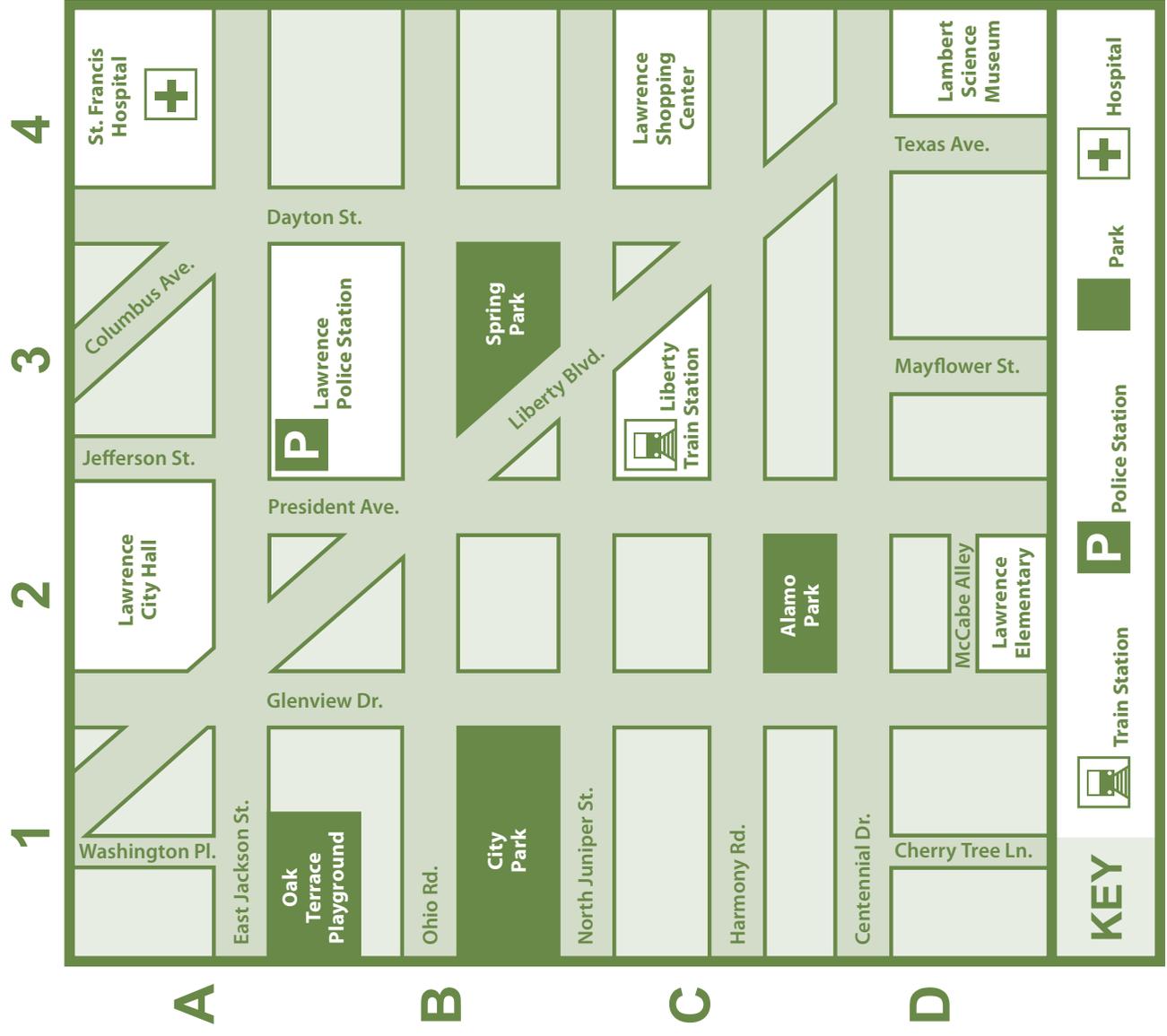
	Small	Medium	Large
Lemonade, Juice, Milk	\$1.25	\$1.50	\$2.00

## Sides

Green Salad	\$2.50
Pickle	\$.50

# CITY OF LAWRENCE STREET MAP

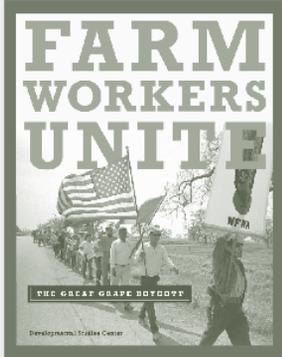
Index	Reference/Location on Map
Alamo Park	C2
Centennial Drive	D1-D4
Cherry Tree Lane	D1
City Park	B1
Columbus Avenue	A3
Dayton Street	A4-C4
East Jackson Street	A1-A4
Glenview Drive	A2-D2
Harmony Road	C1-C4
Jefferson Street	A3
Lambert Science Museum	D4
Lawrence City Hall	A2
Lawrence Elementary	D2
Lawrence Police Station	A3
Lawrence Shopping Center	C4
Liberty Boulevard	A1-C4
Liberty Train Station	C3
Mayflower Street	D3
McCabe Alley	D2
North Juniper Street	C1-C4
Oak Terrace Playground	A1
Ohio Road	B1-B4
President Avenue	A2-D2
Spring Park	B3
St. Francis Hospital	A4
Texas Avenue	D4
Washington Place	A1





# Week 3

## OVERVIEW



### ***Farm Workers Unite: The Great Grape Boycott\****

The Great Delano Grape Strike and the Great Grape Boycott, masterminded by union activists César Chávez and Dolores Huerta, raised public awareness of the plight of farm workers and led to lasting improvements in migrant workers' living and working conditions.

*\*This book is also used in Week 4.*



### **Online Resources**

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

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

## Comprehension Focus

- Students hear and discuss an expository text.
- Students use schema to articulate all they think they know about a topic before they read.
- Students identify what they learn from an expository text.
- Students read independently.

## Social Development Focus

- Students include everyone in and contribute to group work.
- Students build on one another's thinking during small-group discussions.
- Students explain their thinking.

## DO AHEAD

- ✓ Prior to each read-aloud lesson this week, show your English Language Learners the sections of *Farm Workers Unite: The Great Grape Boycott* that you will be reading. Point out the text features and summarize the information in the text, making sure your students have at least a surface-level understanding of the information.
- ✓ Prior to Day 1, decide which of the students' social studies textbooks you would like them to read this week and next week during IDR. If the textbook you have selected is one that is challenging for your students, plan to read from the textbook aloud with the students before having them read independently. Make sure there are enough copies of the textbook in your classroom for each student to use one during IDR.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3); see page 102 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 22 lessons this week.

**Materials**

- *Farm Workers Unite* (pages 1–10)
- *Student Response Book* page 67

**In this lesson, the students:**

- Brainstorm what they think they know about a topic
- Hear and discuss parts of an expository text
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Explain their thinking
- Use discussion prompts in small-group discussions

**ABOUT READING TEXTBOOKS**

The students have spent the first two weeks of this unit analyzing how authors organize information in articles and functional texts as a way to help the students make sense of those kinds of expository nonfiction texts. The focus of the final two weeks is on analyzing text structure in textbooks. The students hear and read a book written to resemble a textbook the students might read in school. This week the students hear the book read aloud and identify and discuss what they learn from the text. Next week the students analyze parts of the book in depth and explore two expository text structures commonly used to organize the information in textbooks: sequence and compare/contrast. This week's and next week's lessons on exploring how expository texts are organized lay the foundation for work the students will do in later grades. Mastery of these concepts is not expected at this point. The goal, as with all of the reading comprehension strategies, is for the students to be able to use the strategy to help make sense of their independent reading.

**1 Discuss Reading Textbooks**

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Remind the students that they have been reading articles and functional texts and thinking about how expository nonfiction can inform readers. Explain that in the coming weeks they will look at another kind of expository nonfiction—textbooks—and work in groups and as a class to explore how textbooks are written.

Point out that textbooks are a kind of expository text that the students read often in school. Ask:

**Q** *What kinds of textbooks have you been reading this year?*

**Q** *What can be hard about reading textbooks?*

Explain that this week the students will hear a book written in the style of a textbook. They will think about and discuss how textbooks can be organized to give readers information, and they will use what they learn

to help them make sense of their own textbooks. They will also have opportunities to explain their thinking and use discussion prompts in their groups.

## 2 Introduce *Farm Workers Unite*

Tell the students that the book you will read aloud over the next few days is titled *Farm Workers Unite: The Great Grape Boycott*. Show the cover and explain that this book is written to be similar to textbooks the students read in school.

Explain that *Farm Workers Unite* is about how two Mexican American leaders, César Chávez and Dolores Huerta, helped migrant farm workers in California and other states improve their living and working conditions. Ask and briefly discuss:

**Q** *What do you think you know about how produce (or fruits and vegetables) is grown in the United States?*

### Students might say:

"I think that lots of fruits and vegetables are grown in California."

"In addition to what [Alexis] said, I remember reading that there are a lot of migrant workers who pick the fruits and vegetables."

"I think that fruits and vegetables are grown on big farms."

To provide historical background, locate California's Central Valley on a map of the United States and explain that since the early 1900s, produce growers in California, where more than half of the country's fruits and vegetables come from, have hired mostly temporary workers to do the planting and harvesting on their farms. These migrant workers, many of whom are Mexican Americans, move from farm to farm looking for work. Up until the late 1960s, most migrant workers lived and worked in terrible conditions. To this day, some still do. César Chávez and Dolores Huerta helped farm workers stand up for themselves and their rights. Also explain that the Great Grape Boycott of 1967, which Chávez and Huerta helped organize, helped people all over the United States learn about the lives of farm workers.

## 3 Introduce the Reading

Show the table of contents of *Farm Workers Unite* and ask the students to turn to *Student Response Book* page 67, where the table of contents is reproduced. Read the chapter titles and headings aloud; then ask:

**Q** *What topics do you think you will hear about in this book?*

Have one or two volunteers share their thinking. Explain that today the students will hear the Introduction and the first two chapters of the book. Explain that you will stop periodically during the reading to have them discuss what they have learned from the book up to that point.

### Teacher Note

You might explain that the Central Valley is a large, flat area that runs through the middle of California and is surrounded by mountain ranges. If your map has topographical features, you might point out the mountain ranges to the east, west, north, and south of the valley. If your map does not have topographical features, you might tell the students that the Central Valley runs roughly from Redding in Northern California to Bakersfield in Southern California and point out these cities on the map.

### Technology Tip

You may want to display a map of California's Central Valley on the interactive whiteboard. For more information, view the "Using Web-based Maps and Related Tools" tutorial (AV49).



## Teacher Note

This week's read-aloud contains a lot of factual information that the students might have difficulty following. To support them, you will briefly introduce each section before you read it. This will help to focus the students' listening on the main ideas discussed in that section.

## 4 Read Aloud the Introduction and Chapters 1 and 2 with Brief Section Introductions

Read aloud the Introduction and chapters 1 and 2 slowly and clearly, as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**produce:** fruits and vegetables (p. 1)

**deportation:** being sent back to their home countries (p. 6)

**exposure to:** being close to (p. 8)

### ELL Vocabulary

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

**permanent staff:** people who work throughout the entire year (p. 1)

**make a bigger profit:** keep more money for themselves (p. 6)

**crossing the border illegally:** coming from other countries even though they were not allowed to (p. 6)

**bad conditions:** ways that were not safe (p. 7)

**thin out crops:** cut down some of the plants so they're not growing too closely together (p. 7)

**permanently stooped:** bent over for their whole lives (p. 7)

**cause headaches, dizziness, and nausea:** make them very sick (p. 8)

**shack:** very small, poorly built house (p. 9)

**bathing facilities:** rooms or buildings with baths or showers (p. 9)

**participate:** talk to their teachers or to other students (p. 10)

Read aloud the first three paragraphs of the Introduction and then reread them, asking the students to listen for information they might have missed during the first reading. Ask and briefly discuss:

**Q** *What did you hear in the second reading that you missed in the first reading?*

Continue reading to the end of the Introduction; then show the accompanying photographs and read aloud the captions. Point out the text box titled "Migrant Workers" on page 3 and explain that it gives useful information about migrant workers. Read "Migrant Workers" aloud; then show the photograph and read aloud the caption. Ask and briefly discuss:

**Q** *What did you find out about migrant workers?*

Read aloud the title of chapter 1, "Competition for Work," and explain that this chapter tells about how, starting in the mid-1900s, there were not as many jobs for farm workers as there used to be. Tell the students that you will read chapter 1 aloud. Ask the students to listen for what they find out about why it became harder for farm workers to find jobs.

Read chapter 1 aloud; then show the photographs and read aloud the captions. Ask:

**Q** *What are some reasons it became harder for farm workers to find jobs?*

Have one or two volunteers share what they found out.

**Students might say:**

"It was hard for farm workers to find jobs because there were a lot of people who wanted to do those jobs."

"In addition to what [Jamil] said, there were a lot of people who were willing to do the work for less money."

"Another reason it was hard for farm workers to find jobs is because machines were invented to do some of the jobs that people used to do."

Read aloud the title of chapter 2, "The Life of a Migrant Worker," and explain that this chapter tells about what life was like for many migrant farm workers. The first section, "Working Conditions," describes what it was like to work in the fields.

Read "Working Conditions" aloud; then show the photographs on page 8 and read aloud the captions. Ask:

**Q** *What did you find out about what it was like to work in the fields?*

Have a few volunteers share what they found out. Tell the students that the next section in chapter 2 is called "Living Conditions." Explain that this section discusses where migrant workers lived and how they lived.

Read "Living Conditions" aloud; then show the photograph on page 9 and read aloud the caption. Ask:

**Q** *What did you find out about how migrant workers lived from this reading?*

Have a few volunteers share what they found out. Explain that the next section, "Education," discusses some of the challenges faced by the children of migrant workers when they tried to go to school.

Read "Education" aloud; then show the accompanying photograph and read aloud the caption. Ask:

**Q** *What made going to school difficult for the children of migrant workers?*

Have a few volunteers share what they found out.

## **5** Discuss the Reading in Groups

Facilitate a discussion about chapter 2. Encourage the students to use the discussion prompts they have learned to respond to one another. Use "Heads Together" to discuss:



**Q** *What are some important things we've learned from chapter 2 about what life was like for many migrant farm workers? Heads together.*

Have a few volunteers share what they discussed in their groups with the class. Be ready to reread from the text to help the students support their thinking.

### Teacher Note

If necessary, review the following discussion prompts:

- "I agree with \_\_\_\_\_ because . . ."
- "I disagree with \_\_\_\_\_ because . . ."
- "In addition to what \_\_\_\_\_ said, I think . . ."

**Students might say:**

"I learned that a lot of times their working conditions were not safe."

"I agree with [Sadie] because the book said that workers had to use dangerous tools."

"I learned that it was hard for the children of migrant workers to go to school because their families moved around so much."

"In addition to what [Sterling] said, we learned that it was hard for the kids because they couldn't speak English."

Explain that tomorrow the students will hear and discuss chapter 3, "Time for a Change."

## 6 Reflect on Group Work

Ask and briefly discuss questions such as:

**Q** *How did you do with explaining your thinking in your group?*

**Q** *How did the discussion prompts help you participate in your group discussion?*

## INDIVIDUALIZED DAILY READING

## 7 Read for Information Independently

Tell the students that for the next two weeks, they will read parts of their social studies textbooks during IDR. Ask them to think about what facts they are learning. Tell them that at the end of IDR, you will ask them to share facts they learned with the class. Have the students get their textbooks, take a moment to select the sections they wish to read today, and then read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

### Teacher Note

Over the next two weeks, we recommend having the students select sections from their textbooks to read during IDR. Alternatively, you might choose to assign sections for the students to read based on the content-area instruction for your grade level.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share what the part she read today is about and a fact she learned. Then have the students return to their desks and put away their textbooks.



## TECHNOLOGY EXTENSION

### Learn More About Migrant Workers

Show the cover of *Farm Workers Unite* and remind the students that they heard parts of this book earlier. Show pages 7–10 and remind the students that this part of the book tells about what life was like for many migrant farm workers. Ask:

**Q** *What do you remember about what life was like for migrant workers?*

As the students respond, record their thinking where everyone can see it. If the students struggle to answer the question, read pages 7–10 and then ask the question again. Tell the students that today they will learn more about the history of migrant labor by exploring a website about it. Display the web page you have selected and read the sections you identified aloud. After reading each section, facilitate a discussion about what the students are learning by asking questions such as:

**Q** *What did you learn about migrant labor from the section you just heard?*

**Q** *How did [viewing the video] help you better understand the life of a migrant worker?*

As the students respond, record their thinking where everyone can see it. After exploring the web page, have the students write a paragraph that tells what they learned about migrant labor. Encourage them to use facts they learned from the book *Farm Workers Unite* and from the web page to support their thinking.



### Technology Tip

Prior to doing this activity, find an age-appropriate web page about migrant workers to share with your students. Search the Internet using the keywords “farm worker history,” “farm worker movement,” “migrant labor,” or “farm workers.” Preview the web page you have selected and identify the sections you will read aloud and the features you want to point out (for example, maps, slideshows, summaries of historical events, timelines, videos, and illustrations). For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



## Read-aloud

## Day 2

### In this lesson, the students:

- Hear and discuss part of an expository text
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work
- Use discussion prompts in small-group discussions

### 1 Review and Introduce the Reading

Have the students gather in their groups of four, facing you. Show the cover of *Farm Workers Unite* and remind the students that yesterday

### Materials

- *Farm Workers Unite* (pages 11–14)

**TEKS 6.E.iii**  
Student/Teacher Activity  
Step 2 and Step 3  
(all, beginning on page  
482 and continuing on to  
page 484)

they heard the Introduction and the first two chapters, “Competition for Work” and “The Life of a Migrant Worker.” Ask and briefly discuss:

**Q** *What have you learned so far about migrant workers?*

Explain that today you will read chapter 3, “Time for a Change.” Tell the students that this chapter talks about how things changed when farm workers began to fight for their rights as workers. Explain that you will stop periodically during the reading to have groups discuss what they have learned from the reading up to that point.

## **2** Read Aloud Chapter 3 with Brief Section Introductions

Read aloud chapter 3 to the class, following the procedure described on the next page. Clarify vocabulary as you read.

### **Suggested Vocabulary**

**on behalf of:** speaking for (p. 11)

**injustices:** unfair treatment (p. 12)

**government officials:** people who work for the government (p. 14)

### **ELL Vocabulary**

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

**improve:** make better (p. 11)

**organize:** get people together to make something happen (p. 11)

**bullied:** made to feel afraid (p. 11)

**determined:** very sure he wanted (p. 12)

**stood up for:** protected; defended (p. 12)

**enrolling:** signing up (p. 13)

**bold and outgoing:** brave and good at talking to people (p. 14)

Read aloud the chapter 3 title, “Time for a Change,” and the first heading, “Unionization.” Explain that the section “Unionization” talks about why it was difficult for migrant workers to change their living and working conditions. Ask the students to listen for reasons why it was difficult for workers to improve their living and working conditions. Read “Unionization” aloud. Ask:

**Q** *Why was it difficult for farm workers to improve their living and working conditions?*

Have a few volunteers share their thinking. Point out the text box on page 12 titled “Unions and Contracts” and explain that it gives readers useful information about unions. Read “Unions and Contracts” aloud. Ask and briefly discuss:

**Q** *What information did you find out about unions?*

Explain that the next section, “César Chávez and Dolores Huerta,” discusses how César Chávez and Dolores Huerta got involved in trying to organize farm workers. Read the first three paragraphs of “César Chávez and Dolores Huerta” aloud. Stop after:

**p. 13** “. . . he got to know a woman named Dolores Huerta.”

Use “Heads Together” to discuss:



**Q** *What do you think made César Chávez decide to fight for the rights of farm workers? Heads together.*

Without discussing the question as a class, continue reading. Read the next paragraph aloud; then show the photographs of César Chávez’s family and Dolores Huerta. Stop after:

**p. 13** “. . . than by trying to teach their hungry children.”

Use “Heads Together” to discuss:



**Q** *What do you think made Dolores Huerta decide to fight for the rights of farm workers? Heads together.*

Signal for the students’ attention and have a few volunteers share what they discussed with their groups. Continue reading to the end of the section.

Explain that the last section of chapter 3, “A New Union,” talks about how César Chávez and Dolores Huerta got their union started. Read “A New Union” aloud. Ask and briefly discuss:

**Q** *What did you find out in the section you just heard?*

Have a few volunteers share what they found out.

### **3** Discuss the Reading

Facilitate a discussion about the reading using the question that follows. Remind the students to include everyone in the discussion and to refer to information in the text to support their thinking. Use “Heads Together” to discuss:



**Q** *Why were César Chávez and Dolores Huerta more successful at unionizing, or organizing, farm workers than others had been in the past? Heads together.*

Signal for the students’ attention and have a few volunteers share what they discussed in their groups. Encourage the students to use the discussion prompts to respond to one another.

#### **Teacher Note**

As groups talk, listen for evidence that the students are discussing the book and understanding it. If necessary, reread parts of the text to help the students recall what they heard.



#### **Facilitation Tip**

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students’ responses. Instead, build the students’ intrinsic motivation by responding with genuine curiosity and interest, for example:

- “Interesting—say more about that.”
- “What you said makes me curious. I wonder . . .”
- “Do you agree or disagree with what [Jackson] just said?”

**Students might say:**

"They were successful because the workers trusted them."

"I agree with [Jasmine]. They were both Mexican American and knew about the lives of farm workers. César Chávez even worked in the fields himself."

"In addition to what [Terence] said, we learned that Chávez and Huerta were a good team. They got a lot of people to join the union."

"I agree with [Zoe]. The book said that Chávez was quiet and shy but understood the workers and that Huerta was good at getting out and talking to a lot of people."

Explain that tomorrow the students will hear and discuss parts of chapter 4, "The Great Delano Grape Strike," and all of chapter 5, "A Long, Hard Road."

#### **4** Reflect on Group Work

Ask and briefly discuss questions such as:

- Q** *What did your group do to make sure everyone was included?*
- Q** *If everyone wasn't included, what do you want to do differently next time so everyone participates?*
- Q** *Why is it important to include everyone when you are working in groups?*

## INDIVIDUALIZED DAILY READING

#### **5** Read for Information Independently

Remind the students that for the next two weeks, they will read parts of their social studies textbooks during IDR. Ask the students again today to think about the facts they are learning. Explain that you would like each student to identify one fact that he finds particularly interesting or surprising. Then, at the end of IDR, you will ask the students to share what they found with partners. Have the students get their textbooks, take a moment to select the sections they wish to read today, and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 107 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with their partners. Have each student tell her partner what the part she read today is about and an interesting or surprising fact she learned. After partners have had a chance to share, discuss as a class:

**Q** *What did your partner share with you about his or her reading?*

Remind the students that the purpose of sharing their partners' thinking is to help them develop their listening skills.

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

## Read-aloud

# Day 3

### In this lesson, the students:

- Hear and discuss parts of an expository text
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Include everyone in and contribute to the group work

## 1 Review and Get Ready to Work Together

Have the students gather in their groups of four, facing you. Show the cover of *Farm Workers Unite* and review that in the previous lesson the students heard chapter 3 of the book. Remind the students that they learned about César Chávez and Dolores Huerta and about how Chávez and Huerta decided to start their own union for farm workers, the National Farm Workers Association. Ask and briefly discuss:

**Q** *What have you learned so far about César Chávez and Dolores Huerta?*

Have a few volunteers share their thinking. Tell the students that they will be using “Heads Together” again today to talk about their thinking. Encourage them to continue to include everyone in and contribute responsibly to the group work.

## 2 Introduce the Reading

Explain that today you will read from chapters 4 and 5, which are about the Great Delano Grape Strike—a very important event in the history of the National Farm Workers Association. Explain that you will stop periodically during the reading to have the students discuss what they have learned from the book up to that point.

### Materials

- *Farm Workers Unite*  
(pages 15–24)

### 3 Read Aloud Parts of Chapter 4 and All of Chapter 5 with Brief Section Introductions

Read aloud selections from chapter 4 and all of chapter 5 as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**went on strike:** stopped working because they felt their bosses weren't treating them fairly (p. 15)

**retaliate:** fight back; take revenge (p. 16)

**vulnerable:** able to be hurt easily (p. 16)

**movement:** large group effort (p. 16)

**on the picket lines:** standing in lines outside where they work to show they are not being treated fairly (p. 17)

**intimidate:** frighten (p. 20)

**tactics:** ways of doing things (p. 20)

**enthusiasm:** energy and excitement (p. 21)

#### ELL Vocabulary

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

**rival:** competing (p. 15)

**national attention:** people all over the country talking about it (p. 16)

**justice:** fairness (p. 16)

**recognize or negotiate with:** pay attention to or talk to (p. 21)

**protesters:** people who were trying to get fair treatment (p. 22)

**hobbled:** limped (p. 24)

**a turning point:** an important event that made things start to get better (p. 24)

Read aloud the title of chapter 4, “The Great Delano Grape Strike,” and the heading “To Join or Not to Join.” Explain that the first section of chapter 4 talks about how the Great Delano Grape Strike started. Read the opening paragraph of the section. Stop after:

**p. 15** “. . . making their pay lower than the braceros’.”

Ask:

**Q** *What have you found out so far about how the strike started?*

Have one or two volunteers share what they found out. Continue reading to the end of the section; then show the photographs on pages 15–17 and read aloud the captions. Ask:

**Q** *What else did you find out about the strike?*

Have one or two volunteers share what they found out. Turn to pages 18–19 and read aloud the text boxes titled “Extract from Chávez’s Speech” and “Strikes and Picket Lines”; then show the photograph on page 19 and read aloud the caption. Ask:

**Q** *What did you learn from the text features on these pages?*

Have a few volunteers share what they learned from the text features. Explain that there are two more sections in chapter 4, titled “Gathering Support” and “The Strike Spreads,” that you will not read aloud at this time.

Show pages 20–21 and read aloud the chapter 5 title, “A Long, Hard Road.” Explain that chapter 5 discusses challenges the workers faced as the strike continued and the ways the workers and the union responded to the strike. Read aloud the heading “Hard Times on the Picket Lines” and explain that this section talks about how the growers responded to the strike. Read “Hard Times on the Picket Lines” aloud; then show the photograph and read aloud the caption. Use “Heads Together” to discuss:

 **Q** *What was hard about picketing during the strike? Heads together.*

Signal for the students’ attention. Without discussing the question as a class, explain that the next two sections, titled “The March on Sacramento” and “The United Farm Workers of America,” talk about what happened as the strike continued.

Read “The March on Sacramento” and “The United Farm Workers of America” aloud. Point out and read the text box titled “Hiring Halls” on page 24. Use “Heads Together” to discuss:

 **Q** *What were some changes that happened because of the strike? Heads together.*

Signal for the students’ attention. Have several volunteers share what they discussed with their groups.

**Students might say:**

“The biggest grower signed a contract with the union.”

“In addition to what [Miguel] said, after the march, some of the smaller growers signed contracts, too.”

“Because of the strike, the farm workers got on TV and got a lot of publicity.”

“I agree with what [Megan] said. Because of the strike, a lot of people all over the country learned about farm workers for the first time and supported their cause.”

## 4 Discuss the Reading

Use the question that follows to facilitate a class discussion about chapter 5. Ask:

**Q** *Why was the march on Sacramento important to the workers and the union?*

### Teacher Note

Consider reading the sections “Gathering Support” and “The Strike Spreads” aloud at another time (see the extension “Read ‘Gathering Support’ and ‘The Strike Spreads’ Aloud” on page 489).

As students respond, encourage them to refer to the text to support their thinking. Be ready to reread from the text to help them recall what they learned.

**Students might say:**

"The march was important because it made more people pay attention to the strike."

"I agree with what [Tobias] said. It made the growers pay attention because after the march, one of the biggest growers made a contract with the union."

"The march was important because it got more workers to join the union."

"In addition to what [Carmen] said, after the march, the two unions joined together to make a bigger, stronger union."

Explain that tomorrow the students will hear and discuss the last two chapters of *Farm Workers Unite*.

## 5 Reflect on Group Work

Review that today the students focused on contributing their thinking during group work. Ask and briefly discuss questions such as:

- Q *What did you do to make sure everyone in your group felt comfortable sharing their thinking?*
- Q *Why is it important to contribute your thinking to the group discussion?*

## INDIVIDUALIZED DAILY READING

### 6 Read for Information Independently

Ask the students to think about what facts they are learning as they read their social studies textbooks. Tell them that at the end of IDR, you will ask them to share with the class facts they learned and questions they have about the topics they read about. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share what the part he read is about, a fact he learned, and a question he has about the topic. Have the students return to their desks and put away their textbooks.

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## EXTENSIONS

### Read “Gathering Support” and “The Strike Spreads” Aloud

Introduce the section “Gathering Support,” in chapter 4 (pages 17–18) of *Farm Workers Unite*, by explaining that this section talks about how César Chávez and Dolores Huerta generated support for the strike. Read the section aloud. Ask and briefly discuss:

**Q** *Why did César Chávez think it was so important to get support for the Great Delano Grape Strike?*

Introduce the section “The Strike Spreads,” in chapter 4 (pages 18–19) of *Farm Workers Unite*, by explaining that this section discusses how the strike began to grow. Read the section aloud. Ask and briefly discuss:

**Q** *What are some reasons the strike grew bigger and stronger?*

### Explore and Discuss Expository Text Features in *Farm Workers Unite*

Reread selections from *Farm Workers Unite* and discuss the text features in those sections. Read any text in the features (for example captions, text boxes, and maps) and discuss what can be learned from the text features. For example, you might read the section “Living Conditions” on pages 8–9, show the photograph and read aloud the caption on page 9, and then ask:

**Q** *How does looking at the photograph and reading the caption help you better understand what migrant workers’ living conditions were like?*

**Q** *What might someone looking at the photo think about the living conditions?*

You might also read the section “The March on Sacramento” on pages 21–24 and discuss the map on page 23: Show the students the map, read aloud the text box next to the map, and point out the start and end points of the march. Then ask and discuss questions such as:

**Q** *Looking at the map, what statements can you make about the march from Delano to Sacramento? How do you know that?*

**Q** *How does the information in the map help you better understand the text?*

# Day 4

## Read-aloud

### Materials

- *Farm Workers Unite* (pages 25–30)
- *Student Response Book* page 67
- “Class Assessment Record” sheet (CA3)

### In this lesson, the students:

- Hear and discuss parts of an expository text
- Identify what they learn from the text
- Read independently for up to 30 minutes
- Contribute to the group work
- Use discussion prompts in small-group discussions

### 1 Review and Introduce the Reading

Have the students bring their *Student Response Books* and gather in their groups of four, facing you. Show the cover of *Farm Workers Unite* and remind the students that they have heard part or all of each of the first five chapters of the book. Have them turn to *Student Response Book* page 67, “Contents from *Farm Workers Unite*,” and explain that today you will read aloud the last two chapters of the book. Have the students read the chapter titles and headings for chapters 6 and 7. Ask and briefly discuss:

**Q** *What do you think the last two chapters of this book will be about? What makes you think that?*

### 2 Read Aloud Chapter 6 and Parts of Chapter 7 with Brief Section Introductions

Read aloud chapter 6 and selections from chapter 7 as described on the next page. Clarify vocabulary as you read.

#### Suggested Vocabulary

**pesticides:** chemicals used to kill insects and bugs (p. 28)

**documented:** found proof (p. 28)

**unemployment benefits:** small amounts of money workers can get from the government to help them when they don't have jobs (p. 30)

## ELL Vocabulary

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

**focus its efforts on:** pay more attention to (p. 25)

**the media:** television, radio, magazines, and newspapers (p. 27)

**guarantees:** promises (p. 28)

**banned:** made against the law (p. 28)

**treated with chemicals:** sprayed with pesticides (p. 29)

**get around:** not obey (p. 30)

Read aloud the title of chapter 6, “The Great Grape Boycott,” and explain that the first section of chapter 6 discusses what the union did after the success of the Great Delano Grape Strike. Read the first three paragraphs of the section aloud. Stop after:

**p. 25** “Chávez responded by asking the public to stop buying all California grapes.”

Ask:

**Q** *What have you found out so far about the Great Grape Boycott?*

Have one or two volunteers share what they found out. Read the last paragraph of the section aloud. Then have the students use “Heads Together” to discuss the question that follows. Encourage the students to contribute their ideas to the discussion. Ask:



**Q** *Was the Great Grape Boycott successful? What did you hear that makes you think that? Heads together.*

Circulate as groups discuss the question. Look for examples of groups working well together and groups having difficulty and be ready to share your observations at the end of the lesson. Signal for the students’ attention and have one or two volunteers share what they discussed in their groups.

Explain that the next section, “Keeping the Peace,” is about what happened as the boycott continued. Read “Keeping the Peace” aloud, showing the photographs and reading aloud the captions on pages 26–27. Point out and read aloud the text box on page 26.

Have the students use “Heads Together” to discuss the question that follows. Remind the students to refer to the text to support their thinking. Ask:



**Q** *Why was César Chávez’s fast important? Heads together.*

Circulate among the groups as they work.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what they have learned from the book?
- Are they contributing their thinking to the group?
- Are they using prompts to extend their discussions?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 102 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are identifying what they have learned from the book, contributing their thinking to the group, and using prompts to extend their discussions, proceed with the lesson and continue on to Week 4.
- If **about half of the students** or **only a few students** are identifying what they have learned from the book, contributing their thinking to the group, and using prompts to extend their discussions, you might give the class additional instruction by repeating all or part of this week’s lessons using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Signal for the students’ attention and have a few volunteers share what they discussed with their groups.

### Students might say:

“César Chávez’s fast reminded the workers not to fight back even though the growers were violent.”

“I agree with what [Tony] said. The book said that his fast united the strikers and gave them the message that the union was committed to nonviolence.”

“In addition to what [Amelia] said, the public got the message about nonviolence, too.”

“After his fast, the workers never gave up and the boycott worked.”

Explain that the final chapter, “New Battles, New Victories,” talks about what has happened since the Great Grape Boycott. Read the first paragraph of the chapter aloud. Ask:

**Q** *What did you find out in the part you just heard?*

Have one or two volunteers share what they found out. Explain that at this time you will not read aloud the next section in chapter 7, titled “The Campaign Against Pesticides.”

Read the heading of the last section, “The Struggle Goes On,” and continue reading to the end of the chapter. Ask:

**Q** *What did you find out in the last part of the book?*

Have one or two volunteers share what they found out.

### Teacher Note

Consider reading the section “The Campaign Against Pesticides” at another time (see the extension “Read ‘The Campaign Against Pesticides’ Aloud” on page 494).

### 3 Discuss the Reading

Facilitate a class discussion about chapters 6 and 7 using the question that follows. Encourage the students to use the discussion prompts they have learned as they participate in the discussion. Ask:

**Q** *Why were the Great Delano Grape Strike and the Great Grape Boycott important for farm workers?*

As students respond, encourage them to refer to the text to support their thinking. Be ready to reread from the text to help them recall what they learned.

**Students might say:**

"The strike and the boycott were important because afterward the union had the power to keep making things better for workers."

"I agree with what [Jacques] said because the book says that the short-handled hoe was banned."

"In addition to what [Veronica] said, more of the workers had homes and more of their children could go to school."

Explain that next week the students will hear and read parts of the book again and explore how the text is organized to give readers information.

### 4 Reflect on Group Work

Share some of your observations of how the students worked together in their groups. Without mentioning any of the students' names, describe examples of groups in which all the members were engaged in and were contributing to the discussion and examples of groups in which some members were not participating.

**You might say:**

"I noticed a group in which all four members were leaning into the center of the table and looking at each other. I also heard one group member ask another what she thought. I also noticed a group in which it looked like the students were working in pairs rather than in one group of four."

Then ask:

**Q** *How might [looking at each other/asking what other group members think] help a group work well together?*

**Q** *Why might [a group work in pairs rather than in one group of four]? What can group members do to make sure they are [working as a group during "Heads Together"]?*

Explain that the students will have more opportunities to practice participating in group work next week.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Discuss Text Features

Tell the students that as they read their social studies textbooks today, you would like them to pay particular attention to text features—such as photographs, captions, text boxes, and maps—and to think about what facts or other information they learn from the features. Explain that at the end of IDR, you will ask a few volunteers to share text features and what they learned from the text features with the class. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

#### Vocabulary Note

Next week you will revisit *Farm Workers Unite: The Great Grape Boycott* to teach the Week 23 vocabulary lessons.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share what they read with the class. Ask each volunteer to describe a text feature and tell what he learned from the text feature. Have the students return to their desks and put away their textbooks.

## EXTENSIONS

### Read “The Campaign Against Pesticides” Aloud

Introduce the section “The Campaign Against Pesticides,” in chapter 7 (pages 28–29) of *Farm Workers Unite*, by explaining that this section talks about a problem that continued for farm workers even after all the work the union did during the Great Delano Grape Strike and the Great Grape Boycott.

Read the section aloud. Ask and briefly discuss:

- Q *Why do you think the growers kept using pesticides on their crops?*
- Q *How was the union able to fight the use of pesticides?*

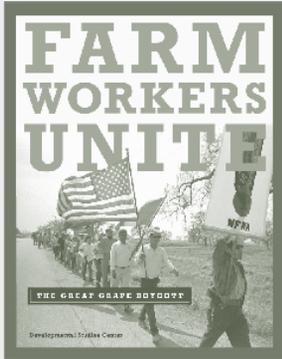
## Read and Discuss the Final Sections of *Farm Workers Unite*

Show the timeline of events (pages 33–34), glossary (page 35), bibliography (page 36), and index (page 37) in *Farm Workers Unite*. Discuss the function of each section by asking questions such as:

- Q *What information does the [glossary] provide? How is that helpful to a reader?*
- Q *How do you think the [timeline of events] might help a reader make sense of this book?*
- Q *What do you notice about the [bibliography]? How might a reader use it?*
- Q *How do you think the [index] might help a reader?*

# Week 4

## OVERVIEW



### ***Farm Workers Unite: The Great Grape Boycott\****

The Great Delano Grape Strike and the Great Grape Boycott, masterminded by union activists César Chávez and Dolores Huerta, raised public awareness of the plight of farm workers and led to lasting improvements in migrant workers' living and working conditions.

*\*This book was also used in Week 3.*



### **Online Resources**

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

#### **Whiteboard Activities**

- WA5–WA6

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### **Reproducible**

- Unit 7 family letter (BLM1)

### Comprehension Focus

- Students use text structure to analyze an expository text.
- Students explore how information can be organized in expository text.
- Students explore the text structures of sequence and compare/contrast in an expository text.
- Students read independently.

### Social Development Focus

- Students work in a responsible way during group work.

## Ⓜ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA4); see page 103 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 23 lessons this week.

**Materials**

- *Farm Workers Unite*
- *Student Response Book* pages 67–71
- “Expository Text Structures” chart (WA5)

**In this lesson, the students:**

- Use text structure to analyze an expository text
- Explore sequence in the text
- Explore how information can be organized in expository text
- Read independently for up to 30 minutes
- Work in a responsible way during group work

**1** Get Ready to Work Together

Have the students bring their *Students Response Books* and gather in their groups of four, facing you. Explain that for the last several weeks, the students have been working on how to be responsible group members. They have been making an effort to use discussion prompts and to include everyone in and contribute their thinking and ideas to their small-group discussions. Ask the students to continue to take responsibility for their learning during their small-group discussions this week.

**2** Review *Farm Workers Unite*

Show the cover of *Farm Workers Unite* and remind the students that last week they heard *Farm Workers Unite: The Great Grape Boycott*, a book written like many social studies textbooks. Have the students turn to *Student Response Book* page 67, “Contents from *Farm Workers Unite*.” Ask the students to follow along as you read the table of contents aloud. Then use “Heads Together” to briefly discuss:



**Q** *What did you learn in each chapter? Heads together.*

Signal for the students’ attention. As a class, discuss the following question:

**Q** *What are some things you learned from Farm Workers Unite about the struggle of César Chávez and Dolores Huerta to improve the working and living conditions for migrant farm workers?*

**Teacher Note**

If the students struggle with this question, you might reread sections of the book (for example, “To Join or Not to Join” on pages 15–17, “Hard Times on the Picket Line” on pages 20–21, or “Keeping the Peace” on pages 26–27) and then ask the question again.

Explain that it can be helpful in understanding textbooks to think about how the information is organized. Tell the students that they will use *Farm Workers Unite* this week to explore two different ways information can be organized in nonfiction texts. They will then use this information to help them make sense of their own textbooks.

### 3 Introduce and Discuss Sequence of Events

Have the students turn to *Student Response Book* pages 68–69, “Excerpt from *Farm Workers Unite* (1).” Explain that this is an excerpt from chapter 1, “Competition for Work.” Remind the students that authors think carefully about how to organize information in an expository text to help readers make sense of the information.

Ask the students to follow along as you read the chapter aloud and to notice how the author organized the information in this chapter. Read chapter 1, “Competition for Work,” aloud slowly and clearly. Ask and briefly discuss:

- Q *What did you learn about the competition for work from this chapter?*
- Q *What do you notice about how the author organized information in this chapter?*

If necessary, explain that the author writes about events in the chapter in the order in which they occurred. Point out that the chapter begins by discussing events that happened in the 1940s that created competition among migrant farm workers for jobs: the government setting up the Bracero Program in 1942, the end of World War II in 1945, and the use of machinery to do farm work in the 1950s and 1960s. Explain that when events are written in the order in which they happened, we say they are organized in a *sequence*.

Have the students turn to *Student Response Book* pages 70–71, the first two pages of “Excerpt from *Farm Workers Unite* (2).” Explain that this is an excerpt of the section from chapter 3 titled “César Chávez and Dolores Huerta.” Tell the students that this is another example of information organized in a sequence. Ask the students to follow along as you read the section aloud. Ask them to notice how the author uses sequence, or the order in which events occurred, to organize the information. Read “César Chávez and Dolores Huerta” aloud slowly and clearly. Briefly discuss the following question:

- Q *What do you notice about how the author uses sequence to organize information in this passage?*

**Students might say:**

“I notice that the passage starts out by mentioning that César Chávez was born in 1927.”

“In addition to what [Juanita] said, it mentions important dates in César Chávez’s life—like 1942, when he was 15 and he had to drop out of school to work in the fields to help his family.”

#### Teacher Note

This lesson and the following lesson on exploring how expository texts are organized lay the foundation for work the students will continue to do in subsequent grades. In grades 5 and 6 of the *Making Meaning* program, students explore cause/effect relationships as well as sequence of events and compare/contrast relationships. Mastery of these concepts is not expected at this point.

#### 4 Introduce the “Expository Text Structures” Chart

Display the “Expository Text Structures” chart (📄 WA5). Direct the students’ attention to the chart title and explain that *expository text structures* are “ways that authors organize information in expository texts.” Write *sequence* on the chart and explain that recognizing when information is organized in a sequence can help the students make sense of the nonfiction texts they read.

##### Expository Text Structures

- *sequence*

WA5

#### Teacher Note

Save the “Expository Text Structures” chart (WA5) to use on Day 2.

Explain that you will add to the chart tomorrow when the students explore another way information can be organized.

Explain that the students will explore another expository text structure in *Farm Workers Unite: The Great Grape Boycott* tomorrow. Encourage the students to look for information organized in a sequence when they read expository texts independently.

## INDIVIDUALIZED DAILY READING

#### 5 Read for Information Independently and Think About Sequence

Ask the students to think about what facts they are learning as they read their social studies textbooks and to notice whether the part they read today is organized in a sequence. Tell the students that at the end of IDR, you will ask them to share with the class what they discovered. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share their reading with the class. Have each volunteer share what the part he read today is about, a fact he learned, and whether the information in the part he read was organized in a sequence. Have the students return to their desks and put away their textbooks.

## Strategy Lesson

# Day 2

### In this lesson, the students:

- Use text structure to analyze an expository text
- Explore compare/contrast relationships in the text
- Explore how information can be organized in expository text
- Read independently for up to 30 minutes
- Work in a responsible way during group work

## 1 Review the “Expository Text Structures” Chart

Have the students bring their *Student Response Books* and gather in groups of four, facing you. Remind the students that they read a passage from chapter 3 of *Farm Workers Unite* yesterday and thought about the sequence of events in the passage. Display the “Expository Text Structures” chart (WA5) and review that sequence is one expository text structure, or one way expository text can be organized. Explain that today the students will explore another way information can be organized.

## 2 Introduce and Discuss Compare/Contrast Relationships

Read aloud the end of chapter 3 of *Farm Workers Unite*, starting with the heading “A New Union” on page 14. Point out that this is an example of another text structure that can be found in expository text: the compare/contrast relationship, in which the author describes the similarities and/or differences between two things. Point out that in this passage the author is comparing César Chávez and Dolores Huerta.

Have the students turn to *Student Response Book* page 72, “Excerpt from *Farm Workers Unite* (3).” Explain that this page includes the section from chapter 3 that you just read. Ask the students to follow along, starting with the heading “A New Union,” as you read the section aloud again. Ask the students to pay close attention to the comparisons made between César Chávez and Dolores Huerta.

### Materials

- *Farm Workers Unite*
- “Expository Text Structures” chart (WA5) from Day 1
- *Student Response Book* pages 72–75

**ELPS 4.F.vi**  
Step 2 and Step 3  
(all, beginning on page 501 and continuing on to page 503)

### ELL Note

Prior to today’s lesson, consider reviewing the reading with your English Language Learners, making sure they understand the material.

**TEKS 9.D.v**  
**TEKS 9.D.vi**  
Student/Teacher Narrative  
Step 2 and Step 3  
(all, beginning on page 501 and continuing on to page 503)

**ELPS 3.G.ii**  
Step 3 (all, beginning on page 502 and continuing on to page 503)

### Teacher Note

The passage discusses the many reasons the National Farm Workers Association should or should not join the Agricultural Workers Organizing Committee grape strike.

Then use “Heads Together” to discuss:



- Q *Why did Chávez and Huerta make a good team? Heads together.*
- Q *How does the author compare and contrast Chávez’s and Huerta’s personalities? Heads together.*
- Q *How does the author compare and contrast Chávez’s and Huerta’s experiences? Heads together.*

Have several students share their thinking with the class.

#### Students might say:

“I think they made a good team because they each brought different things to their partnership.”

“I agree with [Rosa]. The book says that Chávez worked in the fields and really understood what it was like to be a farm worker and that Huerta was educated and knew how to deal with the government and other unions. So together they could work with both sides.”

“First the author describes something about Chávez and then the author describes how Huerta was the opposite. We learned that Chávez was shy and Huerta was bold and outgoing.”

### 3 Identify and Discuss Compare/Contrast Relationships

Have the students turn to *Student Response Book* pages 73–74, the first two pages of “Excerpt from *Farm Workers Unite* (4).” Explain that this is the section titled “To Join or Not to Join” from chapter 4. Ask the students to follow along as you read the section aloud. Read “To Join or Not to Join” aloud slowly and clearly. Use “Heads Together” to discuss:



- Q *What was the National Farm Workers Association’s first major challenge? Heads together.*
- Q *What compare/contrast relationship did you notice in this passage? Heads together.*

Have several students share what they discussed in their groups with the class. Point out that the author writes that there were many reasons for the National Farm Workers Association not to join the strike started by the Agricultural Workers Organizing Committee and there were many reasons for them to join the strike. Have the students find and underline the following sentences in their *Student Response Books*: “There were many reasons for the National Farm Workers not to join the strike” (page 73) and “There were also good reasons for the National Farm Workers Association to join the strike” (page 74). Explain that the way this information is organized is a good example of how authors often organize information using compare/contrast relationships to help readers make sense of the text.

Use “Heads Together” to discuss the questions that follow. Have the students refer to the excerpt on *Student Response Book* pages 73–75 as they discuss the questions.



**Q** *What reasons were given for the National Farm Workers Association to not join the strike? Heads together.*

**Q** *In contrast, what reasons were given for the National Farm Workers Association to join the strike? Heads together.*

Signal for the students’ attention and have several volunteers share what they discussed with their groups. Then ask and discuss the questions that follow. Be prepared to reread parts of the book to help the students support their thinking.

**Q** *Why was Chávez’s decision to join the grape strike so important to the migrant farm workers’ struggle to get decent working and living conditions? What in the book makes you think that?*

**Q** *Do you agree or disagree with what [Joel] said? Explain your thinking.*

**Q** *What questions do you have for [Bae] about her thinking?*

#### **4** Add to the “Expository Text Structures” Chart

Explain that the text structure of compare/contrast is used frequently in expository texts. Direct the students’ attention to the “Expository Text Structures” chart and add *compare/contrast* to it. Explain that tomorrow the students will have an opportunity to look for information organized in a sequence as well as compare/contrast relationships in their textbooks.

##### **Expository Text Structures**

- *sequence*
- *compare/contrast*

WA5

##### **Teacher Note**

Save the “Expository Text Structures” chart (WA5) to use on Days 3 and 4.

#### **5** Reflect on the Group Work

Help the students reflect on their work together by asking:

**Q** *What did you do to take responsibility for yourself during “Heads Together” today?*

**Q** *What problems did you have in your group? How did you try to solve those problems? What can you do next time to avoid those problems?*

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Think About Information and Text Structures

Ask the students to think about what facts they are learning as they read their social studies textbooks and to notice whether the parts they read today are organized using the expository text structure of sequence or compare/contrast. Tell the students that at the end of IDR, you will ask them to share with partners what they discovered. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with their partners. Have each student tell his partner what the part he read today is about, a fact he learned, and whether the part he read today is organized using sequence or compare/contrast. Have the students return to their desks and put away their textbooks.

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## EXTENSION

### Discuss Cause/Effect Relationships

Show pages 18–19 of *Farm Workers Unite* and read aloud the heading “The Strike Spreads.” Tell the students that this section tells what happened after the National Farm Workers Association joined the strike. Read the main text in the section “The Strike Spreads” aloud slowly and clearly. Ask:

**Q** *What effect did the National Farm Workers Association have on the strike? What did you hear that makes you think that?*

Have a few volunteers share their thinking.

**Students might say:**

"I think that one effect of the National Farm Workers Association joining the strike is that the strike spread to other vineyards in California."

"In addition to what [Jasmine] said, the workers the growers hired from Mexico to pick the grapes also joined the strike."

"Another effect of them joining the strike is that it got really big. Since it was so big, it was on the news and people started to donate food and money to the strikers."

Review that the National Farm Workers Association joining the Great Delano Grape Strike had an effect on the strike; more workers joined the picket lines and the strike spread to other vineyards. The growers realized that they would lose a lot of money if the grapes were not picked.

Point out that cause/effect relationships, or relationships in which one thing causes another thing to happen or affects another thing, are often found in expository texts. Explain that the National Farm Workers Association joining the strike caused the following effects: more workers joined the picket lines and the strike spread to other vineyards.

**Teacher Note**

To give the students more practice in recognizing cause/effect relationships, you might repeat the instruction in this activity using the section titled "Keeping the Peace" on pages 26-27 of chapter 6 or the section titled "The Campaign Against Pesticides" on pages 28-29 of chapter 7.

## Guided Strategy Practice

## Day 3

**In this lesson, the students:**

- Use text structure to analyze an expository text
- Explore sequence and compare/contrast relationships in the expository text
- Explore how information can be organized in expository text
- Read independently for up to 30 minutes
- Work in a responsible way during group work

**Materials**

- *Farm Workers Unite*
- "Expository Text Structures" (WA5) chart from Day 2
- *Student Response Book* pages 76–81

### 1 Review the "Expository Text Structures" Chart

Have the students get their *Student Response Books* and pencils and sit at desks with groups of four together. Display the "Expository Text Structures" chart (WA5) from Day 2 and remind the students that expository texts use text structures such as sequence and compare/contrast relationships to organize information. Tell the students that today they will reread a chapter from *Farm Workers Unite: The Great Grape Boycott* and practice recognizing information organized in a sequence and recognizing compare/contrast relationships. They will use a double-entry journal to record the examples they find and then discuss the examples.

### Teacher Note

If the students struggle to answer the question, provide some examples like those listed in the “Students might say” note.

## 2 Reread Part of Chapter 5 and Discuss Text Structures as a Class

Have the students turn to *Student Response Book* pages 76–77, the first two pages of “Excerpt from *Farm Workers Unite* (5).” Explain that this excerpt is from chapter 5 of the book *Farm Workers Unite*. Review that chapter 5 discusses challenges the workers faced as the strike continued and how the workers and the union responded to the strike. Have the students follow along as you read aloud the first section of chapter 5. Ask the students to listen for examples of information organized in a sequence and for examples of compare/contrast relationships as they listen. Read the section aloud slowly and clearly. Use “Heads Together” to discuss:



**Q** What expository text structures did you notice in this passage? Heads together.

Have a few volunteers share what they discussed in their groups.

### Students might say:

“We noticed that the author compares the way the workers reacted to the growers and the way the growers reacted to the workers. The workers sang songs and chanted union slogans, and the farm bosses yelled at the workers or sprayed them with pesticide.”

“In addition to what [Cheng’s group said], we noticed that the author compares what the women and children did during the strike with what the men did. The text says that usually the women and children stood in the picket lines while the men tried to get different kinds of work.”

“We noticed that the information is organized in a sequence. The chapter starts out by talking about the beginning of the strike, and then it talks about things that happened as the strike went on, and then it talks about how the pickets kept going into early 1966.”

## 3 Introduce the Double-entry Journal Activity

Have the students turn to *Student Response Book* page 81, “Double-entry Journal About *Farm Workers Unite*,” and explain that they will use the journal page to record examples they find of expository text structures in the chapter. Point out that the two expository text structures they have discussed are listed in the left-hand column. The students will record examples from the text for each expository text structure in the right-hand column. Point out that an example of a journal entry is provided, and read it aloud.

Unit 7 • Week 4 • Day 3

Double-entry Journal  
About Farm Workers Unite

Text Structure	Examples from the Text
sequence	
compare/contrast 1. The growers tried to scare the farm workers, but the farm workers remained peaceful.	1. "The growers tried to intimidate the strikers." "The striking workers refused to fight back."

81 Making Meaning

Name: \_\_\_\_\_

#### 4 Identify Expository Text Structures and Record in Double-entry Journals

Explain that the students will read the rest of chapter 5 of *Farm Workers Unite* individually, look for examples of information organized in a sequence and examples of compare/contrast relationships, and record the examples in the double-entry journal.

As the students work on their journal entries, circulate and ask them the following questions to help them think about how information is organized in the text:

- Q *What happened between early 1966 and Easter of 1966?*
- Q *How did what Chávez did after the march compare with what Huerta did?*
- Q *How did what Chávez wanted to happen as a result of the march to Sacramento compare with what actually happened?*

If the students have difficulty identifying expository text structures, signal for the students' attention and identify a few together as a class.

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

#### Teacher Note

Have the students who are unable to read the excerpt on their own read it quietly aloud with a partner, or read it aloud yourself as the students follow along. Then have each student complete the double-entry journal independently.

#### Teacher Note

Some examples of text structures in chapter 5 include "... that winter and into early 1966 ... Weeks went by ... The march left Delano in mid March of 1966 ..." (sequence) and "Chávez and Huerta each did what they were best at. Chávez spent a lot of time talking to farm workers, while Huerta negotiated the contracts. ..." (compare/contrast).



### Facilitation Tip

Reflect on your experience over the past four weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students' responses as you facilitate class discussions in the future.

### Teacher Note

You will use the "Expository Text Structures" chart (WA5) again on Day 4.

### Teacher Note

If you have completed the extension "Discuss Cause/Effect Relationships" on page 504, you might also have the students notice whether the part they read today uses the text structure of cause/effect.

## 5 Discuss the Double-entry Journals as a Class

When the students have had time to record the examples in their own double-entry journals, signal for their attention. Facilitate a class discussion by asking:

- Q *What is an example of [sequence] in the reading? How do you know?*
- Q *How does recognizing that [compare/contrast relationship] help you understand what this text is saying about [why the strike was successful]?*

Explain that tomorrow the students will have an opportunity to look for information organized in a sequence and in compare/contrast relationships in expository texts they read independently.

## INDIVIDUALIZED DAILY READING

## 6 Read Independently and Think About Information and Text Structures

Ask the students to think about what facts they are learning as they read their social studies textbooks and to notice whether the parts they read today are organized using the expository text structure of sequence or compare/contrast. Tell the students that at the end of IDR, you will ask them to share with partners what they discovered. Have the students get their textbooks and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 107 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share what they read with their partners. Have each student tell her partner what the part she read today is about, a fact she learned, and whether the part she read was organized using sequence or compare/contrast relationships. Have the students return to their desks and put away their textbooks.



## EXTENSION

### Analyze Paired Texts About Migrant Workers

Remind the students that they have heard two books about the topic of migrant workers. Show the cover of *Farm Workers Unite* and review that one of the books they have heard is an expository nonfiction book. Show the cover of *Amelia's Road* and review that the other book is a fiction story. Point out that while the important ideas in both texts are similar, the way in which each author wrote about the information is different. Tell the students that you will read aloud parts of both texts. Ask the students to think as they listen about what they are learning about the lives of migrant workers.

Read aloud chapter 2 of *Farm Workers Unite*, and then ask:

- Q** *What did you learn about the lives of migrant workers from the part of the book you just heard?*

Record the students' responses, where everyone can see them, under the heading "Farm Workers Unite."

Show the cover of *Amelia's Road* and point out that fiction authors are free to mix facts with invention, so works of fiction cannot be relied on as sources of factually accurate information. But fiction can help readers understand what individuals feel, experience, and perceive as they go through various experiences. Fictional accounts can give an "inside look" at an experience in a way that expository nonfiction books cannot.

Read aloud pages 4–14 of *Amelia's Road*, and then ask:

- Q** *What did you learn about the lives of migrant workers from the part of the story you just heard?*

Record the students' responses, where everyone can see them, under the heading "Amelia's Road." Encourage the students to compare the two texts and make text-to-text connections. Ask questions such as:

- Q** *How are the books *Farm Workers Unite* and *Amelia's Road* similar? How are they different?*
- Q** *How is the information you learned in *Farm Workers Unite* [the same as/ different from] the information you learned in *Amelia's Road*?*
- Q** *How is each book organized?*
- Q** *Which book did you like better? Why?*

### Teacher Note

Prior to doing this activity, collect the following read-alouds from Units 6 and 7: *Amelia's Road* and *Farm Workers Unite*.

### Materials

- “Expository Text Structures” chart (WA5) from Day 2
- Small self-stick notes for each student
- “Class Assessment Record” sheet (CA4)
- “Journal Entry” chart (WA6)
- *Student Response Book*, Reading Journal section
- Copy of this unit’s family letter (BLM1) for each student

### In this lesson, the students:

- Read independently
- Use text structure to analyze expository texts
- Explore sequence and compare/contrast relationships in the texts
- Explore how information can be organized in expository text
- Write in their reading journals
- Work in a responsible way

### 1 Review the “Expository Text Structures” Chart

Have the students remain at their desks today. Remind the students that over the past several days, they have been exploring relationships in expository text. Display the “Expository Text Structures” chart (WA5) and remind the students that expository texts use text structures such as sequence and compare/contrast relationships to organize information. Explain that today the students will practice recognizing these two expository text structures as they read their social studies textbooks independently.

### 2 Read Textbooks Independently Without Stopping

Distribute several self-stick notes to each student. Have the students take a moment to select the sections of the textbook they wish to read today. Ask them to mark where they start reading today with self-stick notes and then read independently for 10–15 minutes.

### 3 Think About Expository Text Structures and Prepare to Reread

Stop the students and ask them to think silently to themselves for a moment about the following questions:

- Q *What is your reading about?*
- Q *Did you notice information organized in a sequence in your reading? If so, what is the time frame in which the sequence of events is happening?*
- Q *Did you notice compare/contrast relationships in your reading? If so, what is being compared?*

Explain that now the students will reread the same sections they just read. As they reread, they will use additional self-stick notes to mark any places where they notice information organized in a sequence and where they notice compare/contrast relationships. Encourage the students to think about how recognizing these expository text structures helps them understand what they are reading.

#### 4 Reread Independently and Mark with Self-stick Notes

Have the students reread independently for 10 minutes, marking places where they notice expository text structures. Circulate and look for evidence that the students are recognizing expository text structures as they read.



#### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify how the textbook is organized?
- Do they recognize sequence and compare/contrast relationships in their reading?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 103 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify how the textbook is organized, proceed with the lesson and continue on to Unit 8.
- If **about half of the students** or **only a few students** are able to identify how the textbook is organized, you might give the class additional instruction by repeating Day 4 using different sections of the textbook or a different textbook before continuing on to Unit 8.

#### 5 Write in Reading Journals About Independent Reading

Display the “Journal Entry” chart (WA6) and explain that you would like each student to write a journal entry about the part of the textbook she read today. Also explain your expectations for what the journal entry should include.

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

#### Teacher Note

If any students are reading sections of the textbook that do not include either of the expository text structures taught this week, you might invite them to instead write about the most interesting things they learned from their reading today.

### Journal Entry

Write a journal entry about the section you are reading. Please include:

- The title of the section
- What the part you read today is about
- Whether you notice a sequence of events in your reading and, if so, what is the time frame in which the sequence of events is happening
- Whether you notice a compare/contrast relationship in your reading and, if so, what is being compared

### ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals.

## 6 Discuss the Journal Entries in Groups and as a Class

Have the students use “Heads Together” to discuss:



**Q** *What did you write about in your reading journals? Heads together.*

Then have a few volunteers each share a journal entry with the class. Remind each student to say the title of his text and what the part he read is about. Facilitate a discussion by asking:

**Q** *What questions can we ask [Cameron] about the expository text structure he noticed?*

**Q** *[Cameron], how does recognizing that [compare/contrast relationship] help you better understand the topic you’re reading about?*

Remind the students that the purpose of studying expository text structures is to help them make sense of their own independent reading. Encourage them to continue to look for expository text structures as they read expository text during IDR and throughout the school day.

## 7 Reflect on Taking Responsibility

Ask and briefly discuss:

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

**Q** *What do you want to continue to work on the next time you work with a partner or in a group?*

### Teacher Note

This is the last week in Unit 7. In Unit 8, the students will think about determining important and supporting ideas and using important ideas to build summaries. If you feel your students need more experience with analyzing text structures in expository text before moving on, you might repeat Weeks 3 and 4 of this unit using an alternative text. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### Vocabulary Note

Next week you will revisit *Farm Workers Unite* to teach the Week 24 vocabulary lessons.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 514.

# WRITING ABOUT READING

## Write Opinions About Nonfiction

Remind the students that they have heard, read, and discussed several nonfiction texts this year. Show the covers of the expository nonfiction books you have collected and remind the students that expository nonfiction texts provide information about specific topics and are not told like stories. Ask:

**Q** *What other types of expository nonfiction texts did we talk about besides books? What were some of the topics of those texts?*

If necessary, remind the students that they heard, read, and discussed expository nonfiction articles about subjects like video games and school uniforms as well as a variety of functional texts including a set of instructions, a menu, and a map. Point out that, in addition to the read-alouds, the students have read many other examples of nonfiction during IDR and Independent Strategy Practice.

First in pairs, and then as a class, discuss:

**Q** *What type of nonfiction do you most enjoy? Why? Turn to your partner.*

**Q** *What nonfiction topics are most interesting to you? Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

"I like functional texts best because they help you figure out how to do and make things."

"I like reading people's opinions about topics, like whether playing video games is good or bad for the people who play them, because it gets me thinking about my own opinions."

"I like books with interesting facts about space because I like to learn about the planets and space travel."

Point out that when people talk about what they like most or find the most interesting, they are giving *opinions*, or telling what they think about things. Remind the students that people may have different opinions about the same thing, and that this is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing opinions about nonfiction.

### You might say:

"I'll write: *The nonfiction texts I most enjoy are expository nonfiction books about teaching. I want to give a reason for my opinion. I'll write: I like reading about teaching because I want to learn about ways to be a better teacher. I want to add more detail about my opinion. I'll write: I learn new activities and ways of using technology that will engage my students and help them learn.*"

## Materials

- Expository read-aloud books from Units 2, 3, 6, and 7, collected ahead

## Teacher Note

Prior to doing this activity, collect the following read-alouds from Units 2, 3, 6, and 7: *Nineteenth Century Migration to America*, *Shattering Earthquakes*, *Slinky Scaly Slithery Snakes*, *Animal Senses*, *Coming to America*, and *Farm Workers Unite*.

Have the students write their own opinion paragraphs about nonfiction they enjoy. Remind them to give reasons for their opinions. If time permits, ask a few volunteers to share their writing with the class

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 7. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessments

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 108 of the *Assessment Resource Book*.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for an end-of-year reading assessment by teaching the Answering Questions in Response to Text unit in the *Reading Assessment Preparation Guide*. For more information, see "Teaching the Unit" in the Introduction of the *Reading Assessment Preparation Guide*.

# Unit 8

# Determining Important Ideas and Summarizing

## NARRATIVE NONFICTION

During this unit, the students continue to make inferences to understand text. They also think about important ideas and supporting details in texts and use important ideas to build summaries. During IDR, the students think about the comprehension strategies they use when reading independently. They also identify important ideas and supporting details and practice summarizing. Socially, they give reasons for their opinions, discuss their opinions respectfully, and reach agreement before making decisions. They also learn how to support one another when working independently and how to give feedback in a caring way.

# Unit 8

## Determining Important Ideas and Summarizing

### RESOURCES

#### Read-alouds

- *Flight*
- *A Picture Book of Amelia Earhart*
- *In My Own Backyard*
- *A Picture Book of Rosa Parks*
- “Excerpt from *Rosa Parks: My Story*”

#### Writing About Reading Activities

- “Compare First- and Secondhand Accounts of Charles Lindbergh’s Flight”
- “Write About Themes in *A Picture Book of Amelia Earhart* and *A Picture Book of Harriet Tubman*”



#### Technology Mini-lessons

- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Narrowing Search Results and Using Filters”
- Mini-lesson 7, “Evaluating Research Sources”



#### Technology Extensions

- “Learn More About Charles Lindbergh”
- “Research and Create Presentations About Amelia Earhart”
- “Read and Watch Interviews with Rosa Parks”



### Online Resources

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

#### Whiteboard Activities

- WA1–WA15

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA5)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducibles

- Unit 8 family letter (BLM1)
- (Optional) “First- and Secondhand Accounts of Charles Lindbergh’s Flight” (BLM2)

#### Professional Development Media

- “Using ‘Think, Pair, Write’” (AV10)
- “Responding Neutrally with Interest” (AV23)
- “Using Web-based Whiteboard Activities” tutorial (AV42)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Presentation Tools” tutorial (AV44)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

## RESOURCES (continued)

### Extensions

- “Distinguish Between Facts and Opinions”
- “Compare Point of View in *In My Own Backyard* and *Flight*”
- “Research the Community’s Past”
- “Analyze the Students’ Summaries”
- “Analyze Paired Texts About Rosa Parks”

### Assessment Resource Book

- Unit 8 assessments

### Student Response Book

- “Think, Pair, Write About *Flight*”
- “Excerpt from *Flight*”
- “Think, Pair, Write About *A Picture Book of Amelia Earhart*”
- “Excerpt from *A Picture Book of Amelia Earhart*”
- “Summary of *A Picture Book of Amelia Earhart*”
- (Optional) “Summary of *Flight*”
- “Excerpt from *A Picture Book of Rosa Parks*”
- “Excerpt from *Rosa Parks: My Story*”
- “Summary of \_\_\_\_\_”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 24 (*Farm Workers Unite: The Great Grape Boycott*)
- Week 25 (*Flight*)
- Week 26 (*A Picture Book of Amelia Earhart*)
- Week 27 (*In My Own Backyard*)
- Week 28 (*A Picture Book of Rosa Parks*)

# Unit 8

## Determining Important Ideas and Summarizing

### DEVELOPMENT ACROSS THE GRADES

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

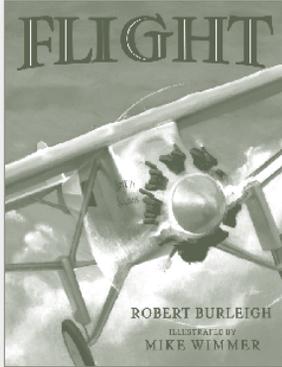
■ formally taught □ informally experienced

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> <i>Flight</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a narrative nonfiction story</li> <li>Making inferences about the story</li> <li>Discussing point of view and plot</li> </ul>	<p><b>Strategy Lesson:</b> <i>Flight</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction story again to build comprehension</li> <li>Making inferences about the story</li> <li>Thinking about what is important in the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Flight</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction story again to build comprehension</li> <li>Making inferences about the story</li> <li>Thinking about important ideas in the story</li> </ul>	<p><b>Strategy Lesson:</b> <i>Flight</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Determining important ideas and supporting details in a narrative nonfiction story</li> </ul>
Week 2	<p><b>Read-aloud:</b> <i>A Picture Book of Amelia Earhart</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a narrative nonfiction story</li> <li>Making inferences about the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>A Picture Book of Amelia Earhart</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction story again to build comprehension</li> <li>Making inferences about the story</li> <li>Thinking about important ideas in the story</li> </ul>	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Determining important ideas and supporting details in a narrative nonfiction story</li> </ul>	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Determining important ideas and supporting details in a narrative nonfiction story</li> </ul>
Week 3	<p><b>Strategy Lesson:</b> <i>A Picture Book of Amelia Earhart</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing, reading, and discussing summaries</li> <li>Exploring what a summary is</li> </ul>	<p><b>Read-aloud:</b> <i>In My Own Backyard</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a narrative nonfiction story</li> <li>Making inferences about the story</li> <li>Thinking about life in the past</li> <li>Discussing point of view and setting</li> </ul>	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a narrative nonfiction story again to build comprehension</li> <li>Determining important ideas and supporting details in the story</li> </ul>	<p><b>Strategy Lesson</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Building a summary as a class</li> <li>Writing in their reading journals</li> </ul>
Week 4	<p><b>Read-aloud:</b> <i>A Picture Book of Rosa Parks</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a narrative nonfiction story</li> <li>Using schema to tell what they know about the topic before listening to the story</li> <li>Identifying important ideas in the story</li> </ul>	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Identifying important ideas in an excerpt from a narrative nonfiction story</li> <li>Taking notes about important ideas</li> </ul>	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Building a summary as a class</li> <li>Writing in their reading journals</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>A Picture Book of Rosa Parks; "Excerpt from Rosa Parks: My Story"</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing parts of narrative nonfiction texts</li> <li>Identifying the important ideas in the texts</li> <li>Comparing first- and secondhand accounts of an event</li> </ul>
Week 5	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Revisiting their reading logs and identifying favorite books</li> <li>Selecting books to summarize</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Thinking about important ideas in their books</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Building summaries of their own books</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Sharing their summaries with partners</li> <li>Giving each other feedback about their summaries</li> <li>Revising their summaries</li> </ul>

# Week 1

## OVERVIEW



### *Flight*

by Robert Burleigh, illustrated by Mike Wimmer

Charles Lindbergh becomes the first person to fly solo across the Atlantic Ocean.



### Online Resources

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

#### **Whiteboard Activities**

- WA1–WA3

#### **Assessment Forms**

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

#### **Reproducible**

- (Optional) “First- and Secondhand Accounts of Charles Lindbergh’s Flight” (BLM2)

#### **Professional Development Media**

- “Using ‘Think, Pair, Write’” (AV10)
- “Responding Neutrally with Interest” (AV23)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

## Comprehension Focus

- Students make inferences to understand a narrative nonfiction story.
- Students think about important ideas and supporting details in a narrative nonfiction story.
- Students explore elements of narrative text structure, including point of view and plot, in a narrative nonfiction story.
- Students read independently.

## Social Development Focus

- Students develop the skill of giving reasons for their opinions.
- Students make decisions and solve problems respectfully.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Make available fiction and narrative nonfiction texts, including biographies and autobiographies, at a variety of levels so that the students can practice making inferences and finding important ideas and supporting details during IDR throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 127 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 119 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 24 lessons this week.

**Materials**

- *Flight*
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 124

**In this lesson, the students:**

- Begin working with new partners
- Hear and discuss a narrative nonfiction story
- Make inferences about the story
- Discuss point of view and plot
- Read independently for up to 30 minutes
- Give reasons for their opinions

**1** Pair Students and Introduce a Prompt for Supporting Opinions

Randomly assign partners and make sure they know each other’s names. Have the students gather with partners sitting together, facing you. Review that the students have practiced several social skills, including using clarifying questions or statements, confirming that they understood another person’s thinking by repeating back what they heard, and using discussion prompts to build on one another’s thinking. Explain that over the next few weeks, they will focus on explaining their thinking more clearly by giving reasons for their opinions.

Write the following prompt where everyone can see it: *The reason I think this is \_\_\_\_\_*. Read the prompt aloud and tell the students that you would like them to use this prompt when they answer a question or give an opinion during a book discussion. Model using the prompt to give reasons for your opinions.

**You might say:**

“I think that most Americans are related to immigrants or are immigrants themselves. The reason I think this is that almost everyone came to this country from somewhere else. I also think that Harriet Tubman was a moral person. The reason I think this is that she believed slavery and discrimination were wrong and acted on this her whole life.”

Tell the students that they have already been giving reasons for their opinions when they have explained their thinking by answering questions like *Why do you think so?* and *What in the text makes you think that?* Now the focus is on consciously using the prompt without waiting to be asked to explain their thinking.

## 2 Introduce *Flight*

Show the cover of *Flight* and read the title and the names of the author and the illustrator aloud. Explain that the book tells the true story of Charles Lindbergh's historic flight from New York to Paris in 1927. Lindbergh was the first person to fly solo (alone) across the Atlantic Ocean. Point out that in 1927, the airplane was a fairly new invention. (The Wright brothers' famous first flight of a motorized airplane occurred near Kitty Hawk, North Carolina, in 1903.) People rarely saw airplanes overhead. Lindbergh's flight made him world famous and changed the way people thought about air travel.

Review that the students have been making inferences to help them make sense of poems, stories, and books. Ask them to continue to think about making inferences as they hear the book *Flight* today.

## 3 Read Aloud

Read the book aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**cockpit:** area in the front of the plane where the pilot sits (p. 7)

**aloft:** up in the air (p. 8)

**periscope:** tube containing mirrors that enables someone to see around things (p. 10)

**drones:** makes a continuous humming sound (p. 10)

**sentries:** guards (p. 11)

**throttle:** part of an airplane that controls the speed (p. 16)

**sod:** grass (p. 27)

**aviators:** people who fly airplanes; pilots (p. 29)

### ELL Vocabulary

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

**goggles:** special glasses that protect one's eyes (p. 8)

**diary:** book for writing personal thoughts or activities (p. 11)

**He follows two compasses and the stars to navigate:** He uses two instruments that tell his direction and the stars to help him fly in the right direction (p. 13)

Read the first page of the story twice. Ask and briefly discuss:

**Q** *Who is telling the story? What in the story makes you think so?*

### ELL Note

Consider explaining Charles Lindbergh's flight across the Atlantic to your English Language Learners prior to today's lesson.

### Technology Tip

You might display a map of the world to show Lindbergh's route and how far he flew. Search online using the keywords "map of Lindbergh's transatlantic flight." To learn more about using web-based tools, view the "Using Web-based Maps and Related Tools" tutorial (AV49).



Have a few volunteers share their thinking. If necessary, review that when the narrator (person who is telling the story) is not a character in the story, we say that the story is told from the *third-person point of view*.

Continue reading, stopping after:

**p. 8** "Over thirty hours away."

Ask and briefly discuss:

 **Q** *What did you learn in the part of the story you just heard? Turn to your partner.*

Without sharing as a class, reread the last sentence on page 8 and continue reading to the next stopping point:

**p. 13** "He has completed one-third of the flight."

Ask and briefly discuss:

 **Q** *What happened in the part of the story you just heard? Turn to your partner.*

Without sharing as a class, reread the last sentence on page 13 and continue reading. Follow the same procedure at the remaining stops:

**p. 20** "It is 10:52 in the morning, New York time."

**p. 24** "It is 4:52 in the afternoon, New York time. Lindbergh's thirty-fourth hour in the air."

**p. 32** "It is 1927, and his name is Charles Lindbergh."

### Facilitation Tip

During this unit, we invite you to continue to practice **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Try responding neutrally by nodding, asking the students to say more about their thinking, or asking other students to respond.

To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV23).



## **4** Discuss the Story as a Class

Facilitate a discussion of the story using the questions that follow. Be ready to reread passages aloud and show illustrations again to help the students recall what they heard. Remind them to use the prompt "The reason I think this is . . ." to give reasons for their opinions and to use the other discussion prompts they have learned to build on one another's thinking. Ask:

**Q** *What is the plot of Flight? If you had to tell what happens in the story in a few sentences, what would you say?*

Have a few volunteers share their thinking. Reread the following passage from page 8:

**p. 8** "He has been up all night getting ready. A thought runs back and forth through his mind: It is still possible to turn back. To return home. And yet another thought is stronger: I have been waiting my entire life for this flight."

Ask and briefly discuss:

**Q** *How do you think Charles Lindbergh feels at this point in the book? What in the book makes you think that?*

**Students might say:**

"He's scared and nervous, but he's going to do it anyway. The reason I think this is that he says he's been waiting for this flight for his entire life."

"I agree with [Sam] because Charles thinks about not doing it but then decides to go ahead."

"I think he knows he's going to be famous, so that's why he decides to fly."

As the students make inferences about the story, point them out.

**You might say:**

"The story does not directly say that Charles Lindbergh was nervous to begin his flight, but you inferred that from clues in the story."

Reread the following passage from page 13:

**p. 13** "Now he can no longer follow the land's edge for direction. He must chart his course carefully. The slightest movement could send him miles off course and risk the fuel supply."

Ask and briefly discuss:

**Q** *What does this passage mean? Why does it make sense that he is concerned about his fuel supply?*

## 5 Reflect on Giving Reasons for Opinions

Facilitate a brief discussion about how the students did with using the prompt "The reason I think this is . . ." to give reasons for their opinions. Share your own observations and explain that you would like the students to continue to focus on giving reasons for their opinions throughout the week.

# INDIVIDUALIZED DAILY READING

## 6 Review and Practice Self-monitoring and "Fix-up" Strategies

Tell the students that during the next five weeks, they will be reading fiction and narrative nonfiction books during IDR. Refer to the "Thinking About My Reading" chart and review the questions. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what she is reading, she should use one or both of the "fix-up" strategies of rereading and reading ahead. If a student has tried both of the "fix-up" strategies and still does not understand the book, she can try the strategies listed on the "Reading Comprehension Strategies" chart. Alternatively, the student might ask you or a classmate for help.

## ELL Note

To support your English Language Learners, you may want to model reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the chart. Discuss each question with your students to make sure they understand the process.

## Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

## Technology Tip

Prior to doing this activity, find an age-appropriate web page about Charles Lindbergh to share with your students. Search online using the keywords “Charles Lindbergh for kids.” Preview the web page you have selected and identify the sections you will read aloud and the features you want to show the students (for example, videos, audio clips, historical documents, or photographs). For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



Have the students get their books and read silently for up to 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the charted questions.

After the students have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion with the students about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you have just read?*
- Q *How do rereading and reading ahead help you make sense of the text?*
- Q *Which comprehension strategy do you find most helpful when you’re not understanding something you’re reading? Why?*

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



## TECHNOLOGY EXTENSION

### Learn More About Charles Lindbergh

Show the cover of *Flight* and remind the students that earlier they heard this book about Charles Lindbergh’s historic flight from New York to Paris. Ask:

- Q *What do you remember about Charles Lindbergh’s flight?*

As the students respond, record their thinking where everyone can see it. If the students struggle to answer the question, page through the book and summarize the important ideas.

Tell the students that today they will learn more about Charles Lindbergh by exploring a website about him. Display the web page you have selected and read the sections you identified aloud. After reading

each section, facilitate a discussion about what the students are learning by asking questions such as:

- Q *What did you learn about Charles Lindbergh from the section you just heard?*
- Q *How did [watching the video] help you better understand the kind of person Charles Lindbergh was?*

As the students respond, record their thinking where everyone can see it. After you have explored the web page together, have each student write a paragraph that tells what he learned about Charles Lindbergh. Encourage the students to use facts they learned from the book *Flight* and from the web page to support their thinking.

## Strategy Lesson

# Day 2

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction story again
- Make inferences about the story
- Think about what is important in the story
- Read independently for up to 30 minutes
- Give reasons for their opinions

### ABOUT DETERMINING IMPORTANT IDEAS AND SUPPORTING DETAILS

The focus of the next two weeks is determining important ideas and supporting details, a strategy that helps readers understand and retain what they read. The students explore this strategy through teacher modeling, discussion, and referring back to the text to support their opinions. As always, the goal is that the students use the strategy to make sense of their independent reading. For more about determining important ideas, see “The Grade 4 Comprehension Strategies” in the Introduction.

## 1 Introduce Using “Think, Pair, Write” to Think About What Is Important

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that the students heard *Flight* and made inferences to figure out what happens in the story and why. Explain that today they will make inferences to help them think about what is most important for them to understand and remember in the story.

### Materials

- *Flight*
- *Student Response Book* page 82
- “Think, Pair, Write About *Flight*” chart (WA1)
- “Reading Comprehension Strategies” chart
- Small self-stick notes for each student

**ELPS 2.I.v**  
**ELPS 5.B.ii**  
Steps 1–3  
(all, beginning on page 527  
and continuing on to the  
top of page 530)

## Teacher Note

You may need to remind the students that in “Think, Pair, Write” they think quietly for a moment, talk in pairs about their thinking, and then individually write their ideas. To see an example, view “Using ‘Think, Pair, Write’” (AV10).



### TEKS 7.G.i

Student/Teacher Narrative  
Step 2 (all, beginning on page 528  
and continuing on to page 529)

Explain that you will reread the first half of *Flight* aloud and the students will use “Think, Pair, Write” to take notes about what they think is important in the story.

Have the students turn to *Student Response Book* page 82, “Think, Pair, Write About *Flight*.” Explain that during the reading you will stop four times. At the first two stops, you will model thinking and writing about what is important in the story before the students try it on their own. Then, at the next two stops, they will use “Think, Pair, Write” to think about what is important in the part of the story they just heard, share their thinking in pairs, and then individually write their own ideas on *Student Response Book* page 82.

## 2 Reread from *Flight* Aloud and Model Using “Think, Pair, Write” to Think About What Is Important

Read pages 4–6 aloud twice. Stop after:

**p. 6** “Alone.”

Model thinking quietly for a moment; then think aloud about what seems important in the passage. Display the “Think, Pair, Write About *Flight*” chart (WA1) and model writing a note about this passage on the chart.

### You might say:

“What seems most important to understand and remember in this passage is that Lindbergh is about to attempt what no one has done before, to fly from New York to Paris. I’ll write: *Lindbergh will attempt what no one has done before, to fly from New York to Paris.*”

### Think, Pair, Write About *Flight*

*Lindbergh will attempt what no one has done before, to fly from New York to Paris.*

WA1

Ask the students to write the same note on *Student Response Book* page 82. Continue reading, stopping after:

**p. 10** “At this rate, he will have enough fuel to reach his destination, but only if he stays on course.”

Once again, model thinking quietly for a moment. Then think aloud about what seems important in the passage and model writing a note about this on the chart.

**You might say:**

"What seems most important to understand and remember is that Lindbergh is nervous and afraid, but he takes off anyway. I'll write: *He's afraid, but he takes off anyway.*"

Ask the students to write the same note on *Student Response Book* page 82. Emphasize that thinking about what is important sometimes means saying in a few words what the author says over several pages.

### 3 Continue Rereading from *Flight Aloud* with "Think, Pair, Write"

Remind the students that at the next two stops, they will practice thinking on their own about what is most important for them to understand and remember in the story. Then they will share their thinking with their partners and record their ideas in their own *Student Response Books*.

Reread the last sentence you read on page 10 ("At this rate . . . but only if he stays on course") and continue reading. Stop after:

**p. 13** "He has completed one-third of the flight."

Use "Think, Pair, Share" to discuss:



**Q** *What seems most important to understand and remember in the part you just heard?* [pause] *Turn to your partner.*

Circulate as partners talk, and notice whether they are able to identify important ideas in the passage. If students are having difficulty, reread parts of the passage to individual students and ask questions such as:

**Q** *What is this part mainly about?*

**Q** *If you had to tell what this part is about in one sentence, what would you say?*

After a moment, ask the class to listen again for what seems most important to understand or remember, and reread the passage aloud.

Have the students record what they think is most important to understand or remember on *Student Response Book* page 82. Then have a few volunteers share what they wrote with the class. After each volunteer shares, ask and briefly discuss as a class:

**Q** *Why does that idea seem most important?*

**Q** *What other ideas seemed important as you listened to the passage? Why?*

Reread the last sentence on page 13 and continue reading. Stop after:

**p. 16** "To sleep is to die!"

Use "Think, Pair, Share" to discuss:



**Q** *What seems most important to understand and remember in the part you just heard?* [pause] *Turn to your partner.*

#### Teacher Note

One important idea is that Lindbergh is now flying over the ocean, so he does not have landmarks to guide him.

#### Teacher Note

Students may have different opinions about what is important in a passage. Give them time to consider other opinions before giving your own. Encourage them to explain their thinking and to refer to the text to support their opinions.

### Teacher Note

Important ideas include that Lindbergh made it through a storm cloud and that he is struggling to stay awake.

### Teacher Note

Save the “Think, Pair, Write About Flight” chart (WA1) to use on Day 3.

### ELL Note

You might want to model this activity for your English Language Learners. In addition, you may want to preview the questions with them prior to having the students read.

Again circulate as partners talk and notice whether they are able to identify important ideas in the passage. If the students have difficulty, reread parts of the passage to individual students and ask questions such as:

**Q** *What is this part mainly about?*

**Q** *If you had to tell what this part is about in one sentence, what would you say?*

Reread the passage aloud; then have the students record what they think is most important to understand or remember in the passage on *Student Response Book* page 82.

Have a few volunteers share with the class what they wrote. After each volunteer shares, ask and briefly discuss as a class:

**Q** *Why does that idea seem most important?*

**Q** *What other ideas seemed important as you listened to the passage? Why?*

Tell the students that thinking about what is important in a text is something good readers do to help them identify and remember the important ideas in a text. Explain that tomorrow you will read the rest of the story and the students will continue to think about the important ideas in it.

## **4** Reflect on “Think, Pair, Write”

Facilitate a brief discussion about how the students did with giving reasons for their opinions when they talked in pairs during “Think, Pair, Write.”

## INDIVIDUALIZED DAILY READING

## **5** Mark and Discuss Reading Comprehension Strategies

Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that these are the comprehension strategies they have learned so far this year. Ask them to notice which strategies they use and where they use them during their reading today.

Distribute self-stick notes to each student. Tell the students that they will use self-stick notes to mark places in their books where they use comprehension strategies and that they should write the names of the strategies on the self-stick notes. Explain that later each student will share with a partner one of the passages he marked and the strategy he used. Ask the students to be prepared to talk about how each strategy helped them understand what they read.

Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share what he read with a partner. Have each partner begin by telling the title of the book he read, the author’s name, and what the book is about. Then have him share a passage he marked and the strategy he used to make sense of it.

When most pairs have finished sharing, signal for the students’ attention. Facilitate a class discussion about the strategies the students used. Ask:

Q *What comprehension strategies did you use as you read today?*

Q *How does [visualizing] help you understand the story?*

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

## Guided Strategy Practice

## Day 3

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction story again
- Make inferences about the story
- Think about important ideas in the story
- Read independently for up to 30 minutes
- Give reasons for their opinions

### 1 Review Giving Reasons for Opinions

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that today the students will again use “Think, Pair, Write” and make inferences to help them think about what is important in a text. Remind them to practice giving reasons for their opinions by using the prompt “The reason I think this is . . .”

### Materials

- *Flight*
- *Student Response Book* page 82
- “Think, Pair, Write About *Flight*” chart (WA1) from Day 2
- “Reading Comprehension Strategies” chart
- Small self-stick notes for each student

## 2 Review Thinking About What Is Important

Remind the students that yesterday they heard the first part of *Flight* again and used “Think, Pair, Write” to think about the important ideas, or what is important to understand or remember, in the story. Have them open to *Student Response Book* page 82, “Think, Pair, Write About *Flight*” and review the important ideas they recorded. Ask:

**Q** *What are some important ideas we identified in the first part of Flight?*

Tell the students that today you will reread the rest of the story aloud, stopping three times. Explain that at the first stop, you will model thinking and writing about an important idea in the story. At the next two stops, the students will use “Think, Pair, Write” to think about the important ideas in the part of the story they just heard, share their thinking in pairs, and then individually write their own ideas in their *Student Response Books*.

## 3 Reread from *Flight* Aloud and Model Using “Think, Pair, Write” to Think About Important Ideas

Remind the students that in the last part of the story they heard, Lindbergh had made it halfway to Paris and was fighting to stay awake. Reread the last sentence on page 16 and continue reading. Stop after:

**p. 22** “He wants to complete his dream.”

Model thinking quietly for a moment; then think aloud about an important idea in the passage. Display the “Think, Pair, Write About *Flight*” chart (🗺️ WA1) from Day 2. Model writing a note about this passage on the chart.

### You might say

“One important idea in this part of the story is that Lindbergh makes it across the ocean and is now over land again on the other side. I’ll write: *Lindbergh made it across the ocean.*”

### Think, Pair, Write About *Flight*

*Lindbergh will attempt what no one has done before, to fly from New York to Paris.*

*He’s afraid, but he takes off anyway.*

*Lindbergh made it across the ocean.*

WA1

Ask the students to write the same note on *Student Response Book* page 82.

#### 4 Continue Rereading from *Flight Aloud* with “Think, Pair, Write”

Ask the students to think about important ideas in the next passage you read. Reread the last sentence on page 22 and continue reading. Stop after:

**p. 27** “It is 10:22, Paris time. The flight has taken thirty-three and a half hours.”

Use “Think, Pair, Share” to discuss:



**Q** *What is an important idea in the part you just heard? What is most important to understand and remember? [pause] Turn to your partner.*

Circulate as partners talk, and notice whether they are able to identify important ideas in the passage. After a moment, ask the class to listen again for important ideas, or what seems most important to understand or remember, and reread the passage aloud.

Have the students record what they think is most important to understand or remember on *Student Response Book* page 82. Have a few volunteers share what they wrote with the class. After each volunteer shares, ask and briefly discuss as a class:

**Q** *Why does that idea seem most important?*

**Q** *What other ideas seemed important as you listened to the passage? Why?*

Reread the last sentence on page 27 and continue reading. Stop after:

**p. 32** “It is 1927, and his name is Charles Lindbergh.”



Again, have the students think and then briefly share in pairs. Reread the passage aloud; then have the students record what they think is most important to understand or remember on *Student Response Book* page 82.

Have a few volunteers share what they wrote with the class. After each volunteer shares, ask and briefly discuss as a class:

**Q** *Why does that idea seem most important?*

**Q** *What other ideas seemed most important as you listened to the passage? Why?*

Remind the students that thinking about what is important when reading helps them identify and remember the important ideas in texts. Explain that tomorrow they will think more about the important ideas in *Flight*.

#### 5 Reflect on “Think, Pair, Write”

Facilitate a brief discussion about how the students did with working in pairs during “Think, Pair, Write.” Ask:

**Q** *How did you and your partner do with giving reasons for your thinking about the important ideas in the book?*

**Q** *Did you change your mind about what was important in a passage after hearing your partner’s thinking? Tell us about that.*

#### Teacher Note

One important idea is that Lindbergh successfully flew from the United States to Paris, France.

#### Teacher Note

One important idea in this passage is that Charles Lindbergh has become a hero all over the world for being the first man to fly across the Atlantic Ocean.

## INDIVIDUALIZED DAILY READING

### 6 Mark and Discuss Reading Comprehension Strategies

Direct the students' attention to the "Reading Comprehension Strategies" chart and review the strategies. Ask them to notice which strategies they use and where they use them during their reading today.

Distribute self-stick notes to each student. Have the students use the self-stick notes to mark places where they use comprehension strategies when they are reading. Tell the students that later they will share with the class passages they marked and the strategies they used. Ask the students to be prepared to talk about how each strategy helped them understand what they read.

Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book she read, the author's name, and what the book is about. Then have her share a passage she marked and the comprehension strategy she used to make sense of it. Remind the students to give reasons for their thinking and to ask one another clarifying questions.

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

## In this lesson, the students:

- Determine important ideas and supporting details in a narrative nonfiction story
- Read independently for up to 30 minutes
- Reach agreement before making decisions
- Give reasons for their opinions

## 1 Review Important Ideas

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that in previous lessons the students heard you reread *Flight* and they used “Think, Pair, Write” to think about the important ideas in the story. Remind the students that thinking about what is important when reading helps them identify and remember the important ideas in the text.

## 2 Model Distinguishing Between Important Ideas and Supporting Details

Display the “Excerpt from *Flight* (1)” chart (WA2) and explain that this is an excerpt from the very beginning of the story. Read the excerpt aloud. Remind the students that in a previous lesson they discussed the important idea in the passage—that Lindbergh was going to attempt what no one had done before. Explain that the sentence “And yet—he is about to attempt what no one has done before: To fly—without a stop—from New York to Paris, France” expresses the important idea in the passage. Underline the passage on the chart.

Using a different color, underline the phrase “Over 3,600 miles away” and read the underlined text aloud. Explain that this is a detail that tells more about Lindbergh’s flight—it tells the distance he was going to travel from New York to Paris. Explain that facts, examples, or descriptions that tell more about, or support, the important ideas in a text are called *supporting details*. Ask:

- Q** *What other details in this passage support the important idea that Lindbergh was going to attempt what no one had done before, to fly from New York to Paris?*

Have a few volunteers share their thinking with the class, and underline the supporting details on the chart.

## Materials

- *Flight*
- “Excerpt from *Flight* (1)” chart (WA2)
- *Student Response Book* pages 83–84
- Two different-colored pencils or pens for each student
- “Class Assessment Record” sheet (CA1)
- “Excerpt from *Flight* (2)” chart (WA3)
- “Reading Comprehension Strategies” chart and a marker
- Small self-stick notes for each student

## Teacher Note

If the students have difficulty identifying supporting details, review that *supporting details* are “facts, examples, or descriptions that tell more about an important idea.” Ask:

- Q** *Where in the passage are other details about Lindbergh’s goal for his flight?*

**TEKS 6.A.i**  
Student/Teacher Activity  
Step 3  
(all, beginning on page  
536 and continuing on to  
page 537)

### Teacher Note

Initially, students often have difficulty distinguishing between important ideas and supporting details. Having the students each identify only one important idea and one supporting detail helps to focus their thinking.

### Teacher Note

Alternatively, you might have the students use a pencil and a pen.

### ELL Note

To support your English Language Learners, show and discuss the illustrations on pages 26–31 again; then read the excerpt aloud as they follow along, stopping intermittently to talk about what is happening. The students might benefit from an explanation of the following words and passages:

- “the sod coming up to meet me”
- “dazed”
- “drowning in a great sea”
- “deafened”

#### Students might say:

“I think ‘Across the Atlantic Ocean’ is a supporting detail. The reason I think this is that it tells more about the main point, which is that Lindbergh is going to fly from New York to Paris.”

“I think that Lindbergh’s height is a supporting detail. The reason I think this is that it’s a description that lets the reader infer how big the plane is.”

Point out that readers usually do not remember every word or detail as they read, so they need to be thinking about what ideas are the *most* important to understand and remember. Good readers also need to be able to tell the difference between important ideas and supporting details as they read. Explain that today the students will practice identifying important ideas and supporting details in another passage from *Flight*.

## 3 Agree on One Important Idea and One Supporting Detail

Have the students turn to *Student Response Book* pages 83–84, “Excerpt from *Flight*.” Point out that this is the part of the story in which Charles Lindbergh lands in Paris and is mobbed by thousands of people. Read pages 27–31 of *Flight* aloud as the students follow along in their *Student Response Books*.

Explain that the students will reread the excerpt independently and think quietly about one important idea and one supporting detail in the excerpt. They will then discuss their thinking in pairs. Partners will come to agreement on one important idea and one supporting detail, and each partner will underline these in her own *Student Response Book* using two different-colored pencils or pens. Use “Think, Pair, Share” to discuss:

 **Q** *What are some ways you and your partner can work together to decide which important idea and which supporting detail to underline? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

#### Students might say:

“We can take turns sharing what we think the important idea is. If we picked different important ideas, we can see if one idea is more important to remember than the other one.”

“In addition to what [Estefan] said, we can also take turns sharing what we think is a supporting detail. If we picked different supporting details, we can think about which detail supports the important idea we chose.”

 Have the students reread the excerpt independently and each think quietly about one important idea and one detail that supports it. Give partners a few minutes to agree on and underline one important idea and one supporting detail. Circulate as pairs work, and notice which sentences they underline.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify important ideas in the excerpt?
- Are they able to identify supporting details?
- Is there evidence that they can distinguish between important ideas and supporting details in the excerpt?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 119 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify and distinguish between important ideas and supporting details, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are able to identify and distinguish between important ideas and supporting details, proceed with the lesson and continue on to Week 2. Closely observe students who are having difficulty identifying and distinguishing between the two. Many students will need repeated experiences to learn this complex skill.
- If **only a few students** are able to identify and distinguish between important ideas and supporting details, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### 4 Discuss Important Ideas and Supporting Details as a Class

When the students finish their partner work, display the “Excerpt from *Flight (2)*” chart (C WA3). Facilitate a class discussion by asking the questions that follow. Remind the students to give reasons for their opinions. Ask:

- Q *What is an important idea in this part of the story? Why do you think that idea is important?*
- Q *Do others agree that this is an important idea? Why or why not?*

#### Students might say:

“I think ‘the plane touches the ground’ is important. The reason I think this is that Lindbergh finally got to the end of his flight. He made it.”

“I think ‘newspaper headlines all over the world are beginning to blazon the news’ is important because it shows how great the flight was.”

“I agree with [Sophia]. I underlined that, too, and also ‘American hero safe in Paris!’ because it says he was a hero and safe.”

**Q** What is a supporting detail? What idea do you think this detail supports?

**Students might say:**

"I thought 'closer, closer, closer' is a supporting detail. The reason I think this is that it supports the idea that he's about to land. His landing is important, but this just describes the plane's movement."

"I thought 'policemen guard the plane' was a supporting detail because it doesn't have anything to do with Lindbergh's flight. It just tells what happened after he landed."

"I think that 'policemen guard the plane' is an important idea because it means the plane is important—it's an important part of history."

As the students share, underline the important ideas and supporting details they mention on the chart using two different colors. Ask and discuss as a class:

**Q** Over the past two days, we've been talking about important ideas in Flight. Now that you've thought about some of the important ideas, what would you say this story is about?

**Students might say:**

"This story is about Charles Lindbergh's flight across the Atlantic Ocean."

"I agree with [Anna]. In addition, I think the story is about Lindbergh becoming a hero around the world."

"In addition to what [Anna] and [Mateo] said, the story is about how Lindbergh made history by flying from New York to Paris by himself."

## **5** Add to the "Reading Comprehension Strategies" Chart

Direct the students' attention to the "Reading Comprehension Strategies" chart and explain that determining, or identifying, important ideas and supporting details is a strategy good readers use to make sense of text. Add *determining important ideas and supporting details* to the chart.

Tell the students that determining important ideas and supporting details in texts can help them better understand and remember what they have read, and explain that the goal is for them to use the strategy as they read independently.

## Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized
- determining important ideas and supporting details

Tell the students that they will continue to think about important ideas and supporting details in the coming weeks.

### 6 Reflect on Reaching Agreement

Facilitate a brief discussion about how the students worked together.

Ask:

- Q** *Today you and your partner worked together to choose one important idea and one supporting detail in the excerpt. What did you do to make sure you agreed before making a decision?*
- Q** *What problems or challenges did you have? How did you handle them?*

## INDIVIDUALIZED DAILY READING

### 7 Mark and Discuss Reading Comprehension Strategies

Direct the students' attention to the "Reading Comprehension Strategies" chart. Remind the students that using these strategies will help them understand and enjoy what they are reading.

Distribute self-stick notes to each student. Have the students use the self-stick notes to mark places where they use comprehension strategies when they are reading. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

### Vocabulary Note

Next week you will revisit *Flight* to teach the Week 25 vocabulary lessons.

### Materials

- *Flight*
- Copy of “First- and Secondhand Accounts of Charles Lindbergh’s Flight” (BLM2) for each student

### Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “First- and Secondhand Accounts of Charles Lindbergh’s Flight” (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself. Preview the excerpts and identify vocabulary you want to clarify as you read.

Signal to let the students know when it is time to stop reading. Ask and briefly discuss:

- Q *Which strategy did you use most frequently when you read independently today?*
- Q *How does that strategy help you understand what you are reading?*
- Q *What should you do if you don’t understand what you are reading?*

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

## WRITING ABOUT READING

### Compare First- and Secondhand Accounts of Charles Lindbergh’s Flight

Show the cover of *Flight* and remind the students that they heard this book earlier. Ask:

- Q *What do you remember about this book?*

If necessary, remind the students that this book tells a true story about Charles Lindbergh’s historic flight from New York to Paris. Explain that when author Robert Burleigh wrote *Flight*, he researched Charles Lindbergh and the details of the flight and then used what he learned to write about them. Explain that since Burleigh wrote about Charles Lindbergh’s experience, this book is a *secondhand account* of the events.

Distribute a copy of “First- and Secondhand Accounts of Charles Lindbergh’s Flight” (BLM2) to each student. Direct the students’ attention to the first excerpt and explain that this is an excerpt from the beginning of the book *Flight*, when Lindbergh is preparing for take-off. Ask the students to follow along as you read the excerpt aloud and to think as they listen about how the author writes about the take-off. After you read the excerpt aloud, ask:

- Q *What did you notice about the way the author writes about the take-off?*

Record the students' ideas where everyone can see them, under the heading "Secondhand Account."

Tell the students that Charles Lindbergh wrote an autobiography, or a true story about his life, called *The Spirit of St. Louis*. In his autobiography, he wrote about the experiences leading up to the flight from New York to Paris, details of the flight itself, and the events after he landed in Paris. Explain that because Charles Lindbergh wrote this book himself, it is a *firsthand account* of his experiences.

Direct the students' attention to the second excerpt and explain that this is an excerpt from Charles Lindbergh's autobiography. Tell the students that this excerpt tells about the same events described by author Robert Burleigh in *Flight*. Ask the students to follow along as you read the excerpt aloud and to think as they listen about what they notice about how Charles Lindbergh writes about the take-off and what new things they learn about it. Read the excerpt aloud, clarifying the vocabulary you identified. After the reading, ask:

- Q *What did you notice about how Charles Lindbergh writes about the take-off?*
- Q *What did you learn from Lindbergh's account of this event?*

Record the students' ideas where everyone can see them, under the heading "Firsthand Account." Facilitate a discussion comparing the first- and secondhand accounts by asking the following questions:

- Q *How is the firsthand account similar to the secondhand account? How is it different?*
- Q *How can you tell that Charles Lindbergh wrote the second excerpt?*
- Q *Which do you think is more interesting, the firsthand account or the secondhand account? Why?*

Ask the students to watch as you think aloud and model writing about ways the first- and secondhand accounts of this event are similar and different.

**You might say:**

"The first- and secondhand accounts of the plane's take-off are similar in a few ways. I'll write: *Both excerpts include details that allow the reader to infer how Lindbergh feels on the morning of his flight. Both excerpts also include details about the weight of the plane and the distance between the plane and the telephone wires as it passes over them.* Now I will write about how the excerpts are different. I'll write: *The excerpts are different because the secondhand account uses facts from the event to tell a story through a narrator. It is written from the third-person point of view. The firsthand account is written from the first-person point of view. Charles Lindbergh is telling his own story. The firsthand account also includes more supporting details that help the reader imagine what it was like during the take-off.* I want to provide some examples of this. I'll write: *For example, Lindbergh wrote 'The plane creeps heavily forward,' and 'The Spirit of St. Louis feels more like an overloaded truck*

(continues)

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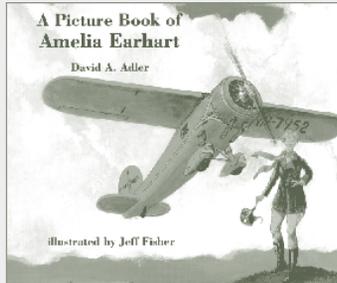
*than an airplane.' Those details help me picture in my mind what it was like for Lindbergh in the plane. I also think that the firsthand account is more suspenseful. I'll write: The firsthand account is more suspenseful. The way it is written makes the reader wonder if he will have a successful take-off."*

Have the students write about the ways in which the firsthand account and the secondhand account are similar and different. Encourage the students to refer to “First- and Secondhand Accounts of Charles Lindbergh’s Flight” (BLM2) as they write. If time permits, invite volunteers to share their writing with the class.



# Week 2

## OVERVIEW



### *A Picture Book of Amelia Earhart*

by David A. Adler, illustrated by Jeff Fisher

This biography of Amelia Earhart focuses on her courage as a pioneering pilot and her impact on women's roles in the United States.



### Online Resources

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

#### Whiteboard Activities

- WA4–WA5

#### Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

#### Professional Development Media

- “Using Presentation Tools” tutorial (AV44)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

### Comprehension Focus

- Students make inferences to understand a narrative nonfiction story.
- Students think about important ideas and supporting details in a narrative nonfiction story.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students make decisions and solve problems respectfully.

## ⌚ DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 120 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 25 lessons this week.

# Day 1

## Read-aloud

### Materials

- *A Picture Book of Amelia Earhart*
- Small self-stick notes for each student

### Teacher Note

Because making inferences and determining important ideas are key comprehension strategies, the students focus on these strategies again this week. This additional practice will help to prepare them for summarizing, which is the focus of the later weeks of this unit. As always, the goal is that the students use the strategies to make sense of what they read independently.

### Technology Tip

You might display a map of the world to point out the places described in the book and Earhart's various routes. Search online using the keywords "map of Earhart's transatlantic solo flight" and "map of Earhart's 1937 flight around the world." To learn more about using web-based tools, view the "Using Web-based Maps and Related Tools" tutorial (AV49).



### In this lesson, the students:

- Hear and discuss a narrative nonfiction story
- Make inferences about the story
- Read independently for up to 30 minutes
- Give reasons for their opinions

## 1 Review Giving Reasons for Opinions

Have the students gather with partners sitting together, facing you. Review that last week the students used the prompt "The reason I think this is . . ." to give reasons for their opinions. Ask them to continue using the prompt with their partners and with the class this week.

## 2 Introduce *A Picture Book of Amelia Earhart*

Show the cover of *A Picture Book of Amelia Earhart* and read the title and the names of the author and the illustrator aloud. Point out that the book is a biography about Amelia Earhart and review that a *biography* is a "story of someone's life written by someone else." Remind the students that earlier in the year they heard *A Picture Book of Harriet Tubman*, which is another biography by the same author.

Tell the students that Amelia Earhart was the first woman to fly across the Atlantic Ocean alone, not long after Charles Lindbergh completed his flight. She completed many other pioneering flights, and she affected the way people thought about women and what women are capable of.

## 3 Read Aloud

Read the book aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**absorbed:** learned (p. 10)

**domestic robot:** person who only does things having to do with taking care of a home (p. 14)

**pontoons:** objects on a plane that help it float (p. 16)

**stationery:** writing paper and envelopes (p. 20)

**endorsements:** support for products (p. 20)

**aviation:** the science of building and flying airplanes (p. 24)

**pop off:** (idiom) die (p. 26)

## ELL Vocabulary

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

**shocking:** surprising (p. 5)

**I have a reputation for brains:** I am known for being smart (p. 7)

**paralyzed:** unable to move or feel parts of their bodies (p. 9)

**confetti:** small pieces of paper (p. 19)

**heroine:** woman who was admired for her bravery and accomplishments (p. 19)

**lectures:** talks given to teach something (p. 20)

**courageous:** brave (p. 28)

Stop after:

**p. 7** “And she wrote, ‘Did I tell you I have a reputation for brains?’”

Ask and briefly discuss:



**Q** *What did you learn about Amelia in the part of the story you just heard? Turn to your partner.*

Without sharing as a class, reread the last sentence on page 7 and continue reading to the next stop. Repeat this procedure at each of the following stops:

**p. 16** “Amelia described the flight as ‘a grand experience,’ but since she didn’t pilot the plane, she said she felt like ‘baggage.’”

**p. 28** “She certainly was.”

**p. 30** “There is little evidence that there is any truth to these theories.”

## **4** Discuss the Story as a Class

Facilitate a discussion of the story using the questions that follow. Be ready to reread passages aloud and show illustrations again to help the students recall what they heard. Remind them to use the prompt “The reason I think this is . . .” to give reasons for their opinions and to use the other discussion prompts they have learned to build on one another’s thinking.

**Q** *What are some of the ways that Amelia Earhart challenged how people thought women should behave and live? Why do you think she did this?*

**Q** *Amelia was the first woman to fly across the Atlantic Ocean when she joined Bill Stultz and Slim Gordon in the Friendship on June 18, 1928. On page 16, it says, “Amelia described the flight as ‘a grand experience,’ but since she didn’t pilot the plane, she said she felt like ‘baggage.’” What do you think she meant by this?*

### Teacher Note

Circulate as partners talk. Notice whether the students are using the prompt “The reason I think this is . . .” to give reasons for their opinions. If they are not, encourage them to do so. Be ready to share your observations at the end of the lesson.



### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students’ responses. Instead, build the students’ intrinsic motivation by responding with genuine curiosity and interest, for example:

- “Say more about that.”
- “Explain your thinking further.”
- “You have an opinion that’s [similar to/ different from] what [Savitri] just said. How is it [similar/different]?”
- “Do you agree with [Ethan]? Why or why not?”
- “What questions do you have for [Ethan] about his thinking?”

**Students might say:**

“She showed that women could do things that people thought only men could do. The reason I think this is that she did things like study car-engine repair, take flying lessons, and fly planes alone.”

“I think Amelia meant that she enjoyed the flight but she wished she could have flown the plane. Maybe she was a little disappointed.”

“I agree with [Shauna]. She looked at the maps. She didn’t actually fly the plane. That probably made her feel like she wasn’t doing anything important.”

**Q** *Amelia wrote to her husband, “Women must try to do things as men have tried. When they fail, their failures must be but a challenge to others.” What do you think she meant by “their failures must be but a challenge to others”?*

**Students might say:**

“I think she was saying that just because one woman fails at something doesn’t mean another woman shouldn’t try again.”

“I agree with [Boris]. She knew that trying to fly around the world was very dangerous, but she wanted to do it anyway. I think she meant that if she failed to fly around the world that other people should keep trying. Just because she didn’t do it doesn’t mean that someone else can’t do it.”

As the students make inferences about the story, point them out.

**You might say:**

“The story doesn’t directly say that Amelia was a little disappointed about not actually flying the *Friendship*, but you figured it out from clues in the story.”

## **5** Reflect on Giving Reasons for Opinions

Facilitate a brief discussion about how the students did with using the prompt “The reason I think this is . . .” to give reasons for their opinions. Share your own observations and explain that you would like the students to continue to focus on giving reasons for their opinions throughout the week.

## **INDIVIDUALIZED DAILY READING**

## **6** Read Independently and Think About Important Ideas

Remind the students that they have been thinking about important ideas in texts. Distribute self-stick notes to each student. Explain that you would like them to use self-stick notes to mark important ideas in their reading today. Tell the students that later they will share one

important idea they found in their reading with the class. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book she read, the author’s name, and what the book is about. Then have her tell one important idea she found in her reading. Ask questions such as:

**Q** *Why do you think the idea you marked is important?*

**Q** *What other ideas might be important in this section?*

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



## TECHNOLOGY EXTENSION

### Research and Create Presentations About Amelia Earhart

Have the students read and discuss other books or articles about Amelia Earhart. The students can find articles by searching online using keywords such as “Amelia Earhart for kids.”

After the students have researched Amelia Earhart, have them work in groups of four to create presentations about her life using the information they have gathered. Have the groups use “Heads Together” and “Group Brainstorming” to help them divide the work equally and to help them reach agreement about what information to include and how to present the information. After each presentation, facilitate a class discussion about what the students learned about Amelia Earhart.



### Technology Tip

Prior to doing this activity, you might wish to view the “Using Presentation Tools” tutorial (AV44).



To support the students in doing online research, you might teach the following technology mini-lessons in Appendix B: Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Narrowing Search Results and Using Filters”; and Mini-lesson 7, “Evaluating Research Sources.” For more information about teaching Technology Mini-lessons 4-7, see “About Teaching the Online Research Lessons” at the beginning of Technology Mini-lesson 4.

### Materials

- *A Picture Book of Amelia Earhart*
- “Think, Pair, Write About *A Picture Book of Amelia Earhart*” chart (WA4)
- *Student Response Book* page 85
- Small self-stick notes for each student

**TEKS 6.G.i**  
Student/Teacher Narrative  
Step 2 (all, beginning on  
page 550 and continuing  
on to page 551)

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction story again
- Make inferences about the story
- Think about important ideas in the story
- Read independently for up to 30 minutes
- Reach agreement before making decisions

### 1 Review *A Picture Book of Amelia Earhart*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *A Picture Book of Amelia Earhart* and ask:

**Q** *What do you remember about A Picture Book of Amelia Earhart?*

Review that last week the students determined, or identified, important ideas and supporting details to help them make sense of the text. Remind them that because it is difficult to remember every word or detail as they read, good readers think about what ideas are the most important to understand or remember.

Tell the students that today they will practice thinking about important ideas as they hear the first half of *A Picture Book of Amelia Earhart* read aloud again.

### 2 Reread from the Story and Model Thinking About Important Ideas

Have the students turn to *Student Response Book* page 85, “Think, Pair, Write About *A Picture Book of Amelia Earhart*.” Explain that as you reread from the story today, you will stop several times during the reading. At each stop, the students will use “Think, Pair, Write” to think about the important ideas in the part they just heard, agree in pairs on one important idea, and then individually record the important idea in their *Student Response Books*. Tell the students that you will model this for the class at the first stop.

Read pages 3–5 aloud twice. Stop after:

**p. 5** “But, Amelia wrote later, ‘Some elders have to be shocked for everybody’s good now and then.’ ”

Model thinking quietly for a moment; then think aloud about an important idea in the passage. Display the “Think, Pair, Write About *A Picture Book of Amelia Earhart*” chart (WA4). Model writing a note about this passage on the chart.

**You might say:**

"An important idea in this passage is that as a young girl Amelia did things that some people thought were shocking. The reason I think this is important is that this might give you an idea of how she will be later in her life. I'll write: *As a young girl, Amelia did things that shocked some people.*"

WA4

**Think, Pair, Write About A Picture Book of Amelia Earhart**

*As a young girl, Amelia did things that shocked some people.*

Have the students write the same note on *Student Response Book* page 85.

**3 Continue Rereading from the Story with "Think, Pair, Write"**

Ask the students to think about the important ideas in the next passage you read. Reread the last sentence on page 5 and continue reading. Stop after:

**p. 10** "Some years later she explained that 'though I had seen one or two at county fairs before, I now saw many of them . . . I hung around in my spare time and absorbed all I could.'"

Use "Think, Pair, Share" to discuss:

 **Q** *What is an important idea in the part you just heard? What is most important to understand and remember? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class. After a moment, ask the class to listen again for an important idea, or what seems most important to understand or remember, and read the passage you just read aloud again.

 Ask partners to agree on one important idea in the passage and then individually record that idea on *Student Response Book* page 85. Have a few volunteers share what they wrote with the class. After each volunteer shares, ask and briefly discuss as a class:

- Q** *Why does that idea seem most important?*
- Q** *Do others agree that this idea seems most important? Why or why not?*
- Q** *What other ideas seemed important as you listened to the passage? Why?*

Reread the last sentence on page 10 and continue reading. Follow the same procedure at the following stops:

- p. 12** "Another time, her airplane turned over in heavy rain and Amelia, held in by her safety belt, hung upside down."
- p. 16** "Amelia described the flight as 'a grand experience,' but since she didn't pilot the plane, she said she felt like 'baggage.'"

**TEKS 6.G.i**  
Student/Teacher Activity  
Step 3 (all, beginning on page 551 and continuing on to page 552)

**Teacher Note**

If necessary, model again by thinking aloud, recording your thinking, and asking the students to copy your note into their *Student Response Books*. (You might write: *What seems most important in this part of the story is that at first Amelia was not that interested in airplanes but that later in her life she became really fascinated by them.*)

**Teacher Note**

Important ideas in these passages include that Amelia took her first plane ride and became determined to learn how to fly and that she became the first woman to fly in a plane across the Atlantic, though she would have been happier as the pilot than as a passenger.

Explain that in the next lesson the students will think more about important ideas in *A Picture Book of Amelia Earhart*.

#### 4 Reflect on Reaching Agreement

Have partners report briefly on how they did today with reaching agreement about the important ideas in the book. Point out that reaching agreement means that partners need to keep talking until they agree. Sometimes partners have to convince each other of their thinking. This helps them learn to work together, and it also forces them to think more clearly about the book.

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently and Think About Important Ideas

Distribute self-stick notes to each student. Explain that you would like them to use self-stick notes to mark important ideas in their reading today. Tell the students that later they will share important ideas they found in their reading with the class. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book he read, the author’s name, and what the book is about. Then have him share one important idea he found in his reading. Ask each volunteer questions such as:

**Q** *Why do you think the idea you marked is important?*

**Q** *What other ideas might be important in this section?*

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

## In this lesson, the students:

- Determine important ideas and supporting details in a narrative nonfiction story
- Read independently for up to 30 minutes
- Give reasons for their opinions

## 1 Review Important Ideas and Supporting Details in *A Picture Book of Amelia Earhart*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that in the previous lesson they heard the first half of *A Picture Book of Amelia Earhart* and used “Think, Pair, Write” to think about and record the important ideas in the story. Have the students turn to *Student Response Book* page 85, “Think, Pair, Write About *A Picture Book of Amelia Earhart*,” and review the important ideas they recorded. Ask:

**Q** *What are some important ideas we identified in A Picture Book of Amelia Earhart?*

Tell the students that distinguishing between (telling the difference between) important ideas and supporting details (like facts, examples, and descriptions) helps readers understand texts more deeply. Explain that today the students will identify important ideas and supporting details in an excerpt from *A Picture Book of Amelia Earhart*.

## 2 Identify Important Ideas and Supporting Details in an Excerpt from the Story

Display the “Excerpt from *A Picture Book of Amelia Earhart*” chart (WA5) and have the students turn to *Student Response Book* page 86, “Excerpt from *A Picture Book of Amelia Earhart*.” Explain that the excerpt is from the part of the story in which Amelia attempts to fly around the world. Read the excerpt aloud slowly and clearly as the students follow along in their *Student Response Books*.

Reread the first two paragraphs aloud; then think aloud about an important idea in the paragraphs.

### You might say:

“One important idea in this paragraph is that Amelia planned to fly around the world. The reason I think this is that it is a main event in the story.”

## Materials

- *Student Response Book* pages 85–86
- “Excerpt from *A Picture Book of Amelia Earhart*” chart (WA5)
- Small self-stick notes for each student

**TEKS 9.D.i**  
**TESK 9.D.ii**  
 Student/Teacher Narrative  
 Step 1 (all)

**TEKS 6.G.i**  
**TEKS 9.D.i**  
**TEKS 9.D.ii**  
 Student/Teacher Activity  
 Step 2 (all, beginning on page 553 and continuing on to page 554)

## ELL Note

English Language Learners may benefit from extra support to make sense of the excerpt. Show and discuss the illustrations on pages 26–28 of *A Picture Book of Amelia Earhart* again; then read pages 26–28 aloud as they follow along, stopping periodically to talk about what is happening. The students might benefit from an explanation of the following quotes:

- “If I should pop off, it will be doing the thing I’ve always wanted to do.”
- “When they fail, their failures must be but a challenge to others.”

Underline “In 1937 she planned to fly around the world” on the chart.

Remind the students that *supporting details* are “facts, examples, and descriptions that tell more about an important idea.” Use “Think, Pair, Share” to discuss:



**Q** Which sentences in the paragraph are supporting details that tell more about Amelia’s planned trip around the world? [pause] Turn to your partner.

Have a few volunteers share their thinking. As the students identify supporting details, underline them on the chart using a different color.

**Students might say:**

“I think the sentence ‘On June 1, 1937, Amelia Earhart and her navigator, Fred Noonan, began the trip’ is a supporting detail. The reason I think this is that the date that they started the trip is a detail that doesn’t seem as important to remember.”

“I think ‘it will be doing the thing I’ve always wanted to do’ is a supporting detail. The reason I think this is that it is a detail to tell how Amelia felt about her flight.”

“I disagree with [Cammy] because I think that sentence shows something important about Amelia’s character.”

### 3 Think About a Specific Detail in the Excerpt

Direct the students’ attention to the following sentence in the second paragraph: “They flew to South America, then to Africa, India, Burma, Thailand, Singapore, Indonesia, Australia, and New Guinea.” Ask:



**Q** Is this sentence an important idea or a supporting detail? Why do you think so? Turn to your partner.

Have a few volunteers share their thinking with the class. Remind the students to use the discussion prompts they have learned to build on one another’s thinking.

**Students might say:**

“I think the sentence is a supporting detail. The reason I think this is that knowing exactly where they went doesn’t seem that important to remember.”

“In addition to what [Patrick] said, it’s more important to know that she was trying to go around the world.”

Remind the students that good readers do not necessarily remember everything they read in a text, but they do remember what is important. Determining important ideas and supporting details helps them identify what is most important to remember.

Explain that in the next lesson they will think about important ideas and supporting details in the rest of the excerpt.

#### Teacher Note

Save the “Excerpt from *A Picture Book of Amelia Earhart*” chart (WA5) to use on Day 4.

# INDIVIDUALIZED DAILY READING

## 4 Read Independently and Think About Important Ideas

Distribute self-stick notes to each student. Explain that you would like them to use self-stick notes to mark important ideas in their reading today. Tell the students that later they will share the important ideas they found in their reading with the class. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share with the class. Have each volunteer begin by telling the title of the book she read, the author’s name, and what the book is about. Then have her share one important idea she found in her reading. Ask questions such as:

Q *Why do you think the idea you marked is important?*

Q *What other ideas might be important in this section?*

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

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## EXTENSION

### Distinguish Between Facts and Opinions

Explain that when the students read expository or other nonfiction texts, it is important that they recognize when authors are stating facts and when they are stating opinions. Recognizing the difference between facts and opinions helps readers judge the accuracy or truthfulness of what they are reading.

Explain that a *fact* is a “statement that can be proved true by observation or by checking a reliable source, such as an encyclopedia.” (For example, the statement “In 1932, Amelia Earhart became the first woman to fly alone across the Atlantic Ocean” is a fact. It can be proved true

by checking newspapers and other historical records.) An *opinion* is a “statement of what someone thinks, feels, or believes about something.” (For example, the statement “Amelia was the bravest woman who ever lived” is an opinion. It is a statement of what someone thinks or believes to be true, but it is not a provable fact.)

Write the sentences below on a sheet of chart paper. Then have the students use “Think, Pair, Share” to first think about and then discuss whether each statement is a fact or an opinion.

### Fact or Opinion?

Amelia was born in Kansas in 1897.

Amelia took flying lessons in California.

Amelia was a better pilot than Charles Lindbergh.

In 1937 Amelia disappeared trying to fly around the world.

Amelia should not have tried to fly around the world.

## Day 4

## Guided Strategy Practice

### Materials

- *Student Response Book* page 86
- “Excerpt from *A Picture Book of Amelia Earhart*” chart (WA5) from Day 3
- Two different-colored pencils or pens for each student
- “Class Assessment Record” sheet (CA2)
- Small self-stick notes for each student

### In this lesson, the students:

- Determine important ideas and supporting details in a narrative nonfiction story
- Read independently for up to 30 minutes
- Write in their reading journals
- Reach agreement before making decisions

### 1 Review Important Ideas and Supporting Details

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Display the “Excerpt from *A Picture Book of Amelia Earhart*” chart (WA5) from Day 3, and have the students turn to the copy of the excerpt on *Student Response Book*

page 86. Remind the students that yesterday they discussed important ideas and supporting details in the first two paragraphs of the excerpt. Explain that today the students will use “Think, Pair, Write” to identify important ideas and supporting details in the rest of the excerpt.

## 2 Identify Important Ideas and Supporting Details in the Rest of the Excerpt

Read the rest of the excerpt aloud, beginning with the third paragraph, and have the students follow along in their *Student Response Books*. Ask the students to think as they listen about the important ideas in the passage and what information supports, or provides more details about, the important ideas.

After the reading, ask the students to each select one important idea and one supporting detail from the part of the excerpt you just read.



Then have partners discuss their thinking, agree on one important idea and one supporting detail from that part of the excerpt, and then individually underline these in their *Student Response Books*, using two different-colored pencils or pens.

Give partners a few minutes to agree on and underline one important idea and one supporting detail. Circulate as pairs work, and notice which sentences they underline.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to distinguish between important ideas and supporting details?
- Are they supporting their thinking by referring to the text?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 120 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to distinguish between important ideas and supporting details and are referring to the text to support their thinking, proceed with the lesson and continue on to Week 3.
- If **about half of the students** or **only a few students** are able to distinguish between important ideas and supporting details or are referring to the text to support their thinking, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### Teacher Note

Alternatively, you might have the students use a pencil and a pen.

### 3 Discuss Important Ideas and Supporting Details as a Class

After a few minutes, facilitate a class discussion using the following questions:

- Q *What sentence did you and your partner agree is an important idea? Explain your thinking.*
- Q *What sentence did you and your partner agree is a supporting detail? Explain your thinking.*
- Q *Do you agree with [Jim and Hiroko]? Why or why not?*

**Students might say:**

"My partner and I underlined 'They never made it.' We think that is important because it is an important event in the story."

"We underlined 'She risked her life to prove that in the air, and elsewhere, women were up to the challenge.' It's an important idea because that's what this book is about—how Amelia changed how the world looked at women."

As the students share, underline the important ideas and supporting details on the chart using two different colors.

Remind the students that the purpose of learning how to determine important ideas and supporting details in a text is to help them think about what is important to understand or remember in their own reading. Explain that in the coming weeks they will continue to think about important ideas and supporting details in texts they hear and read independently.

### 4 Reflect on Reaching Agreement

Facilitate a brief discussion about how the students did with reaching agreement during "Think, Pair, Write." Ask questions such as:

- Q *How did you come to agreement today before making a decision during "Think, Pair, Write"? If you didn't agree, how did you solve the problem?*
- Q *How did giving reasons for your opinions help you reach agreement?*

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Think About Important Ideas

Distribute self-stick notes to each student. Tell the students that they will use the self-stick notes to mark important ideas in their reading today. Explain that later each student will share one important idea he found with a partner. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share an important idea from his reading with a partner. Have each partner begin by telling the title of the book he read, the author’s name, and what the book is about.

After partners have shared, have a few volunteers share the important ideas they found in their reading with the class. Ask questions such as:

- Q *Why do you think the idea you marked is important?*
- Q *What other ideas might be important in this section?*

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

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## WRITING ABOUT READING

### Write About Themes in *A Picture Book of Amelia Earhart* and *A Picture Book of Harriet Tubman*

Remind the students that earlier they heard biographies of two women who were very important in American history, Amelia Earhart and Harriet Tubman. Show the cover of *A Picture Book of Amelia Earhart* and ask:

- Q *What do you remember about Amelia Earhart?*
- Q *What is a theme in A Picture Book of Amelia Earhart? What can we learn from Amelia Earhart’s story that we might be able to apply to our own lives?*

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### Vocabulary Note

Next week you will revisit *A Picture Book of Amelia Earhart* to teach the Week 26 vocabulary lessons.

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### Materials

- *A Picture Book of Amelia Earhart*
- *A Picture Book of Harriet Tubman* from Unit 6

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### Teacher Note

If necessary, page through each book and show the illustrations. You might briefly summarize the events on each page to help the students recall the information in the books.

**Students might say:**

"Amelia Earhart was the first woman to fly across the Atlantic and the Pacific oceans alone."

"One theme might be to never give up. There were many times when Amelia could have stopped flying, but she kept doing it."

"Another theme might be to not worry about what other people think about you. A lot of people thought that Amelia's behavior was shocking, but she didn't let that bother her."

"I think another theme is to not be afraid to do something that you believe in. Amelia quit school to help soldiers who were wounded in the war, and she took flying lessons because she knew she had to fly."

Have a few students share their thinking. As the students share, record their ideas where everyone can see them under the heading "Amelia Earhart."

Show the cover of *A Picture Book of Harriet Tubman* and ask:

**Q** *What do you remember about Harriet Tubman?*

**Q** *What is a theme in A Picture Book of Harriet Tubman? What can we learn from Harriet Tubman's story that we might be able to apply to our own lives?*

**Students might say:**

"Harriet Tubman escaped from slavery and then helped other slaves find their way north on the Underground Railroad."

"In addition to what [Peggy] said, Harriet was also a spy for the northern army during the Civil War."

"I think we can learn to not be afraid to do something you believe in. She did things she knew were dangerous to make life better for all African Americans."

"I think another theme might be to never give up. Harriet spent her entire life fighting for people to be treated equally. She fought to end slavery, and she fought for women to have the right to vote."

Have a few students share their thinking. As the students share, record their ideas where everyone can see them under the heading "Harriet Tubman." Ask:

**Q** *How are the themes in these two texts the same?*

Explain that when readers compare themes in stories, they are *making connections* between the stories. Explain that making connections helps readers enjoy and understand what they read. Ask the students to watch as you think aloud and model writing about how the themes in *A Picture Book of Harriet Tubman* and *A Picture Book of Amelia Earhart* are alike.

**You might say:**

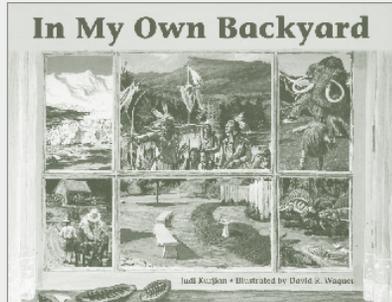
"Both of these books are about two very brave women who were important in American history. Something we can learn from both women is to never give up. I'll write: *A Picture Book of Amelia Earhart* and *A Picture Book of Harriet Tubman* are books about two very brave women, Amelia Earhart and Harriet Tubman. One theme that is in both books is to never give up. Amelia Earhart wanted to fly across the Atlantic Ocean by herself. She had to wait a long time, but she finally did it. Harriet Tubman wanted to escape from slavery. She tried to escape once with her brothers, but they turned back. Later, she left again alone. That time she made it to a safe house.

Another theme in both books is to not be afraid to do something you believe in. I'll write: *Another theme that is in both books is to not be afraid to do something you believe in. Amelia Earhart knew she wanted to fly, so she did things that would help her do that, such as taking flying lessons and saving money to buy an airplane. Harriet Tubman risked her own life to help hundreds of African Americans escape from slavery. Later in her life she also fought for women to have the right to vote. We can learn many lessons from Amelia Earhart and Harriet Tubman that we can apply to our own lives.*"

Have the students write about how the themes in the two stories are alike. If time permits, invite volunteers to share their writing with the class.

# Week 3

## OVERVIEW



### *In My Own Backyard*

by Judi Kurjian, illustrated by David R. Wagner

A child looks out a bedroom window and imagines how the landscape has changed over the ages.



### Online Resources

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

#### Whiteboard Activities

- WA6–WA10

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)

#### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)
- “Using Presentation Tools” tutorial (AV44)

### Comprehension Focus

- Students think about important ideas and supporting details in a narrative nonfiction story.
- Students use important ideas to build summaries.
- Students explore elements of narrative text structure, including setting and point of view, in a narrative nonfiction story.
- Students read independently.

### Social Development Focus

- Students develop the skill of giving reasons for their opinions.
- Students discuss their opinions respectfully.

## ⌚ DO AHEAD

- ✓ Prior to Day 1, collect enough book and movie summaries so that each pair of students can share a summary (see Step 4).
- ✓ Prior to Day 3, prepare a sheet of chart paper with the title “Important Ideas in In My Own Backyard” (see Step 2).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 121 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 26 lessons this week.

**Materials**

- *A Picture Book of Amelia Earhart* from Week 2
- “Summary of *A Picture Book of Amelia Earhart*” chart (WA6)
- *Student Response Book* page 87
- Book and movie summaries, collected ahead
- “Questions About Summaries” chart (WA7)
- “Thinking About Important Ideas” chart (WA8)

**Teacher Note**

If necessary, write the prompt where everyone can see it.

**In this lesson, the students:**

- Hear, read, and discuss summaries
- Explore what a summary is
- Read independently for up to 30 minutes
- Give reasons for their opinions

**ABOUT SUMMARIZING**

During the next three weeks, the focus of instruction is summarizing, a key strategy for helping readers understand and communicate about what they read. The students continue to identify important ideas, a critical step in summarizing. Through teacher modeling, class and partner discussions, and guided practice, the students learn to put a text’s important ideas together in a concise summary. The goal is for the students to be able to use summarizing both orally and in writing to communicate with others about the texts they read.

**1 Review Giving Reasons for Opinions**

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind them that they learned the prompt “The reason I think this is . . .” to give reasons for their opinions.

Explain that you would like the students to continue using the prompt in both partner and class discussions this week.

**2 Review *A Picture Book of Amelia Earhart***

Show the students the cover of *A Picture Book of Amelia Earhart* and remind them that this is a biography that tells the story of Amelia Earhart’s life. Review that last week the students heard the book and made inferences as they thought about the important ideas and supporting details in it. Ask:

**Q** *What do you remember from the book about Amelia Earhart’s life?*

If necessary, stimulate the students’ recollection by reading each of the following quotes aloud and asking the students to remember what was happening in that part of the story. For each quote, have a volunteer share what was happening:

**p. 5** “The Earhart girls’ behavior was shocking to some people.”

**p. 12** “‘As soon as I left the ground,’ she wrote later, ‘I knew I myself had to fly.’”

**p. 16** “. . . she said she felt like ‘baggage.’”

**p. 22** "‘Have you come far?’ the first person to see her asked. ‘From America,’ Amelia Earhart told him."

**p. 27** "They never made it."

### 3 Read and Discuss a Summary of the Book

Display the "Summary of *A Picture Book of Amelia Earhart*" chart (📄 WA6) and explain that this is a summary of the book *A Picture Book of Amelia Earhart*. Tell the students that a *summary* is a "brief description of what a text is about." Ask the students to follow along as you read the summary aloud.

After reading the summary, have the students turn to *Student Response Book* page 87, "Summary of *A Picture Book of Amelia Earhart*." Point out that this is a copy of the summary you just read. Ask the students to read it again quietly to themselves (or you might read it aloud again as they follow along).

After the reading, facilitate a class discussion using the questions that follow. Remind the students to use the prompt "The reason I think this is . . ." as they talk. Ask:

**Q** *What does this summary of the book do?*

**Q** *What kind of information is in the summary?*

**Students might say:**

"The summary tells you the title and the author's name."

"The summary tells you what the book is about."

"It gives you the story but in a shorter version."

"It has the main stuff about her life. The reason I think this is that it doesn't tell everything—like when she got married."

"I agree with [Cora]. The summary has the important ideas from the book—like when she tried to fly around the world and disappeared."

**Q** *Why might you want to read a summary of a book?*

**Students might say:**

"You might want to know what the book is about before you read it."

"From the summary, you can figure out if the book sounds interesting."

### 4 Explore Other Summaries

Explain that you have collected summaries from various sources for the students to read today. Distribute one summary to each pair of students. Display the "Questions About Summaries" chart (📄 WA7). Tell the students that they will read their summaries quietly in pairs and then discuss the questions on the chart. Read aloud the questions on the chart.

#### Technology Tip

You can find book summaries on the back covers of books as well as at online bookseller sites. You can search for book or movie summaries online using the keywords "book summary [book title]" or "movie summary [movie title]"; look for summaries of books and movies the students are likely to be familiar with. If you do not have enough summaries for all of the pairs, you might have some of the pairs read "Summary of *Flight*" on *Student Response Book* page 88.

### Questions About Summaries

- What book or movie is your summary about?
- What did you learn about the book or movie from the summary?



Have each pair read their summary quietly and then discuss the questions. When most pairs have had a chance to talk, have a few pairs share with the class what their summaries are about and what they learned from the summaries. Follow up by asking:

**Q** *How might this summary be helpful to you or others who read it?*

Explain that *summarizing* is “using important information in a text to say briefly what the text is about.” Readers summarize to help them make sense of what they are reading and to remember the important information in a text. They also summarize to communicate to others what a text is about.

Explain that over the next few weeks, the students will learn how to summarize so they can write summaries of their independent reading books to share with the class.

## 5 Reflect on Giving Reasons for Opinions

Facilitate a brief discussion about how the students did with using the prompt “The reason I think this is . . .” to give reasons for their opinions.

## INDIVIDUALIZED DAILY READING

## 6 Self-monitor to Think About Important Ideas

Remind the students that they have been thinking about important ideas in texts. Display the “Thinking About Important Ideas” chart (WA8) and tell the students that these are questions they can ask themselves as they are reading to help them recognize the important ideas in their books. Read the questions aloud.

### Thinking About Important Ideas

- What seems important to understand in the reading so far?
- What might the author want you to be thinking about at this point?

Explain that today you will stop the students periodically during IDR to have them think about how well they are recognizing the important

**TEKS 7.C.i**  
Student/Teacher Activity  
Step 6 (all, beginning on  
page 566 and continuing  
on to page 567)

ideas in their books. Tell the students that later they will share important ideas from their reading with the class.

Have the students get their books and read silently for up to 30 minutes. Stop the students at 10-minute intervals to have them think about the questions on the chart. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each student begin by telling the title of the book he read, the author’s name, and what the book is about. Then have him share an important idea from his reading. Remind him to use evidence from the text to support his thinking. If the student struggles to share an important idea, probe his thinking by asking questions such as:

- Q *What do you think is most important for you to remember from the part of the book you read today?*
- Q *Why do you think that is most important?*

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

### Materials

- *In My Own Backyard*
- “Thinking About Important Ideas” chart (WA8)

### In this lesson, the students:

- Hear and discuss a narrative nonfiction story
- Make inferences about the story
- Think about what life was like in the past
- Discuss point of view and setting
- Read independently for up to 30 minutes
- Give reasons for their opinions

## 1 Review Summaries and Summarizing

Have the students gather with partners sitting together, facing you. Remind the students that in the previous lesson they heard a summary of *A Picture Book of Amelia Earhart*. Review that a *summary* is a “brief description of what a text is about.” It includes important information or ideas from the text.

Explain that you will read a book aloud today; then, over the next two days, the class will think about the important ideas in the story and build a summary of it together using the important ideas.

## 2 Introduce *In My Own Backyard*

Tell the students that to prepare to hear today’s book, you would like them to close their eyes and think quietly for a moment about the piece of land the school is built on. Ask:

- Q *What do you think the piece of land might have looked like before the school was built?*
- Q *What do you think it might have looked like one hundred years ago?*
- Q *What do you think it might have looked like one thousand years ago? One million years ago?*

Ask the students to open their eyes. Have several students share their ideas and explain their thinking. If they have difficulty responding, think aloud about how the school site might have looked in the past.

### You might say:

“One hundred years ago, there might have been a farm on this land. One thousand years ago, perhaps a community of Native Americans lived here. One million years ago, there might have been only animals roaming here, animals that are now extinct.”

Show the cover of *In My Own Backyard* and read the title and the names of the author and the illustrator aloud. Explain that in the book a child is looking out the bedroom window when suddenly the backyard begins to go back in time. Ask the students to think about what they just discussed about the history of the school site as they listen to the story.

### 3 Read Aloud

Read the book aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**scythes:** tools used for cutting grasses and crops (p. 6; refer to the illustration on p. 7)

**waterwheel:** large wheel turned by water that was used in the past to power machines in mills and factories (p. 6; refer to the illustration on p. 7)

**coral:** groups of the hard skeletons of tiny sea creatures (p. 24)

**algae:** water plants that have no roots or stems (p. 26)

**sponges and sea fans:** sea creatures that live on rocks and surfaces under water (p. 26)

#### ELL Vocabulary

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

**brook:** small stream (p. 6; refer to the illustration on p. 7)

**settlers:** people who make a home in a new place (p. 10)

**celebration:** happy gathering (p. 12)

**blizzard:** heavy snowstorm (p. 14)

**tropical plants:** plants that grow in hot, moist climates (p. 20)

**ancestors:** family members from a long time before (p. 22)

**fossils:** remains of plants and animals that lived long ago (p. 30)

Stop after:

**p. 6** "What I was seeing out my window was my backyard one hundred years ago!"

Ask and briefly discuss:

**Q** *Who is telling the story? What in the story makes you think so?*

Have one or two volunteers share their thinking with the class. If necessary, reread the first sentence on page 6 aloud and explain that the child is telling the story. Review that when the person telling the story is a character in the story, we say the story is told from the *first-person point of view*. Ask and briefly discuss:



**Q** *What does the child see outside the window? Turn to your partner.*

Without sharing as a class, reread the last sentence on page 6 and continue reading to the next stop. Stop after:

- p. 12** “Newly-picked corn, squash, acorns, and berries made me think that this must be a harvest celebration before the first settlers came from Europe.”

Ask and briefly discuss:



**Q** *What does the child see in the part of the story you just heard? Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop and continue reading to the next stop. Repeat this procedure at the next four stops:

- p. 16** “I could see paintings on a flat rock wall of the shelter where they slept.”
- p. 20** “A baby stegosaurus grazed right in front of my window!”
- p. 24** “Around the coral and seaweed, unusual fish wore hard shells.”
- p. 30** “Ever since that day, I’ve looked for bones and fossils that might have been left in that most amazing place: my own backyard.”



### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by demonstrating genuine interest in and curiosity about what the students say and by refraining from overly praising or criticizing the students’ responses.

### Teacher Note

Be ready to reread the text and show illustrations again to help the students recall what they heard.

### Teacher Note

If necessary, remind the students that the setting of a story is where and when the story takes place.

## 4 Discuss the Reading as a Class

Facilitate a discussion of the story using the questions that follow. Remind the students to use the prompt “The reason I think this is . . .” to give reasons for their opinions and to use the other discussion prompts they have learned to build on one another’s thinking.

Ask and briefly discuss:

**Q** *What does the child learn about the past by looking out the window?*

#### Students might say:

“The child imagines what the place was like at different times in history.”

“Farmers lived on the land one hundred years ago.”

“In addition to what [Stacy] said, before the farmers, there were pioneers and Native Americans.”

“A really long time ago it was all covered by water.”

Then ask:

**Q** *What is the setting of this story?*

**Q** *Why do you think the child calls the backyard “that most amazing place”?*

**Students might say:**

"The setting is the child's backyard. He's imagining what it was like at different times in the past."

"One reason I think the child calls it 'the most amazing place' is that the book says that dinosaurs used to live on the land. That's pretty amazing!"

"I agree with [Leon]. In addition to what Leon said, it's also pretty amazing to think that cave dwellers used to live where you're living now."

As the students make inferences about the story, point them out.

**You might say:**

"The book does not say directly that the child imagines that the backyard is changing to show how it was in the past, but you figured that out from clues in the story."

Explain that tomorrow the students will think about the important ideas in this story and prepare to write a summary of it.

## INDIVIDUALIZED DAILY READING

### 5 Self-monitor to Think About Important Ideas

Display the "Thinking About Important Ideas" chart (📄 WA8) and remind the students that these are questions they can ask themselves as they are reading to help them recognize the important ideas in their books.

Tell the students that again today you will stop them periodically during IDR to have them think about how well they are recognizing the important ideas in their books. Explain that later each student will share an important idea from her reading with a partner.

Have the students get their books and read silently for up to 30 minutes. Stop the students at 10-minute intervals to have them think about the questions on the chart. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share an important idea from her reading with a partner. Have each partner begin by telling the title of the book she read, the author's name, and what the book is about. Remind the students to use evidence from the text to support their thinking.

Circulate among the students as they share. If you notice a student is struggling to share an important idea, probe her thinking by asking questions such as:

**Q** *What do you think is most important for you to remember in the part of the book you read today?*

**Q** *Why do you think that is most important?*

After partners have had a chance to talk, have a few volunteers share important ideas from their reading with the class.

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

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## EXTENSION

### Compare Point of View in *In My Own Backyard* and *Flight*

Show the covers of *In My Own Backyard* and *Flight* and remind the students that they heard these stories earlier. Tell the students that each of these stories is told from a different point of view.

Turn to pages 6–7 of *In My Own Backyard* and remind the students that this story is told from the first-person point of view. Tell the students that you will read aloud a passage from the book and that you would like them to think as they listen about clues in the text that help them know this story is told from the first-person point of view. Read page 6 aloud and then ask:

**Q** *What clues in the text help you recognize that this story is being told from the first-person point of view?*

Have a few volunteers share their thinking.

Turn to pages 6–7 of *Flight* and remind the students that this story is told from the third-person point of view. Tell the students that you will read aloud a passage from the book and that you would like them to think as they listen about clues in the text that help them know this story is told from the third-person point of view. Read pages 6–7 aloud and then ask:

**Q** *What clues in the text help you recognize that this story is being told from the third-person point of view?*

Have a few volunteers share their thinking.

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#### Teacher Note

If necessary, point out that the person who is telling the story is in the story and that the author uses the words *I* and *my*.

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#### Teacher Note

If necessary, point out that the narrator is not a person or a character in the story and that the author uses the words *he* and *him*.

Facilitate a class discussion comparing the use of first- and third-person points of view in the two stories. Ask questions such as:

**Q** *Do you think it's more interesting to read a story told from the first- or the third-person point of view? Why?*

Briefly review that point of view is a story element like character, setting, plot, conflict, and theme and that every story is told from a certain point of view. Remind the students that recognizing and thinking about point of view will help them to better understand the stories they read.

## Guided Strategy Practice

# Day 3

### In this lesson, the students:

- Hear and discuss a narrative nonfiction story again
- Determine important ideas and supporting details in the story
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

## 1 Review Important Ideas and Supporting Details

Have the students gather with partners sitting together, facing you. Remind the students that over the past few weeks, they have been thinking about important ideas and supporting details in books such as *Flight* and *A Picture Book of Amelia Earhart*. Review that determining important ideas and supporting details is a comprehension strategy that helps readers identify what they want to remember in a text.

Explain that determining important ideas and supporting details is necessary for summarizing a text, because a summary is made up of the important ideas in a text. Tell the students that today you will reread *In My Own Backyard* and they will think about the important ideas in it and get ready to write a summary of the book together.

## 2 Reread *In My Own Backyard*

Explain that as you reread *In My Own Backyard*, you will stop several times to have the students think about the important ideas in the part of the story they just heard and share their thinking in pairs.

Read the story aloud slowly and clearly. Stop after:

**p. 6** "What I was seeing out my window was my backyard one hundred years ago!"

### Materials

- *In My Own Backyard*
- "Important Ideas in *In My Own Backyard*" chart, prepared ahead, and a marker
- "Class Assessment Record" sheet (CA3)
- Small self-stick notes for each student

### Teacher Note

If the students have difficulty identifying important ideas in the passages, you may want to teach this lesson over two days. Follow the procedure you used on Days 2 and 3 of Week 2, in which the students hear a passage, discuss important ideas in pairs, hear the passage again, and record their ideas.

Ask and briefly discuss:



**Q** *What is most important to understand or remember about what you've heard so far? Turn to your partner.*

Direct the students' attention to the "Important Ideas in In My Own Backyard" chart. Have a few volunteers share their ideas with the class. As the students share, record their ideas on the chart.

### Important Ideas in In My Own Backyard

*The child looks out the window into the backyard.*

*The yard starts changing into a farm from one hundred years ago.*

Follow this procedure at the next five stops, recording a few ideas on the chart at each stop.

- p. 12** "Newly-picked corn, squash, acorns, and berries made me think that this must be a harvest celebration before the first settlers came from Europe."
- p. 16** "I could see paintings on a flat rock wall of the shelter where they slept."
- p. 22** "The trees had green trunks, but I could not see very far between them because the air was thick with mist."
- p. 28** "It was hard to believe that this place was my backyard four billion years ago, at the beginning of life on our planet."
- p. 30** "Ever since that day, I've looked for bones and fossils that might have been left in that most amazing place: my own backyard."

Circulate as partners talk at each stop.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify important ideas in the text?
- Are they referring to the text to support their thinking?

*(continues)*

## CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 121 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are identifying important ideas and referring to the text to support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are identifying important ideas and referring to the text to support their thinking, proceed with the lesson and then continue on to the guided summarizing lesson on Day 4 but plan to model writing the entire summary with the class. Then plan to give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

### 3 Discuss Important Ideas as a Class

Review the ideas on the “Important Ideas in In My Own Backyard” chart. Facilitate a discussion using the questions that follow. Remind the students to give reasons for their opinions.

- Q *Are there any important ideas that we need to add to the chart? Explain your thinking.*
- Q *Are there any ideas on the chart that you think are supporting details? Why do you think that?*
- Q *Do you agree or disagree with [Huan]? Why?*

#### Students might say:

“I think the idea that the Native Americans are having a celebration is a supporting detail. I don’t think we need to remember that.”

“I agree with [Rosa]. The important idea is that Native Americans lived on the land before settlers came. The information about the celebration is a detail.”

“I think the fact that the ice is a mile thick is another supporting detail.”

Make adjustments to the chart as needed during this discussion, adding important ideas and crossing out supporting details. If the students have difficulty thinking about what are important ideas and what are supporting details, you might think aloud to model your own thinking and revise the chart as needed.

Explain that tomorrow the students will use the ideas on the chart to write a summary of the story as a class.

#### Teacher Note

On Day 4, the class will use the important ideas to write a summary of *In My Own Backyard*. Examples of some of the important ideas are:

- The child looks out the window into the backyard.
- The child wonders who stood there before.
- The yard starts changing into a farm from one hundred years ago.
- Pioneers come in covered wagons.
- Native Americans live on the land.
- Ice covers everything.
- People wear animal skins.
- Dinosaurs and strange animals live there.
- Everything is under water.
- The only thing alive is algae.
- Everything returns to normal.
- The child looks for bones and fossils.

### Teacher Note

Save the “Important Ideas in [In My Own Backyard](#)” chart to use on Day 4.

## 4 Reflect on Discussing Opinions Respectfully

Point out that it is normal for people to have different opinions when discussing what are important ideas and what are supporting details in a text. Remind the students of any disagreements that arose during today’s class discussion. Ask:

- Q *When people disagree with you, how do you like them to tell you that?*
- Q *If they don’t tell you in that way, how might you feel? Why?*
- Q *How can we make sure that we can disagree respectfully during our discussions?*

Tell the students that they will continue to discuss their opinions in the coming weeks and that you would like them to focus on doing this respectfully.

## INDIVIDUALIZED DAILY READING

## 5 Discuss Important Ideas and Supporting Details

Remind the students that they have been thinking about both important ideas and supporting details in texts. Distribute self-stick notes to each student. Explain that you would like each student to use self-stick notes to mark one important idea and one supporting detail in his reading today. Tell the students that later they will share the important ideas and supporting details they marked with the class.

Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each student begin by telling the title of the book he read, the author’s name, and what the book is about. Then have him share the important idea and the supporting detail he marked. Remind him to use the prompt “The reason I think this is . . .” to support his thinking. Ask questions such as:

- Q *Why do you think the idea you marked is important?*
- Q *How does the passage you marked as a supporting detail support, or give more information about, an important idea in your reading?*

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

### Technology Tip

Many interactive whiteboard activities that provide students with opportunities to practice identifying important ideas and supporting details are available online. Search online for interactive activities using the keywords “main idea and supporting details interactive whiteboard activities.”

For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



## Strategy Lesson

## Day 4

### In this lesson, the students:

- Build a summary as a class
- Read independently for up to 30 minutes
- Write in their reading journals
- Give reasons for their opinions
- Discuss their opinions respectfully

### 1 Review Identifying Important Ideas and Summarizing

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Direct the students’ attention to the “Important Ideas in In My Own Backyard” chart and remind them that in the previous lesson they made a list of important ideas in the story *In My Own Backyard*. Review that identifying important ideas is necessary for summarizing a text and that readers summarize to help them make sense of what they are reading and to help them remember important information in a text. They also summarize to communicate to others what a text is about.

Explain that today the class will use the ideas on the chart to write a summary of *In My Own Backyard*. Remind them that they will be writing their own summaries in the next two weeks.

### Materials

- *In My Own Backyard*
- “Important Ideas in In My Own Backyard” chart from Day 3
- “Summary of *A Picture Book of Amelia Earhart*” chart (WA6)
- *Student Response Book* page 87
- “Summary of *In My Own Backyard*” chart (WA9)
- “Reading Comprehension Strategies” chart and a marker
- Small self-stick notes for each student
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA10)

**TEKS 7.D.i**  
Student/Teacher Narrative  
Step 1 (all)

TEKS 7.D.ii  
Student/Teacher Narrative  
Step 3 (all, beginning on  
page 578 and continuing on  
to page 579)

## 2 Review the Summary of *A Picture Book of Amelia Earhart*

Display the “Summary of *A Picture Book of Amelia Earhart*” chart (WA6) and have the students turn to the copy of the summary on *Student Response Book* page 87. Explain that this summary, which they read earlier in the week, can serve as a model for the summary they will write today.

Ask the students to read the summary quietly to themselves (or you might read it aloud again as they follow along). Then use “Think, Pair, Share” to discuss:

 **Q** *What do you notice in the summary of A Picture Book of Amelia Earhart that might serve as a model when we summarize In My Own Backyard?*  
[pause] *Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

“The first sentence tells you the title of the book and the author’s name. It also tells you what the story is about.”

“It tells about the story from the beginning to the end. The reason I think this is that the summary starts at the beginning of her life and goes to the end.”

“It doesn’t say everything that’s in the book.”

“It’s not too long.”

If necessary, point out that the summary begins with a general statement of what the book is about followed by important events or ideas from the book.

## 3 Model Starting the Summary of *In My Own Backyard*

Display the “Summary of *In My Own Backyard*” chart (WA9). Explain that you will begin the summary and that the class will write the rest of it together.

Tell the students that you want to begin the summary with a general statement of what the book is about. Ask:

**Q** *In a sentence, what is In My Own Backyard about?*

### Students might say:

“It’s about a child who looks out the window and imagines what the backyard looked like in the past.”

“It’s about what happened in a place in the past.”

Using the students' suggestions, model writing an opening sentence about the book that includes the title of the book and the author's name. If the students cannot come up with a general sentence that tells what the story is about, provide one yourself.

WA9

### Summary of *In My Own Backyard*

In the story *In My Own Backyard*, by Judi Kurjian, a child looks out the window at the backyard and imagines what it looked like in the past.

Explain that the rest of the summary will be made up of ideas from the "Important Ideas in *In My Own Backyard*" chart. Model adding to the summary by thinking aloud about selecting information from the chart for the second sentence and then writing the second sentence of the summary.

**You might say:**

"Since this story moves backward in time, it probably makes sense to tell what the child sees in the order it happens. The child first sees farmers working on the land one hundred years ago. I'll write: *First the child sees farmers working on the land one hundred years ago.*"

Follow this same procedure to write the third sentence of the summary. If possible, model combining two or three pieces of information on the chart into a single sentence. Point out that combining information in this way helps to keep the summary brief.

**You might say:**

"The ideas 'Pioneers come in covered wagons' and 'Native Americans live on the land' can be combined into one sentence. I'll write: *Then the child sees other people from further back in time, such as pioneers and Native Americans.*"

## 4 Complete the Summary as a Class

Referring to the "Important Ideas in *In My Own Backyard*" chart, elicit suggestions for what to add to the summary by asking:

**Q** *What information do you think should come next in the summary? Why do you think that?*

### TEKS 7.D.ii

Student/Teacher Activity

Step 4 (all, beginning on page 579 and continuing on to page 580)

### Teacher Note

If the students are unable to suggest sentences, continue to model by thinking aloud and adding your own sentences to the chart.

Use the students' suggestions to add sentences to the "Summary of *In My Own Backyard*" chart, shaping and combining their ideas as necessary to keep the summary clear and concise. You may need to model the use of words such as *then*, *next*, and *after that* to connect sentences and to show the sequence of events.

The completed summary might look like this:

### Summary of *In My Own Backyard*

In the story *In My Own Backyard*, by Judi Kurjian, a child looks out the window at the backyard and imagines what it looked like in the past. First the child sees farmers working on the land one hundred years ago. Then the child sees other people from further back in time, such as pioneers and Native Americans. Then ice covers the land and people wearing animal skins appear. Next, in the time before humans, dinosaurs and other strange animals live on the land. Finally, water covers the land and the child sees the very beginning of life, when the only living thing is algae.

The child comes back to the present and decides to start looking for bones and fossils in that "most amazing place," the backyard.

WA9

### Teacher Note

Save the "Summary of *In My Own Backyard*" chart (WA9) to use in Weeks 4 and 5 of this unit.

When the summary is finished, read the whole summary aloud and ask:

**Q** *Do you think someone who hasn't read In My Own Backyard could get a good idea of what the book is about from reading this summary? If not, what can we add?*

## 5 Add to the "Reading Comprehension Strategies" Chart

Direct the students' attention to the "Reading Comprehension Strategies" chart and add *summarizing* to it. Review that *summarizing* is "using important information in a text to say briefly what the text is about." Explain that summarizing is a powerful strategy for remembering important information and communicating it to others.

## Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized
- determining important ideas and supporting details
- summarizing

Tell the students that during the next two weeks, they will practice summarizing with the goal of writing summaries of their own books to share with their classmates.

### 6 Reflect on Today's Partner and Class Discussions

Facilitate a brief discussion about today's discussions and how the students did with giving reasons for their opinions and discussing their opinions respectfully. Also report any examples you noticed of students disagreeing respectfully and giving reasons for their opinions.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Write About Important Ideas and Supporting Details

Distribute self-stick notes to each student. Explain that you would like each student to use self-stick notes to mark at least one important idea and one supporting detail in her reading today. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart (WA10) and explain that today each student will write a journal entry. Also explain your expectations for what the journal entry should include.

WA10

### Journal Entry

Write a journal entry about the book you are reading.

Please include:

- The title and the author’s name
- What the book is about
- An important idea you marked in your reading and why you think it’s important
- A supporting detail you marked in your reading and why you think it’s a supporting detail

### Vocabulary Note

Next week you will revisit *In My Own Backyard* to teach the Week 27 vocabulary lessons.



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

## EXTENSION

### Research the Community’s Past

Have the students research and report on how their community has changed over time. Facilitate a discussion to identify topics that they might investigate (for example, types of businesses, buildings, transportation, communication, and wildlife).

Some students might focus on recent history, investigating what the community was like during the 1980s, 1970s, 1960s, and so on. Other students might investigate periods further back in time, such as life in the area one hundred years ago, two hundred years ago, and so on. The Internet and the local library and historical society are likely sources of information.



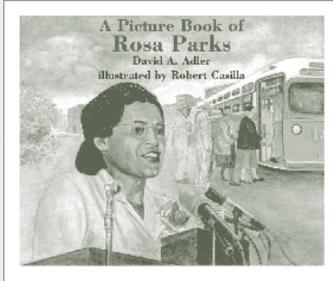
### Technology Tip

You might have each student use a presentation tool to create a slide that highlights a few important ideas from his reading. Combine the students' slides to create a presentation that shows a timeline of your community's history. For more information, view the "Using Presentation Tools" tutorial (AV44).



# Week 4

## OVERVIEW



### ***A Picture Book of Rosa Parks***

by David A. Adler, illustrated by Robert Casilla

Rosa Parks's refusal to give up her seat on a public bus sparks a protest that changes history.

### Excerpt

### ***"Excerpt from Rosa Parks: My Story"***

by Rosa Parks with Jim Haskins

(see pages 605–606)

In this excerpt from her autobiography, Rosa Parks writes about the historic December evening in 1943 when she refused to give up her seat on a bus.



### Online Resources

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

#### **Whiteboard Activities**

- WA9, WA11–WA13

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)

## Comprehension Focus

- Students think about important ideas and supporting details in nonfiction texts.
- Students use important ideas to summarize an excerpt from a narrative nonfiction story.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

## Social Development Focus

- Students develop the skill of giving reasons for their opinions.
- Students discuss their opinions respectfully.

## ⌚ DO AHEAD

- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Directions for Taking Notes.” Write directions on the chart paper as shown in the diagram in Step 4.
- ✓ Prior to Day 3, prepare a sheet of chart paper with the title “Summary of ‘Excerpt from A Picture Book of Rosa Parks’” (see Step 2).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA4); see page 122 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 27 lessons this week.

### Materials

- *A Picture Book of Rosa Parks*
- Small self-stick notes for each student

### ELL Note

Preview the book with your English Language Learners prior to today's read-aloud. Help your students understand the background knowledge needed to make sense of the story.

### In this lesson, the students:

- Hear and discuss a narrative nonfiction story
- Brainstorm what they think they know about the topic of the story
- Identify important ideas in the story
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

## 1 Review and Get Ready to Work Together

Have the students gather with partners sitting together, facing you. Explain that this week the students will continue to learn about using important ideas to summarize a text. Remind them that *summarizing* is an important strategy because it helps readers understand a text and communicate what it is about.

Remind the students that they have been focusing on giving reasons for their opinions and on discussing their opinions respectfully. Explain that you would like them to continue practicing these skills in the coming week.

## 2 Introduce *A Picture Book of Rosa Parks*

Show the cover of *A Picture Book of Rosa Parks* and read the title and the names of the author and the illustrator aloud. Point out that this book is a biography written by David A. Adler, who also wrote *A Picture Book of Amelia Earhart*.

Remind the students that earlier in the year they heard *The Bat Boy & His Violin* and *Teammates*, two stories that are set in the United States during the first half of the 20th century. They learned about segregation and laws in the South that discriminated against black people. Some of these laws required black people to ride at the back of public buses and to give up their seats for white passengers. Explain that Rosa Parks believed that the segregation laws were unfair and that she, along with other civil rights activists, worked to change them. Ask and briefly discuss:

**Q** *What do you think you know about Rosa Parks?*

Have a few volunteers share their thinking. Ask the students to keep these things in mind as they listen to the book. Tell them that you will stop several times during the reading to have partners talk about the important ideas in the book.

### 3 Read Aloud

Read the book aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**discrimination:** unfair treatment (p. 8)

**tailor's assistant:** helper for someone who makes or fits clothes (p. 18)

**appealed to a higher court:** asked for another opinion from a more powerful court (p. 20)

**bus boycott:** refusal to ride buses (p. 21)

**humiliated:** made to feel ashamed (p. 21)

**kicked about by the brutal feet of oppression:** treated poorly (p. 21)

**demonstrations:** groups of people saying in public how they feel about political issues (p. 25)

**nationality:** country from which a person comes or to which a person belongs (p. 28)

#### ELL Vocabulary

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

**tortured:** hurt badly (p. 10)

**barber:** person who cuts hair (p. 14)

**struggle:** fight (p. 14)

**fare:** money; cost to ride the bus (p. 16)

**arrested:** taken away by police officers (p. 18)

**court:** place where a judge or jury decides whether someone has broken the law (p. 20)

**found guilty:** determined to have broken the law (p. 20)

**minister:** religious leader (p. 21)

**retired:** stopped working (p. 27)

Stop after:

**p. 10** "Rosa's grandfather, Sylvester Edwards, carried a shotgun to protect his family from the Klan."

Use "Think, Pair, Share" to discuss:



**Q** *What is most important to understand or remember about the part you just heard? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Reread the last sentence before the stop and continue reading to the next stop. Follow the same procedure at the remaining stops.

**p. 20** "Many walked, some as far as twelve miles."

**p. 30** "... with the respect all people deserve."

#### Teacher Note

If necessary, explain that during the bus boycott African Americans refused to ride buses and the city's bus system lost a lot of money.



### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by demonstrating genuine interest in and curiosity about what the students say and by refraining from overtly praising or criticizing the students' responses.

## 4 Discuss the Story as a Class

Facilitate a discussion of the story using the questions that follow. Remind the students to use the prompt “The reason I think this is . . .” to give reasons for their opinions and to use the other discussion prompts they have learned to build on one another’s thinking.

**Q** *What are some of the important ideas you heard in this book? Why do those ideas seem important?*

#### Students might say:

“Rosa Parks did not give up her seat on the bus to a white man. They arrested her and she went to jail. The reason I think that is important is that’s what started everything.”

“The black leaders organized a bus boycott. The reason I think that’s important is that is what helped get the laws changed.”

“In addition to what [Natasha] said, I think Rosa was brave. The reason I think this is that she wasn’t afraid to get arrested.”

Explain that tomorrow the students will think about important ideas in an excerpt from this book.

## INDIVIDUALIZED DAILY READING

## 5 Discuss Important Ideas and Supporting Details

Remind the students that they have been thinking about both important ideas and supporting details in texts. Explain that you would like each student to use self-stick notes to mark one important idea and one supporting detail in his book as he reads today. Tell the students that later they will share the important ideas and supporting details they marked with partners.

Distribute self-stick notes to each student. Have the students get their books and read silently for up to 30 minutes.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share the important idea and supporting detail he marked with a partner. Have each partner begin by telling the title of the book

he read, the author’s name, and what the book is about. Remind the students to use the prompt “The reason I think this is . . .” to support their thinking.

After partners have had a chance to talk, have a few volunteers share the important ideas and supporting details they marked and the reasons for their thinking with the class. Support the students by asking questions such as:

- Q *Why do you think the idea you marked is important?*
- Q *How does this passage you marked as a supporting detail support, or give more information about, an important idea in your reading?*



## TECHNOLOGY EXTENSION

### Read and Watch Interviews with Rosa Parks

Tell the students that today they will read an interview with Rosa Parks about the Montgomery bus boycott and then they will watch a video interview with her. Ask:

- Q *If you could interview Rosa Parks, what might you ask her?*

Have a few students share their thinking with the class. As they respond, you might record their questions where everyone can see them. Invite the students to notice whether their questions are discussed in the interviews they will read and watch today. Display the web page of the interview you selected. Point out a few features of the interview (for example, the way the questions and answers appear and any photographs and captions). Have the students read the interview (or read it aloud to the students). Ask:

- Q *What is something new you learned about Rosa Parks from reading this interview?*
- Q *What is something new you learned about the Montgomery bus boycott?*
- Q *Did reading this interview help you better understand what happened? Why do you say that?*

Have the students watch the video interview with Rosa Parks that you selected. Ask:

- Q *What is something you learned about Rosa Parks from watching the video interview?*
- Q *What is something you learned about the Montgomery bus boycott?*
- Q *Did watching this interview help you better understand what happened? Why do you say that?*
- Q *Which did you enjoy more, reading the written interview or watching the video interview? Why?*



### Technology Tip

Prior to doing this activity, find an age-appropriate written interview and a video interview to share with the students. Search online using the keywords “Rosa Parks interview bus boycott” and “video interview with Rosa Parks bus boycott.” For more information, view the “Finding, Organizing, and Presenting Online Information” tutorial (AV43).



**Materials**

- “Excerpt from *A Picture Book of Rosa Parks*” chart (WA11)
- *Student Response Book* pages 89–91
- “Directions for Taking Notes” chart, prepared ahead

**Teacher Note**

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 5 and then completing the remainder of the lesson at another time.

**In this lesson, the students:**

- Identify important ideas in an excerpt from a narrative nonfiction story
- Take notes about important ideas
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

**1** Review Identifying Important Ideas and Summarizing

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that determining important ideas and supporting details helps readers better understand what they read by helping them identify what is essential to know or remember from a text. Remind them that summaries are made up of important information from a text and that summarizing helps readers understand a text and communicate what it is about.

Explain that this week the students will use important ideas in an excerpt from *A Picture Book of Rosa Parks* to practice writing a summary of the excerpt together. This week’s activities will prepare them to write summaries of their own books for their classmates.

**2** Model Taking Notes and Underlining Important Ideas in Section 1 of the Excerpt

Display the “Excerpt from *A Picture Book of Rosa Parks*” chart (📄 WA11). Direct the students’ attention to Section 1 and explain that this is the part of the story where Rosa Parks takes a stand against discrimination.

Ask the students to follow along as you read Section 1 aloud. After the reading, think aloud about what the section is about. Then model writing a brief note in the margin next to Section 1 and underlining a sentence that seems important.

**You might say:**

“I think that an important idea in this paragraph is that Rosa got on the bus and sat in the middle section. I’ll write: *She got on the bus and sat in the middle section.* I will underline the sentence ‘She got on the Cleveland Avenue bus and took a seat in the middle section.’”

### 3 Practice Taking Notes and Underlining Important Ideas in Section 2 of the Excerpt

Have the students turn to *Student Response Book* pages 89–91, “Excerpt from *A Picture Book of Rosa Parks*.” Direct the students to Section 1 and have each student write the note you modeled in the margin of her own page and underline the sentence you underlined.



Ask the students to read Section 2 in pairs and together discuss what is most important in that section. After several minutes, signal for the students’ attention. Ask:

- Q *What is this section about? What is most important in this section?*
- Q *Which sentences give you the most important information?*

**Students might say:**

“In this section, I think it is most important that Rosa Parks did not move from her seat because she thought the law was unfair.”

“I think the sentence ‘James Blake called the police, and Rosa Parks was arrested’ is an important sentence. The reason I think this is that it is an important event.”

As the students respond, jot notes in the margin of the chart and underline sentences. If the students have difficulty identifying the most important ideas in the section, model again by thinking aloud, writing a note in the margin, and underlining an important sentence, such as one of those mentioned in the “Students might say” note.

Have the students copy your notes and underlining into their own *Student Response Books*.

### 4 Have Partners Take Notes and Underline Important Ideas in Sections 3 and 4 of the Excerpt

Direct the students’ attention to the chart you prepared ahead and explain the directions on it.

#### Directions for Taking Notes

1. Read Section 3 with your partner.
2. Discuss what it is about.
3. Write notes in the margin that tell what this section is about.
4. Underline the sentences that seem most important.
5. Repeat Steps 1–4 for Section 4.

#### Teacher Note

The copied notes give the students a record of your modeled thinking as they take notes and underline important ideas in the rest of the excerpt.

#### ELPS 2.I.v

##### Step 4

(all, beginning on page 591 and continuing on to page 592)

### Teacher Note

Keep in mind that identifying and taking notes about important ideas can be challenging. It can be difficult for students to distinguish important ideas from supporting details, especially in very concise texts. The students will benefit from repeated experiences hearing and thinking about important ideas and supporting details.

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.



Circulate as pairs work, and notice whether they are able to identify and take notes about important ideas in each section. If they are having difficulty, support them by asking questions such as:

**Q** *What happens in this section? Tell me in your own words.*

If you notice many students struggling with identifying or taking notes about the important ideas, bring the class together and go through these sections of the excerpt in the more directed way you did for the first two sections.

## 5 Discuss Important Ideas in Sections 3 and 4 as a Class

Facilitate a discussion about Section 3 using the questions that follow. As the students report their thinking, jot notes and underline sentences on the “Excerpt from *A Picture Book of Rosa Parks*” chart. Remind the students to give reasons for their opinions. Ask:

**Q** *What do you and your partner think is important to know and remember in this section? What sentences did you underline that talked about that directly? What notes did you write?*

**Q** *Why do you think that idea is important?*

**Q** *Do you agree or disagree with [Art and Rita]? Why?*

Repeat this procedure to discuss Section 4.

## 6 Take Notes and Underline Important Ideas in Sections 5 and 6 of the Excerpt

Explain that you would like the students to independently read Sections 5 and 6 and think about the important ideas in these sections. Then they will each write notes in the margin that tell what each section is about and underline the sentences that seem most important.

As the students work individually, circulate and ask them the following questions to help them think about the important ideas in the passage:

**Q** *What do you think is important to know and remember in this section? What sentences did you underline that talked about that directly? What notes did you write?*

**Q** *Why do you think that idea is important?*

When most students have finished, ask a few volunteers to share the notes they wrote and the sentences they underlined. As the students report their thinking, jot notes and underline sentences on the chart. Facilitate a discussion among the students using questions such as:

**Q** *Why do you think that idea is important?*

**Q** *Do you agree or disagree with [Shane]? Why?*

## 7 Reflect on Discussing Opinions Respectfully

Facilitate a brief discussion about how the students interacted. Ask:

- Q *Did people disagree with you today? If so, did they disagree in a way that felt comfortable for you? Why or why not?*
- Q *What might we want to do differently tomorrow so we know we are discussing our opinions respectfully?*

Explain that tomorrow the students will use their notes and underlined passages to write a summary of the excerpt together.

## INDIVIDUALIZED DAILY READING

### 8 Practice Orally Summarizing Reading

Ask the students to think about the important ideas in their books as they read independently today. Tell them that at the end of IDR, you will ask some of them to use the important ideas they have thought about to summarize what they read today. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use “Think, Pair, Share” to discuss:



- Q *If you were to tell someone in a few sentences what your book is about, what would you say? [pause] Turn to your partner.*

Have a few volunteers share their summaries with the class. Remind each student to begin by telling the title of the book she read and the author’s name.

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

#### Teacher Note

Save the “Excerpt from *A Picture Book of Rosa Parks*” chart (WA11) to use on Day 3.

**TEKS 7.D.i**  
Student/Teacher Activity  
Step 8 (all)

### Materials

- *Student Response Book* pages 89–91
- Lined writing paper for each student
- “Summary of ‘Excerpt from A Picture Book of Rosa Parks’” chart, prepared ahead, and a marker
- “Summary of *In My Own Backyard*” chart (WA9) from Week 3
- “Excerpt from *A Picture Book of Rosa Parks*” chart (WA11) from Day 2
- “Class Assessment Record” sheet (CA4)
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA12)

### Teacher Note

Today’s lesson may take longer than usual to complete. You might consider stopping after Step 3 and then completing the remainder of the lesson at another time.

### In this lesson, the students:

- Build a summary as a class
- Read independently for up to 30 minutes
- Write in their reading journals
- Give reasons for their opinions
- Discuss their opinions respectfully

## 1 Review Identifying Important Ideas and Summarizing

Have the students get their *Student Response Books* and pencils and sit at desks with partners sitting together. Distribute a sheet of lined writing paper to each student. Explain that today the students will use their notes and the important ideas they underlined in the excerpt from *A Picture Book of Rosa Parks* to write a summary of the excerpt.

Have the students open to *Student Response Book* pages 89–91, “Excerpt from *A Picture Book of Rosa Parks*,” and review their notes and underlining.

## 2 Model Writing the First Few Sentences of the Summary

Direct the students’ attention to the “Summary of ‘Excerpt from A Picture Book of Rosa Parks’” chart. Explain that you will help the class start the summary, and then partners will work together to continue writing it.

Review that a summary should give readers a good idea of what a text is about. Display the “Summary of *In My Own Backyard*” chart (WA9) and remind the students that a summary begins by telling the title of the book, the author’s name, and a general statement about the topic of the text. The summary then continues by describing important ideas from the text. Ask:

**Q** *In one or two sentences, how might you say what the excerpt from A Picture Book of Rosa Parks is about?*

Have a few volunteers share their thinking with the class. Then ask the students to listen and watch as you think aloud and write an opening sentence on the chart.

**You might say:**

"The excerpt from *A Picture Book of Rosa Parks*, by David A. Adler, describes how Rosa Parks challenged segregation laws by refusing to give up her seat on a bus. I'll write: *This excerpt from A Picture Book of Rosa Parks, by David A. Adler, describes something important Rosa Parks did to challenge segregation laws in the South.*"

## Summary of "Excerpt from A Picture Book of Rosa Parks"

*This excerpt from A Picture Book of Rosa Parks, by David A. Adler, describes something important Rosa Parks did to challenge segregation laws in the South.*

Display the "Excerpt from *A Picture Book of Rosa Parks*" chart (🗨️ WA11) from Day 2 and show the first two sections. Read the notes you wrote and the sentences you underlined. Think aloud about how you might summarize these sections; then add a few sentences to the "Summary of 'Excerpt from A Picture Book of Rosa Parks'" chart.

**You might say:**

"In these two sections, I underlined a few important ideas. I underlined 'She got on the Cleveland Avenue bus and took a seat in the middle section,' 'Three of them did, but not Rosa Parks,' and 'James Blake called the police, and Rosa Parks was arrested.' I also wrote a few notes in the margin. I wrote 'Rosa sat in the middle section of the bus,' 'Rosa refused to give up her seat to a white passenger,' and 'She got arrested.' I'll write: *Rosa sat in the middle section of a bus. She refused to give up her seat to a white passenger.*"

Ask the students to copy the charted sentences onto their own papers.

### 3 Practice Adding to the Summary Together

Direct the students to Section 3 of the excerpt on *Student Response Book* page 90. Have them reread their notes and the sentences they underlined. Use "Think, Pair, Share" to discuss:



Q How might you summarize Section 3? [pause] Turn to your partner.

**TEKS 7.D.ii**

Student/Teacher Activity  
Step 3 and Step 4 (all,  
beginning on page 595 and  
continuing on to page 597)

**ELPS 4.G.ii**  
Steps 4–6  
(all, beginning on  
page 596 and  
continuing on to  
page 598)

After a few moments, signal for the students' attention. Ask one or two volunteers for sentences that summarize this section.

As the students respond, add sentences to the "Summary of 'Excerpt from *A Picture Book of Rosa Parks*'" chart. If the students have difficulty generating sentences that summarize Section 3, model again by thinking aloud and adding your own sentences.

Again, have the students copy the sentences from your summary onto their own papers, and tell them that they will write the rest of the summary in pairs.

#### **4** Have Partners Write the Rest of the Summary



Explain that you would like partners to work together to write the rest of the summary. Tell them to look at one section at a time, review their notes and what they underlined, think about how they might summarize the section, and then add a few sentences to their summaries. Circulate as partners write their summaries. As you circulate, support the students by asking them questions to help them summarize.



#### **CLASS ASSESSMENT NOTE**

Ask yourself:

- Are the students able to identify important ideas in each section?
- Can they summarize the information in a few sentences?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 122 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify important ideas in each section and summarize the information in a few sentences, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to identify important ideas in each section and summarize the information in a few sentences, bring the class together and summarize the remaining sections of the excerpt together, as you did in Steps 2 and 3 of today's lesson. Then plan to give the class additional instruction by repeating Days 1, 2, and 3 using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 4 Alternative Texts" list.

A completed summary might look like this:

### Summary of “Excerpt from A Picture Book of Rosa Parks”

This excerpt from A Picture Book of Rosa Parks, by David A. Adler, describes how Rosa Parks did something important to challenge segregation laws in the South. Rosa sat in the middle section of a bus. She refused to give up her seat to a white passenger. She was arrested for breaking segregation laws and was found guilty. Black leaders, including Dr. Martin Luther King, Jr., organized a bus boycott to try to get the laws changed. The boycott lasted over a year. Finally, the Supreme Court ruled that segregation on buses was illegal.

## 5 Discuss the Summaries as a Class

Facilitate a discussion using the questions that follow. Remind the students to give reasons for their opinions.

**Q** *What did you and your partner include in your summary? How does that capture what’s important in the excerpt?*

Have a few volunteers read their summaries aloud, and then ask the class:

**Q** *Do you agree that [Clay and Rachel] captured the important ideas of the excerpt in their summary? Why or why not?*

**Q** *What did you include in your summary that is [similar to/different from] what [Clay and Rachel] included in their summary?*

Explain that in the coming weeks the students will use what they have learned about summarizing to write a summary of their own independent reading books.

### Teacher Note

Collect the students’ summaries and save them to use in Week 5, Day 1.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Write Summaries

Ask the students to think about the important ideas in their books as they read independently today. Tell the students that at the end of IDR, you would like each student to use some of the important ideas he found to write a brief summary of the part of the book he read today. Have the students get their books and read silently for up to 30 minutes. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the "Journal Entry" chart (WA12) and explain that today each student will write a journal entry. Also explain your expectations for what the journal entry should include.

WA12

#### Journal Entry

Write a journal entry about the book you are reading.  
Please include:

- The title and the author's name
- A summary of the part of the book you read today

Use "Think, Pair, Share" to discuss:



**Q** *If you were to tell someone in a few sentences what your book is about, what would you say? [pause] Turn to your partner.*

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

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

## EXTENSION

### Analyze the Students' Summaries

Collect the students' summaries of "Excerpt from *A Picture Book of Rosa Parks*" and make a copy of each summary with the student's name obscured. Tell the students that they will work in groups of four to read and discuss summaries written by their classmates. Explain that the students will identify which summaries give a clear idea of the stories they describe and will give reasons for why they think so. Tell the students that you have removed the names from the summaries so they can focus on the writing. Ask and briefly discuss:

- Q *Why is it important to speak about your classmates' summaries in a respectful way, even if you don't know who wrote them?*
- Q *What are some things you can do to make sure you show respect and appreciation for each summary you discuss?*

#### Students might say:

"It's important because I want my summary to be talked about respectfully and so I should talk about other people's summaries respectfully."

"It's important because no matter what the student wrote, he or she put effort into it."

"It's important because it helps everyone in our class feel safe knowing that their writing will be talked about respectfully."

"I can avoid criticizing the writing. You asked us to focus on finding summaries that are especially helpful, not criticize summaries that are less helpful."

"I can avoid spending time guessing who wrote the summary and just focus on the writing."

Place the students in groups of four and distribute the summaries, four to each group. Then have each group read the summaries and use "Heads Together" to discuss:

- Q *Which summaries give a clear idea of what this story excerpt is about? Why do you think so? Heads together.*

Have a class discussion to share what the groups talked about. Groups may want to read aloud summaries they agreed gave them a clear idea of the story.

#### Teacher Note

Be sure to facilitate this activity in such a way as to keep the authors of the summaries anonymous; for example, take care not to distribute a summary to a group that includes the author of the summary. This will help the students stay focused on the goal of the activity: identifying what makes summaries informative and clear so they can write strong summaries themselves.

### Materials

- *A Picture Book of Rosa Parks*
- “Excerpt from *Rosa Parks: My Story*” (see pages 605–606)
- “Comparing Accounts of Rosa Parks on the Bus” chart (WA13)
- *Student Response Book* pages 92–93

### In this lesson, the students:

- Hear and discuss parts of narrative nonfiction texts
- Identify the important ideas in the texts
- Compare first- and secondhand accounts of an event
- Read independently for up to 30 minutes
- Give reasons for their opinions
- Discuss their opinions respectfully

### 1 Briefly Review

Have the students gather with partners sitting together, facing you. Show the cover of *A Picture Book of Rosa Parks* and review that in previous lessons the students heard the book, identified important ideas in an excerpt from the book, and wrote a summary of the excerpt.

Tell the students that today they will hear part of *A Picture Book of Rosa Parks* again. Then they will hear another account, or description, of the same event and discuss how the accounts are alike and different. Remind the students to use the prompt “The reason I think this is . . .” as they talk today.

### 2 Read Aloud Part of *A Picture Book of Rosa Parks* and Discuss Important Ideas

Show pages 18–19 of *A Picture Book of Rosa Parks* and review that this part of the book tells about Rosa’s experiences on James Blake’s bus in Montgomery, Alabama, in 1955. Ask the students to think as they listen about the important ideas in this part of the book.

Read page 18 aloud and then ask:

**Q** *What are the important ideas in the section of the book you just heard?*

Have a few volunteers share their thinking. Display the “Comparing Accounts of Rosa Parks on the Bus” chart (WA13) and record the students’ responses in the appropriate column. Then ask:

 **Q** *Who is telling about the events in this book? What in the book makes you think so? Turn to your partner.*

Have a few volunteers share their thinking. As the students respond, record their responses on the chart. If necessary, explain that the author of the book is describing what happened to Rosa in his own words. Review that when someone who did not experience an event talks or writes about it, it is called a *secondhand account*. Add the following sentence to the chart: *It is a secondhand account.*

### Comparing Accounts of Rosa Parks on the Bus

A Picture Book of Rosa Parks	Rosa Parks: My Story
<p>Rosa sits in the middle of the bus.</p> <p>She refuses to give up her seat for white passengers.</p> <p>James Blake calls the police, and Rosa is arrested.</p> <p>It is a secondhand account.</p>	

### 3 Introduce “Excerpt from *Rosa Parks: My Story*”

Have the students turn to *Student Response Book* pages 92–93, “Excerpt from *Rosa Parks: My Story*.” Explain that this excerpt is from Rosa Parks’s autobiography, *Rosa Parks: My Story*. Review that an *autobiography* is the “story of a person’s life written by that person.” Explain that the excerpt tells about the same 1955 encounter with James Blake on the Montgomery bus that they heard earlier. Tell the students that as you read you would like them to follow along and think about the important ideas in the excerpt.

### 4 Read Aloud “Excerpt from *Rosa Parks: My Story*” and Discuss Important Ideas

Read “Excerpt from *Rosa Parks: My Story*” aloud slowly and clearly, clarifying vocabulary as you read.

#### Suggested Vocabulary

**make it light on yourselves:** make it easy for yourselves (p. 605)

**complied:** obeyed (p. 605)

**manhandled:** touched roughly in a way that causes harm (p. 606)

**NAACP:** National Association for the Advancement of Colored People, a civil rights organization (p. 606)

#### ELL Vocabulary

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

**vacant:** empty (p. 605)

Use “Think, Pair, Share” to discuss:



**Q** *What are the important ideas in the excerpt? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Record the students’ responses in the appropriate column on the “Comparing Accounts of Rosa Parks on the Bus” chart.

Remind the students that in this excerpt from Rosa Parks’s autobiography, Rosa herself is telling about her experiences. Review that if someone who experiences an event talks or writes about it, it is called a *firsthand account*. Add this sentence to the chart: *It is a firsthand account.*

### Comparing Accounts of Rosa Parks on the Bus

<i>A Picture Book of Rosa Parks</i>	<i>Rosa Parks: My Story</i>
<i>Rosa sits in the middle of the bus.</i>	<i>Rosa gets on a bus driven by the same driver who kicked her off a bus 12 years earlier.</i>
<i>She refuses to give up her seat for white passengers.</i>	<i>Rosa takes a vacant seat.</i>
<i>James Blake calls the police, and Rosa is arrested.</i>	<i>James Blake threatens Rosa.</i>
<i>It is a secondhand account.</i>	<i>Rosa doesn't give up her seat because she's tired of giving in.</i>
	<i>While waiting for the police, Rosa tries not to think of the awful things that could happen to her.</i>
	<i>It is a firsthand account.</i>

WA13

**TEKS 6.E.ii**  
Student/Teacher Narrative  
Step 5 (all, beginning on page 602 and continuing on to page 603)

## 5 Compare First- and Secondhand Accounts

Have the students compare the two accounts of the event by asking:

- Q** *How is the information in the firsthand account the same as the information in the secondhand account? How is it different?*
- Q** *What more do you know about Rosa’s encounters with James Blake from reading the firsthand account?*

#### Students might say:

“In the firsthand account, Rosa tells how she feels about being treated unfairly. The secondhand account doesn’t talk about her feelings.”

“In addition to what [Casey] said, in the firsthand account Rosa says she thought James Blake might hit her and she says that he threatened her.”

“I know more about how Rosa felt from reading her firsthand account. I also know details like how Rosa thought James Blake was rough and scary-looking.”

Tell the students that firsthand accounts often include more details, such as the author’s thoughts and feelings, than a secondhand account. Knowing a person’s thoughts and feelings helps readers better understand the reasons for that person’s actions.

Ask and briefly discuss:

**Q** *Why do you think it’s a good idea to read more than one account of an event?*

Have a few volunteers share their thinking with the class. If necessary, explain that reading more than one account of an event gives readers more information and a clearer picture of what happened.

## 6 Reflect on Discussing Opinions Respectfully

Facilitate a brief discussion about how the students did with giving reasons for their opinions and discussing their opinions respectfully.

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Think About Point of View

Ask the students to think about who is telling the story, or what is the point of view, in the books they are reading. Review that if a character in a story is telling the story, we say the story is being told from the first-person point of view. If a narrator who is not a character in the story is telling the story, we say the story is being told from the third-person point of view. Explain that at the end of IDR, each student will share with a partner what she noticed about the point of view in her book.

Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

**TEKS 10.E.ii**  
Student/Teacher Activity  
Step 7 (all, beginning on page 603  
and continuing on to page 604)



### IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have partners share their reading with each other. Have each partner share who is telling the story she is reading (for example, a narrator, a character, or the author). Remind the students to use the prompt

## Vocabulary Note

Next week you will revisit *A Picture Book of Rosa Parks* to teach the Week 28 vocabulary lessons.

## Teacher Note

Prior to doing this activity, you will need to obtain a hard copy of *Rosa Parks: My Story* to show to the class. This will help the students see how the book is organized as well as notice other text features the author included to help the reader better understand the text (such as the table of contents, photographs, and captions).

## Teacher Note

You might point out that the cover says the book is “by Rosa Parks with Jim Haskins” and explain that this means that Jim Haskins helped Rosa Parks write her story.

“The reason I think this is. . .” to support their thinking. Circulate as partners share. Support individual students by asking questions such as:

**Q** *Who is telling the story? What in the story makes you think so?*

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

## EXTENSION

### Analyze Paired Texts About Rosa Parks

Remind the students that they heard two accounts of an important event in the life of Rosa Parks. Show the cover of *A Picture Book of Rosa Parks* and review that one account was a narrative nonfiction book. Show the cover of *Rosa Parks: My Story* and review that the other account was an excerpt from Rosa Parks’s autobiography. Point out that while the important ideas in both texts are very similar, the way in which each author wrote about the information is different.

Show the cover of *Rosa Parks: My Story*, read the title aloud, and remind the students that Rosa Parks is the author. Open to the table of contents and read the chapter titles aloud. Flip through the first few pages of the first chapter, summarizing the information on each page and showing the photographs as you read the captions aloud. Ask:

**Q** *What do you notice about how the information is organized in this book? What makes you think that?*

**Q** *What text features do you notice in the book?*

Show the cover of *A Picture Book of Rosa Parks* and review that the author of this book, David A. Adler, told about Rosa Parks’s life in his own words. Flip through the first few pages of the book, showing the illustrations and briefly reviewing the information on each page. Then ask:

**Q** *How is the way the information is organized in this book the same or different from the way *Rosa Parks: My Story* is organized?*

**Q** *What text features do you notice in the book?*

**Q** *Does [seeing illustrations/reading summaries of the important events in Rosa Parks’s life] help you understand the events better? Why or why not?*

Have the students discuss the two texts by asking:

**Q** *How are these two books similar? How are they different?*

**Q** *Which version of Rosa Parks’s life would you prefer to read? Why?*

**Q** *When might it be important to read a more detailed version of an event, rather than a summary of an event?*

## Excerpt

### from *Rosa Parks: My Story*

by Rosa Parks with Jim Haskins

When I got off from work that evening of December 1, I went to Court Square as usual to catch the Cleveland Avenue bus home. I didn't look to see who was driving when I got on, and by the time I recognized him, I had already paid my fare. It was the same driver who had put me off the bus back in 1943, twelve years earlier. He was still tall and heavy, with red, rough-looking skin. And he was still mean-looking. I didn't know if he had been on that route before—they switched the drivers around sometimes. I do know that most of the time if I saw him on a bus, I wouldn't get on it.

I saw a vacant seat in the middle section of the bus and took it. I didn't even question why there was a vacant seat even though there were quite a few people standing in the back. If I had thought about it at all, I would probably have figured maybe someone saw me get on and did not take the seat but left it vacant for me. There was a man sitting next to the window and two women across the aisle.

The next stop was the Empire Theater, and some whites got on. They filled up the white seats, and one man was left standing. The driver looked back and noticed the man standing. Then he looked back at us. He said, "Let me have those front seats," because they were the front seats of the black section. Didn't anybody move. We just sat right where we were, the four of us. Then he spoke a second time: "Y'all better make it light on yourselves and let me have those seats."

The man in the window seat next to me stood up, and I moved to let him pass by me, and then I looked across the aisle and saw that the two women were also standing. I moved over to the window seat. I could not see how standing up was going to "make it light" for me. The more we gave in and complied, the worse they treated us.

I thought back to the time when I used to sit up all night and didn't sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon. People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

(continues)

Excerpt from *Rosa Parks: My Story* by Rosa Parks with Jim Haskins. Copyright © 1992 by Rosa Parks. Used by permission of Dial Books for Young Readers, a division of Penguin Group (USA) LLC.

## Excerpt

### from *Rosa Parks: My Story*

(continued)

The driver of the bus saw me still sitting there, and he asked was I going to stand up. I said, “No.” He said, “Well, I’m going to have you arrested.” Then I said, “You may do that.” These were the only words we said to each other. I didn’t even know his name, which was James Blake, until we were in court together. He got out of the bus and stayed outside for a few minutes, waiting for the police.

As I sat there, I tried not to think about what might happen. I knew that anything was possible. I could be manhandled or beaten. I could be arrested. People have asked me if it occurred to me then that I could be the test case the NAACP had been looking for. I did not think about that at all. In fact if I had let myself think too deeply about what might happen to me, I might have gotten off the bus. But I chose to remain.

Excerpt from *Rosa Parks: My Story* by Rosa Parks with Jim Haskins. Copyright © 1992 by Rosa Parks. Used by permission of Dial Books for Young Readers, a division of Penguin Group (USA) LLC.



# Week 5

## OVERVIEW

### Comprehension Focus

- Students think about important ideas and supporting details in a text.
- Students use important ideas to summarize a text.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students discuss their opinions respectfully.
- Students give feedback in a caring way.



### Online Resources

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

#### Whiteboard Activities

- WA9, WA14–WA15

#### Assessment Forms

- “Class Assessment Record” sheet (CA5)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 8 family letter (BLM1)

#### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

## ⌚ DO AHEAD

- ✓ Prior to Day 1, select examples of the different types of read-alouds the students have heard and discussed this year, including fiction, expository and narrative nonfiction books and articles, poetry, and functional texts (see Step 2).
- ✓ Prior to Day 2, make sure that each student has selected a book to summarize and has located a copy of the book (see Step 1).
- ✓ Prior to Day 4, prepare a sheet of chart paper with the title “Words to Use When Giving Feedback” (see Step 1).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5); see page 123 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 28 lessons this week.

### Materials

- Examples of different types of read-alouds, collected ahead
- *Student Response Book*, Reading Log section



### Facilitation Tip

Reflect on your experience over the past four weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and to reflect on the students' responses as you facilitate class discussions in the future.

### In this lesson, the students:

- Revisit their reading logs and identify favorite books
- Select books to summarize
- Read independently for up to 30 minutes
- Discuss their opinions respectfully

## 1 Review Identifying Important Ideas and Summarizing

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that two weeks ago, the students watched you model identifying important ideas in and writing a summary of *In My Own Backyard*. Last week the students identified important ideas in an excerpt from *A Picture Book of Rosa Parks* and wrote a summary of it together. Tell them that this week they will reflect on the books they have read this year, select books they especially liked, and write summaries of the books or of particularly interesting parts of the books. Explain that they will share their summaries with their classmates when they recommend books for summer reading next week.

## 2 Discuss Favorite Types of Texts

Direct the students' attention to the read-aloud examples you selected and review that the students have heard and discussed many different types of texts this year, including fiction, expository and narrative nonfiction, poetry, and functional texts. Remind them that they have also read many different types of texts independently during IDR. Use "Think, Pair, Share" to discuss:



**Q** *What kinds of texts have you most enjoyed reading and why?* [pause]  
Turn to your partner.

Have a few volunteers share their thinking with the class.

### Students might say:

"I especially liked reading nonfiction books. It's fun to learn real things about the world."

"My favorite was when we read poetry. It's cool how even a short poem can give you so much to think about."

"I enjoyed reading functional texts the most because they help you do stuff."

"Fiction stories are my favorite because they're the most exciting."

### 3 Review Reading Logs

Remind the students that they have been keeping track of the texts they read independently this year in their reading logs. Have them open their *Student Response Books* to the Reading Log section. Explain that you would like each student to read the entries in his reading log and put stars next to two or three of his favorite books. Give the students a few minutes to review and mark their reading logs.

### 4 Share Favorite Books and Select Books to Summarize



When most of the students have finished, call for their attention. Have partners take turns sharing the entries they marked and explaining what they especially liked about those books. After a few minutes, signal for the students' attention and invite a few volunteers to briefly share the entries they marked with the class. After volunteers have shared, use "Think, Pair, Share" to discuss:



**Q** Which of your favorite books do you think other students would most enjoy learning more about? Why? [pause] Turn to your partner.

Invite a few volunteers to share with the class.

#### Students might say:

"One of my favorite books is *Wonders of the World* by Philip Steele. I think other students might enjoy reading it because it's full of facts about interesting places all over the world."

"I loved reading *Frindle* by Andrew Clements. It's a funny book that I didn't want to put down. I wanted to keep reading until I finished it."

Ask each student to quietly decide which book she will summarize and to circle it in her reading log. Allow time before the next lesson for the students to locate copies of the books they wish to summarize.

### 5 Reflect on Discussing Opinions Respectfully

Facilitate a brief discussion about how the students did with giving reasons for their opinions and discussing their opinions respectfully.

## INDIVIDUALIZED DAILY READING

### 6 Practice Orally Summarizing Reading

Ask the students to think about the important ideas in their books as they read, and tell them that at the end of IDR, you will ask some of them to use the important ideas they have thought about to summarize what they read today. Have the students get their books and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

#### Teacher Note

We suggest the students write their summaries about books (or chapters or sections of books) and not consider other types of texts (such as poems, articles, or functional texts) that may appear in their reading logs.

## Teacher Note

In Unit 9, the individual student conferences focus on the students' reading habits and feelings about reading. If you have not met with all of your students to discuss the books they are reading during IDR, you may want to do so before beginning the next unit.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use "Think, Pair, Share" to discuss:



**Q** *If you were to tell someone in a few sentences what your book is about, what would you say? [pause] Turn to your partner.*

Have a few volunteers share their summaries with the class. Remind each student to begin by telling the title of the book he read and the author's name.

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

# Day 2

## Independent Strategy Practice

### Materials

- Student-selected books to summarize
- "Directions" chart (WA14)
- Small self-stick notes for each student

### In this lesson, the students:

- Read independently
- Think about important ideas in their books
- Support one another's independent work

### 1 Briefly Review

Have the students bring their pencils and the books they have selected to summarize (see "Do Ahead") and gather with partners sitting together, facing you. Tell the students that today they will be working independently and that you would like them to focus on taking responsibility for their own work and on helping others work independently. Ask:

**Q** *What will you do today to help your partner and others around you work independently?*

Tell the students that you will check in to see how they did at the end of the lesson.

## 2 Prepare to Read Independently and Identify Important Ideas

Explain that today the students will read the books they have selected to summarize and they will mark important ideas they want to include in their summaries. Tomorrow the students will write their summaries.

Display the “Directions” chart (🗨️ WA14) and read the directions on it aloud.

### Directions

1. Independently read the book (or chapter or section of the book) you will summarize.
2. Read the book (or chapter or section) again. Use self-stick notes to mark important ideas for your summary.

WA14

### Teacher Note

If a student has selected a chapter book or longer text to summarize, have her identify one chapter or a short section of the book that she found interesting to summarize.

## 3 Read Independently and Identify Important Ideas

Distribute several self-stick notes to each student. Have the students read and then reread their books and then mark the important ideas. As the students work, circulate and support them by asking individual students questions such as:

- Q *What are some important ideas you marked that you want to include in your summary?*
- Q *Why do those ideas seem important?*

## 4 Discuss Important Ideas in Pairs



When most students have finished, have the students talk with their partners about the important ideas they might want to include when they write their summaries tomorrow. Remind the students to give reasons for their opinions when talking in pairs and to discuss their opinions in a respectful way.

## 5 Discuss Important Ideas as a Class

When most partners have finished talking, facilitate a class discussion using the questions that follow. Remind each student who shares to briefly tell the title of his book, the author’s name, and what the book is about. Ask:

- Q *What is one important idea that you want to make sure to include in your summary tomorrow? Why does that idea seem important?*
- Q *Was it hard or easy to identify important ideas in your book? Explain your thinking.*

# Day 3

## 6 Reflect on Supporting One Another's Independent Work

Point out that the students worked independently today and that they will work independently again tomorrow. Ask:

- Q *How did you do with working independently today?*
- Q *How did your classmates help or hinder your independent work?*
- Q *What might we work on tomorrow to help one another work better independently?*

Ask the students to put their books, with self-stick notes in place, in safe locations until tomorrow's lesson.

## Independent Strategy Practice

### Materials

- Student-selected books to summarize from Day 2
- “Summary of *In My Own Backyard*” chart (WA9) from Week 3
- Students’ summaries of “Excerpt from *A Picture Book of Rosa Parks*” from Week 4
- *Student Response Book* pages 94–95

### In this lesson, the students:

- Build summaries of their own books
- Support one another's independent work

## 1 Review Supporting One Another's Independent Work

Have the students bring their *Student Response Books*, pencils, and the books they have selected to summarize and gather with partners sitting together, facing you. Review that the students have been working independently and supporting one another's independent work.

Use “Think, Pair, Share” to discuss:

-  Q *What are some ways we can try to support one another when we work independently? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

“We can agree to work quietly during independent work time.”

“I think we can support one another by not banging our desks or sharpening our pencils while people are trying to read or write.”

“In addition to what [Renata] said, I think we can support our partners by getting everything we need before the work starts so we don't have to get up and distract people.”

Encourage the students to use the suggestions they mentioned for supporting one another while working independently. Tell them that you will check in with them at the end of the lesson to see how they did.

## 2 Write Opening Sentences for Summaries

Display the “Summary of *In My Own Backyard*” chart (🗨️ WA9) and hand back the students’ summaries of “Excerpt from *A Picture Book of Rosa Parks*.” Direct the students’ attention to the opening sentences of both summaries. Review that a summary usually begins with the title of the text, the author’s name, and a general sentence about what the text is about. Then it continues by describing the important ideas.

Have the students spend a moment reviewing the important ideas they marked in their books in the previous lesson. Use “Think, Pair, Share” to discuss:



**Q** *How might you say in one sentence what your book is about?* [pause] Turn to your partner.

After most pairs have finished sharing, signal for the students’ attention. Have the students open to *Student Response Book* pages 94–95, “Summary of \_\_\_\_\_.” Have each student write the title of the book he is summarizing on the blank line and then write an opening sentence for his summary.

Ask a few volunteers to read their opening sentences aloud to the class. Point out that the students might want to come back and revise their opening sentences once they have started writing their summaries. Encourage them to do so if they feel they need to.

## 3 Write Summaries

Have each student identify the first important idea he wants to write about in his summary and begin writing. Remind the students that they will share their summaries with the class next week when they make their recommendations for summer reading, so the summaries must give a good idea of what their books are about.

As the students write their summaries, circulate and support them by having individual students read some important ideas they marked aloud to you and then asking:

**Q** *How might you communicate those ideas briefly in your own words?*

During the writing, you might stop the class periodically and have a few students read what they have written so far to provide examples for those who are having trouble getting started.

**ELPS 4.G.ii**  
Step 2 and Step 3  
(all)

### Teacher Note

You will analyze the summaries the students write in their *Student Response Books* for this unit’s Individual Comprehension Assessment.

### Teacher Note

Use “Turn to Your Partner” as needed during this discussion to increase accountability and to encourage participation.

## 4 Reflect on Writing Summaries and Working Independently

When most students have finished writing, bring them together for a brief discussion. Explain that tomorrow they will have a chance to revise (or finish, if necessary) their summaries. Ask:

- Q *Do you think your summary in its current form would give another reader a good idea of what your book is about? Why or why not?*
- Q *What might you want to add to your summary, or how else might you want to revise your summary tomorrow?*
- Q *What did you do today to help your partner and others around you work independently?*

# Day 4

## Independent Strategy Practice

### Materials

- Student-selected books to summarize from Day 3
- “Words to Use When Giving Feedback” chart, prepared ahead, and a marker
- “Questions to Ask Yourself When Giving Feedback” chart (WA15)
- *Student Response Book* pages 94–95
- “Class Assessment Record” sheet (CA5)

### In this lesson, the students:

- Share their summaries with partners
- Give each other feedback about their summaries
- Revise their summaries
- Give feedback in a caring way

## 1 Get Ready to Give Feedback in a Caring Way

Have the students bring their *Student Response Books*, pencils, and the books they have selected to summarize and gather with partners sitting together, facing you. Explain that today the students will read the summaries they wrote in pairs. Partners will give each other feedback to help each other revise or add to their summaries, if necessary. Ask:

- Q *If your partner has a suggestion for how to make your summary stronger, how do you want your partner to give you that feedback?*
- Q *What are some words we can use to give each other feedback in a caring way?*

Have a few volunteers share their thinking. Direct the students’ attention to the “Words to Use When Giving Feedback” chart and record their suggestions on it.

## Words to Use When Giving Feedback

I'm confused about this part. What are you trying to say?

This part is really clear, but I'm not sure I understand this part.

I wonder if this part would be clearer if you said . . . .

You might consider adding . . . .

Have you thought about . . . ?

Encourage the students to use some of the ideas on the chart today to give feedback when working in pairs.

## 2 Give Feedback and Revise Summaries

Display the “Questions to Ask Yourself When Giving Feedback” chart (WA15) and tell the students that they will read their summaries to their partners and then discuss the summaries using the questions on this chart. Read the questions aloud.

### Questions to Ask Yourself When Giving Feedback

- Does this summary begin with a general sentence describing what this book is about?
- Does this summary give some important ideas from the book?
- What do I understand about the book from this summary?

WA15



Have the students turn to *Student Response Book* pages 94–95, “Summary of \_\_\_\_\_.” Have partners read their summaries to each other and then discuss them using the questions on the chart.

When partners are finished giving each other feedback, ask them to revise their summaries using the feedback they received. Circulate as partners share, discuss, and revise their summaries.

### Teacher Note

Any student who has not finished writing her summary can get feedback on the part she wrote and finish writing the summary today.



### Technology Tip

Many interactive activities that provide students with opportunities to practice summarizing are available online. For more information, search online using the keywords “summarizing interactive whiteboard activities.”

For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### Vocabulary Note

Next week you will teach the Week 29 vocabulary lessons. In Week 29, the students review words from Weeks 25–28.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on the next page.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students’ summaries successfully communicate what their books are about?
- Is there evidence in the partners’ feedback that they understand something about the books being summarized?
- Are the students revising or adding to their summaries based on the feedback?

Record your observations on the “Class Assessment Record” sheet (CA5); see page 123 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are writing summaries that successfully communicate what their books are about, proceed with the lesson and continue on to Unit 9.
- If **about half of the students** are writing summaries that successfully communicate what their books are about, collect the unsuccessful summaries, read them, and give feedback to the students. Have the students write second drafts based on your feedback. After that, proceed with the lesson and continue on to Unit 9.
- If **only a few students** are writing summaries that successfully communicate what their books are about, do the extension “Analyze the Students’ Summaries” on page 599. If you have already done the extension once with the students’ summaries of “Excerpt from *A Picture Book of Rosa Parks*,” do it again using photocopies of the students’ book summaries from Week 5. Make sure to copy the students’ summaries without their names. After analyzing the summaries in the extension activity, have the students select another book to summarize, and give the class additional instruction by repeating this week’s lessons before continuing on to Unit 9.

## 3 Discuss Giving Feedback as a Class

After partners have had sufficient time to discuss and revise their summaries, call for the students’ attention and ask:

- Q *What feedback did your partner give you that was helpful? How was it helpful?*
- Q *Did you revise your summary based on what your partner said? How?*
- Q *How did you and your partner give each other feedback in a caring way? How did that help your work?*

Remind the students that they will have an opportunity to share their summaries with the class when they make book recommendations for summer reading next week.

# End-of-unit Considerations

## Wrap Up the Unit

- This is the end of Unit 8. Partners will stay together for Unit 9.
- The students will use the books they summarized in this unit when they make recommendations for summer reading in Unit 9.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

## Assessment

- Before continuing with the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 128 of the *Assessment Resource Book*.

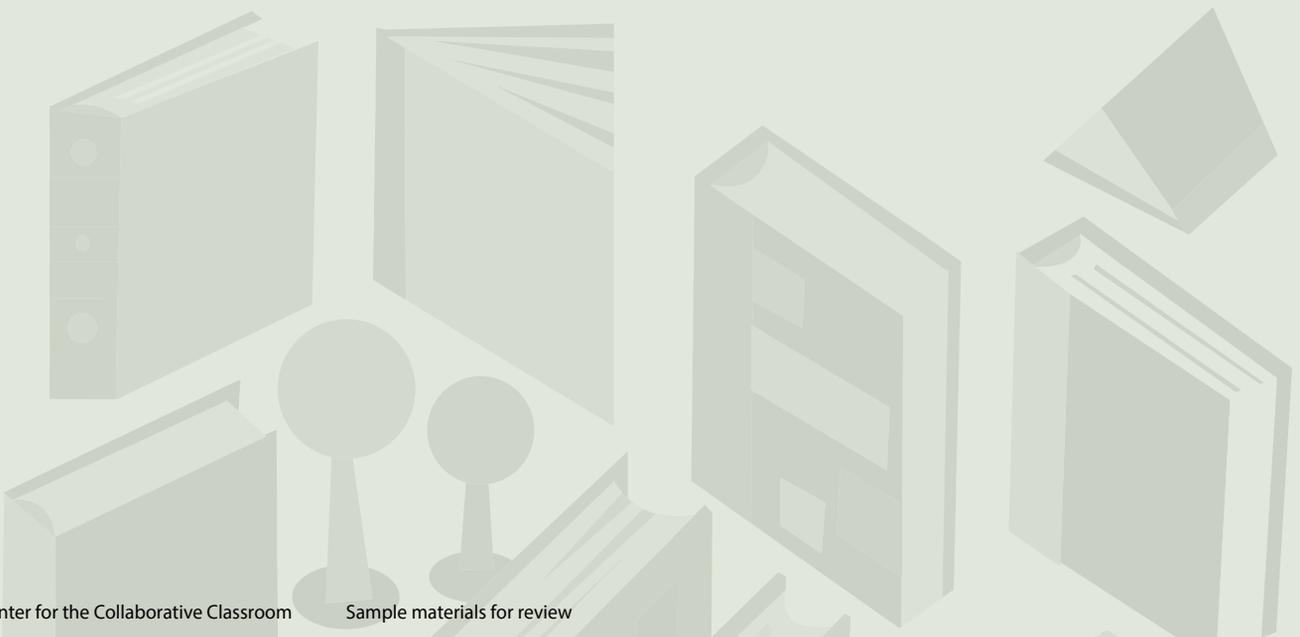


# Unit 9

## Revisiting The Reading Community

During this unit, the students prepare book recommendations to share with the class, and they generate summer reading lists based on others' recommendations. They also review the reading comprehension strategies they have learned this year and discuss how the strategies help them make sense of what they read.

During IDR, the students read texts of their choice and share and discuss what they are reading with the class. Socially, they act in fair and caring ways, and they listen to the thinking of others and respectfully share their own. They also discuss their growth as readers and as members of a classroom community.



# Unit 9

## Revisiting the Reading Community

### RESOURCES



#### Technology Mini-lesson

- Mini-lesson 3: “Showing Respect Online”



#### Technology Extensions

- “Use Online Book Recommendations to Add to Summer Reading Lists”
- “Explore the Community Library Online”

#### Extensions

- “Recommend a Second Summer Reading Book and Read It Aloud”
- “Recommend a Third Summer Reading Book and Read It Aloud”
- “Review the Summer Reading Lists”
- “Host an End-of-year Summer Reading Fair”

#### Assessment Resource Book

- Unit 9 assessments

#### Student Response Book

- “Summary of \_\_\_\_\_”
- “Summer Reading List”
- “Thoughts About My Reading Life”
- Reading Log
- Reading Journal

#### Vocabulary Teaching Guide

- Week 29 (review week)



### Online Resources

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

#### Whiteboard Activities

- WA1–WA3

#### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)

#### Reproducible

- Unit 9 family letter (BLM1)

#### Professional Development Media

- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Preparing Book Recommendations</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Preparing book recommendations for summer reading</li> </ul>	<p><b>Sharing Book Recommendations</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Sharing book recommendations for summer reading</li> <li>▪ Planning their summer reading</li> </ul>	<p><b>Sharing Book Recommendations and Reflecting</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Sharing book recommendations for summer reading</li> <li>▪ Planning their summer reading</li> <li>▪ Reflecting on and writing about their reading lives</li> <li>▪ Reflecting on their growth as readers</li> </ul>	<p><b>Read-aloud and Reflection:</b> Student-selected book</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing a student-selected book</li> <li>▪ Planning their summer reading</li> <li>▪ Reflecting on the comprehension strategies they are using</li> <li>▪ Writing in their reading journals</li> <li>▪ Reflecting on their contributions to the reading community and how they have benefited from the reading community</li> </ul>

# Week 1

## OVERVIEW

### Comprehension Focus

- Students share book recommendations and plan their summer reading.
- Students synthesize by forming opinions and making judgments about books.
- Students reflect on their use of reading comprehension strategies.
- Students reflect on their growth as readers.
- Students read independently.

### Social Development Focus

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



### Online Resources

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

#### Whiteboard Activities

- WA1–WA3

#### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)

#### Professional Development Media

- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)

## DO AHEAD

- ✓ If you used the “IDR Conference Notes” record sheet (CN1) from Unit 2 as a survey of the students’ reading goals and interests, you might review the students’ responses to those questions prior to beginning your IDR conferences this week. For more information, see “IDR Conferences” in the Assessment Overview of the *Assessment Resource Book*.
- ✓ Prior to Day 1, select a book and write a brief summary about it. You will use the book and summary to model sharing a book recommendation (see Step 3). The book you choose for modeling could be a *Making Meaning* book, another popular book you have read aloud, a book on the “Grade 4 Alternative Texts” list, or a book the students have not heard before.
- ✓ Prior to Day 1, make sure that each student has the book she summarized in Unit 8. The students will use these books to make recommendations for summer reading (see Step 1).
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 139 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, collect five read-aloud books that your students might enjoy hearing (see Step 2). The books you select could include *Making Meaning* books the students liked when you read them earlier this year, other popular books you have read aloud, books on the “Grade 4 Alternative Texts” list, or books the students have not heard before.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 138 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 29 lessons this week.

# Day 1

## Preparing Book Recommendations

### Materials

- Book for modeling a book recommendation, selected ahead
- Summary of the book, prepared ahead
- *Student Response Book* pages 94–95
- Student-selected books used to write summaries in Unit 8
- “Questions About Book Recommendations” chart (WA1)
- Class set of “IDR Conference Notes” record sheets (CN1)

### Teacher Note

You will not assign new partners this week. Have the students work with their Unit 8 partners or with other students sitting near them.

### In this lesson, the students:

- Prepare book recommendations for summer reading
- Read independently for up to 30 minutes
- Give feedback in a caring way

### 1 Get Ready to Work Together

Have the students bring their *Student Response Books*, pencils, and the books they used to write their summaries in Unit 8, Week 5, and gather with partners sitting together, facing you. Tell them that during this last week of the *Making Meaning* program, they will share their favorite books with the class and plan their summer reading. They will also review the comprehension strategies they have learned and think about how they have grown as readers and as members of a community.

Tell the students that at the end of the week, you will ask them to discuss some things they enjoyed about working with partners this year. Encourage them to focus during the coming week on enjoying their partner work and using the skills they have learned to help them in their work together.

### 2 Introduce Making Book Recommendations

Remind the students that last week they wrote summaries of books they especially liked reading this year. Tell the students that in the coming days they will use their summaries to help them make book recommendations for summer reading. Explain that when each student makes his book recommendation, he will read his summary and an interesting, short passage from his book aloud to the class. Tell the students that you will use one of your favorite books to model making a book recommendation.

### 3 Model Making a Book Recommendation

Model recommending a book to the class by showing the book, reading aloud the title and the author’s name, and then reading aloud the summary you prepared ahead. After reading the summary, show the cover of the book, say what you liked about it, and then read aloud a short passage from the book.

**You might say:**

"The book I want to recommend for your summer reading is *Charlotte's Web*, by E. B. White. *Charlotte's Web* is a story about a pig named Wilbur, who is destined to become 'smoked bacon and ham' until his friend Charlotte, a beautiful gray spider, finds a way to save him. I like this story because of the warm friendship between the pig and the spider. I also like that the barnyard animals all have their own funny personalities. Now I'm going to read a passage from the book that I thought was funny."

## 4 Discuss What to Share in a Book Recommendation

Explain that the students will have some time today to plan what they want to say to their classmates about their books. Each student will also choose a short passage from her book to read aloud. Ask and briefly discuss:

- Q *What information might be important to share when you recommend your book? Why?*
- Q *What might be important to include when you tell what your book is about?*
- Q *What might you want to look for in a passage to read aloud to the class?*

**Students might say:**

"It is important to share what the book is about."

"It is important to include the important ideas, but you don't want to tell the whole story."

"I want to read an exciting or interesting part. This way people might want to read the book."

## 5 Prepare Book Recommendations

Have the students turn to *Student Response Book* pages 94–95. Have each student review the summary he completed in Unit 8, plan what he will say about his book, and identify a passage from his book to read aloud.

If you think it will be helpful, have the students quietly practice reading their passages aloud before sharing as a class.

## 6 Discuss Book Recommendations in Pairs

Tell the students that before they share their book recommendations with the class, they will practice by sharing their recommendations with their partners. Display the "Questions About Book Recommendations" chart (WA1) and explain that these are questions the students can ask themselves as they listen to their partners. Read the questions aloud.



Have partners share their book recommendations and passages with each other and discuss them using the questions on the chart.

### Teacher Note

As the students prepare their book recommendations, circulate among them. Encourage them in their preparation by asking questions such as:

- Q *Does your summary do a good job of telling what the book is about? If not, what might you add?*
- Q *What passage are you planning to read? Why did you choose that passage?*
- Q *What did you especially like about this book?*

### Questions About Book Recommendations

- Does the recommendation summarize the book?
- Does the recommendation give just enough information?
- Does the recommendation make you want to read the book?
- Does listening to the passage make you curious about the book?

## 7 Discuss Working with Partners

When most pairs have finished discussing their book recommendations, signal for the students' attention. Then ask and briefly discuss:

- Q** *What did your partner do that was helpful?*
- Q** *How did you and your partner give each other feedback in a caring way? How did that help you?*

Explain that the students will have opportunities in the coming days to share their book recommendations with the class.

## INDIVIDUALIZED DAILY READING

## 8 Read Independently and Discuss Summer Reading Plans

Tell the students that they can read texts from any genre during IDR this week. Ask the students to think as they read about whether they would recommend the texts they are reading to others. Tell them that later they will share what they read with the class. Have the students get their texts and read silently for up to 30 minutes. After they have settled into their reading, confer with individual students.

### Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with her responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.



### IDR CONFERENCE NOTE

You may wish to confer a final time with individual students during this unit. In each conference, ask the student to tell you about the text she is reading and discuss how her reading habits have changed, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share briefly with the class whether they would recommend the texts they are reading. Remind each student to begin by telling the title, the author's name, and what the text is about so far.

After a few volunteers have had a chance to share, facilitate a discussion about the students' summer reading plans by asking questions such as:

- Q *What are you interested in reading this summer?*
- Q *Why is it important for you to keep reading this summer?*
- Q *What habits can you create for yourself to make sure you keep reading this summer?*

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



## SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 144 of the *Assessment Resource Book*. Compare your notes from fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

## EXTENSION

### Recommend a Second Summer Reading Book and Read It Aloud

Tell the students that you will make another recommendation for summer reading by first summarizing a book and then reading it aloud. Refer to the "Reading Comprehension Strategies" chart and remind the students to think about the comprehension strategies they are using as they listen.

Introduce the book by reading the information on the cover and providing any necessary background information and a brief summary. Read the book aloud, showing the illustrations. You might stop periodically to have partners discuss what they have heard so far.

After the reading, facilitate a class discussion about the book. Use "Turn to Your Partner" as appropriate to encourage thinking and participation. Be ready to reread passages to help the students recall what they heard. Ask questions such as:

- Q *What is the book about?*
- Q *What do you want to add to the summary [Danny] just gave?*
- Q *Is this a book you would recommend to someone? Why or why not?*
- Q *What comprehension strategies did you use as you listened to this book? How did that help you?*

### Teacher Note

Provide time for the students to record the texts they have completed in their reading logs.

### Teacher Note

You might use the information you collected about your students' social skill development over the course of the year to help you plan for next year. Ask yourself questions such as:

- What was challenging for my students this year in terms of their social development?
- How might I help next year's students grow socially?
- What skills should I emphasize with the students next year to help them build a safe and caring reading community?

# Day 2

## Sharing Book Recommendations

### Materials

- *Student Response Book* page 96
- Student-selected books for book recommendations
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart



### Facilitation Tip

Reflect on your experience over the past year using the Facilitation Tips included in the *Making Meaning* program. Did using the facilitation techniques feel natural to you? Have you integrated them into your class discussions throughout the school day? What effect did using the facilitation techniques have on your students? We encourage you to continue to use the facilitation techniques and to reflect on the students' responses as you facilitate class discussions in the future.

### Teacher Note

You might consider taking your students on a short field trip to a community library.

### In this lesson, the students:

- Share book recommendations for summer reading
- Plan their summer reading
- Read independently for up to 30 minutes
- Listen respectfully to the thinking of others and share their own

## 1 Introduce the Summer Reading List

Have the students bring their *Student Response Books*, pencils, and the books they are sharing for their book recommendations and gather with partners sitting together, facing you. Tell the students that today they will take turns sharing their book recommendations for summer reading with the class. Have the students turn to *Student Response Book* page 96, “Summer Reading List.” Explain that as they hear recommendations for books they might want to read this summer, they will add these titles to the “Summer Reading List.” Point out that the page has space to write the title of each book, the author’s name, and a few words to remind them what the book is about.

Remind the students that yesterday you recommended a book for their summer reading. Invite the students to add that book to their summer reading lists, if they wish. Write the title and the author’s name where everyone can see them so that interested students can copy this information. Ask and briefly discuss:

**Q** *If you hear about a book you are interested in reading, how might you find that book this summer?*

#### Students might say:

“I might find the book at the public library.”

“If a friend has the book, I could borrow it.”

“I might look for it at the bookstore or on the Internet.”

Facilitate a brief discussion about how the students will interact in a kind and respectful way during the sharing. Ask:

**Q** *How do you want your classmates to respond to your book recommendation, whether they would choose to read your book or not? Why?*

**Q** *How can you let your classmates know that you are interested in the books they are sharing and that you appreciate the work they’ve done to share the books with you?*

**Students might say:**

"I want people to listen carefully when I read my recommendation. I would also like them to ask me questions about my book."

"After someone shares a recommendation with the class, we can thank them."

"We can ask them to tell us more about why they liked the book."

"We can tell them what we liked about the passage they read."

## 2 Share Book Recommendations

Call on a volunteer to share her book recommendation with the class. Remind the student to show the cover and read the title and the author's name aloud before reading her summary and the selected passage. When the student has finished sharing, ask:

**Q** *[Desiree], why did you choose that passage?*

Facilitate a brief class discussion using questions such as:

**Q** *What questions do you want to ask [Desiree] about the book she shared?*

**Q** *What did you hear about this book or in the passage that [Desiree] read aloud that got you interested in or made you curious about the book?*

**Q** *Do you have enough information to decide whether you want to add this book to your summer reading list? If not, what else do you want to know?*

Ask the student who shared the book to write the title and the author's name clearly where everyone can see them. Have the students copy this information onto their summer reading lists if they are interested in reading the book over the summer.

Have several more students share their book recommendations with the class. After each student shares, allow time for questions and discussion and for interested students to add to their reading lists.

## 3 Discuss Working Together

Have the students who shared their recommendations today talk briefly about how they felt the class responded to them while they were sharing. Ask:

**Q** *What made you feel like your classmates were interested in what you were sharing?*

**Q** *If you weren't sure that your classmates were interested, what made you unsure?*

Open the discussion to the class, and ask:

**Q** *What should we do the same way or differently as we continue to share our book recommendations?*

### Technology Tip

You might create a space on the class blog for the students to post their recommendations for summer reading. Over the summer, the students can view their classmates' recommendations for summer reading, post summaries of books they have read, and write comments and questions about recommended books. For more information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45). Prior to allowing the students to post comments on the class blog, you might teach Technology Mini-lesson 3, "Showing Respect Online."



Remind the students of your expectation that they will do their part to help create a safe, caring community in the class. Tell them that more students will share their book recommendations tomorrow.

## INDIVIDUALIZED DAILY READING

### 4 Review and Discuss Self-monitoring and “Fix-up” Strategies

Remind the students that this year they learned techniques they can use to monitor their comprehension, or make sure they understand what they are reading. Direct their attention to the “Thinking About My Reading” chart and review that they learned to stop and think about what they are reading by asking themselves the questions on the chart. They learned that if they do not understand what they are reading, they can use the “fix-up” strategies of rereading and reading ahead. If they still do not understand what they are reading, they can also try the strategies listed on the “Reading Comprehension Strategies” chart or they can ask you or a classmate for help.

Have the students get their texts and read silently for up to 30 minutes. Stop them at 10-minute intervals and have them monitor their comprehension by thinking about the questions on the “Thinking About My Reading” chart. After the students have settled into their reading, confer with individual students.

#### Teacher Note

As you confer, you might compare the student’s responses to the questions on the “IDR Conference Notes” record sheet (CN1) from Unit 2 with his responses to the questions on the “IDR Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the book he is reading and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief class discussion about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you have read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

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

## EXTENSION

### Recommend a Third Summer Reading Book and Read It Aloud

Tell the students that you will make another recommendation for summer reading by first summarizing a book and then reading it aloud. Refer to the “Reading Comprehension Strategies” chart and remind the students to think about the comprehension strategies they are using as they listen.

Introduce the book by reading the information on the cover and providing any necessary background information and a brief summary. Read the book aloud, showing the illustrations. You might stop periodically to have partners discuss what they have heard so far.

After the reading, facilitate a class discussion about the book. Use “Turn to Your Partner” as appropriate to encourage thinking and participation. Be ready to reread passages to help the students recall what they heard. Ask questions such as:

- Q *What is the book about?*
- Q *What do you want to add to the summary [Raina] just gave?*
- Q *Is this a book you would recommend to someone? Why or why not?*
- Q *Which comprehension strategies did you use as you listened to this book? How did that help you?*

## Sharing Book Recommendations and Reflecting

## Day 3

### In this lesson, the students:

- Share book recommendations for summer reading
- Plan their summer reading
- Reflect on and write about their reading lives
- Reflect on their growth as readers
- Read independently for up to 30 minutes
- Listen respectfully to the thinking of others and share their own

### 1 Discuss Sharing Ideas Respectfully

Have the students bring their *Student Response Books*, pencils, and the books they are sharing for their book recommendations and gather with partners sitting together, facing you. Remind the students that

### Materials

- Student-selected books for book recommendations
- “Reflecting on Our Reading Lives” chart (WA2)
- *Student Response Book* page 97
- “Reading Comprehension Strategies” chart

yesterday they began to share book recommendations for summer reading. They will hear several more book recommendations today and consider these books for their summer reading lists. Explain that they will also spend some time reflecting on their own reading lives.

Review that yesterday the students who shared talked about how they felt the class responded to them while they were sharing. Then, as a class, the students discussed what they might do the same and differently as more students share today. Ask:

**Q** *What did we say we want to do the same way or differently as a class today as we listen to book recommendations?*

**Q** *How will [listening carefully and making eye contact with the person sharing] help the people who are sharing?*

Encourage the students to keep these things in mind as they participate today.

## **2** Continue to Share Book Recommendations

Have several more students share their book recommendations with the class. Remind each student to begin by showing the cover of his book and reading the title and the author's name aloud. When each student has finished, ask:

**Q** *[Tomás], why did you choose that passage?*

Facilitate a brief class discussion after each student shares using questions such as:

**Q** *What questions do you want to ask [Tomás] about the book he shared?*

**Q** *What did you hear about the book or in the passage that intrigued you?*

**Q** *Do you have enough information to decide whether you want to add this book to your summer reading list? If not, what else do you want to know?*

Remind each student who shares a recommendation for summer reading to write the title and the author's name where everyone can see them. Have interested students copy the information onto their summer reading lists. After the students have shared their book recommendations, end the sharing time for today. Assure the students that if they did not share their book recommendations today, they will have time to share them later.

## **3** Write About Reading Lives

Explain that the students will now have a chance to think about how they have grown and changed as readers over the year. Remind them that they started the year thinking about their reading lives, and tell them that they will think about this again now that they are nearing the end of the year.

### **Teacher Note**

If not all of the students are able to share their book recommendations, make time later in the day or on another day for them to share before proceeding with the Day 4 lesson.

Display the “Reflecting on Our Reading Lives” chart (WA2) and explain that the students will first think, and then write, about the questions on the chart. Read the questions aloud, pausing after each question to give the students time to think.

WA2

### Reflecting on Our Reading Lives

- What are some of your favorite kinds of books now? Why?
- Where is your favorite place to read?
- What does the word *reading* mean to you?
- When you don't understand something you are reading, what do you do?
- What kinds of books did you read for the first time this year? What topics did you read about for the first time?

After a few moments, ask the students to turn to *Student Response Book* page 97, “Thoughts About My Reading Life.” Have them record their answers to these questions.

## 4 Discuss Growth as Readers

Give the students a few minutes to review and reflect on what they wrote. Ask them to spend a few quiet moments thinking about how they have changed and grown as readers over the year. Facilitate a discussion about the students' growth as readers using questions such as:

- Q *How do you think you have changed or grown as a reader? What makes you think that?*
- Q *What questions do you want to ask [Lionel] about what he said?*
- Q *Do others think they have changed or grown in a similar way? Why do you think so?*

#### Students might say:

“My favorite books used to be the books about Ramona. I still like those books, but my new favorite books are mysteries.”

“At the beginning of the year, I wanted to read about space, and I did. I read a bunch of books about the solar system.”

“I used to think reading meant reading words. Now I think reading means thinking about a story.”

You might want to share some of your general observations about ways your students have changed or grown as readers over the year.

#### You might say:

“I noticed that each of you has improved in your ability to choose books that are at the right reading level for you and that you are choosing books now that are at a higher reading level than the books you were reading at the beginning of the year.”

### Teacher Note

Use “Turn to Your Partner” as needed during this discussion to increase accountability and participation.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Share Interesting or Surprising Things with the Class

Ask the students to think as they read independently today about interesting or surprising things in their texts. Explain that later you will ask some of them to share interesting or surprising things in their texts with the class. Have the students get their texts and read independently for up to 30 minutes. After they have settled into their reading, confer with individual students.

#### Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with her responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the text she is reading and discuss how her reading habits have changed, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share interesting or surprising things in their texts with the class. Remind each student to begin by telling the title of the text, the author's name, and what the text is about.

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

## EXTENSION

### Review the Summer Reading Lists

Have the students review the books on their summer reading lists. Ask and briefly discuss:

**Q** *What kinds of books did you choose for summer reading? Does that surprise you? Why or why not?*

You might ask the students to put stars next to the books they want to read first. Encourage them to read as many of the books on their lists as they can this summer. Also encourage them to talk with family members and friends about the books they are reading and to add any books that seem interesting to their reading lists.



## TECHNOLOGY EXTENSION

### Use Online Book Recommendations to Add to Summer Reading Lists

Review that the students have been creating summer reading lists based on book recommendations from their classmates. Tell the students that today they will explore websites that recommend books for summer reading to find more titles they might be interested in adding to their own lists.

Open your web browser and go to one of the websites you previewed. Model navigating the website and read aloud some of the book recommendations. After reading each recommendation, discuss questions such as:

- Q *What did you learn about the book? What else would you like to know about it?*
- Q *Are you interested in reading this book? Why or why not?*

Allow time for interested students to add the books to their reading lists.



### Technology Tip

Prior to doing this activity, find and preview age-appropriate websites that feature book recommendations using the keywords “grade 4 summer reading lists” or “grade 4 book recommendations.”

## Read-aloud and Reflection

## Day 4

### In this lesson, the students:

- Hear and discuss a student-selected book
- Plan their summer reading
- Reflect on the comprehension strategies they are using
- Read independently for up to 30 minutes and write in their reading journals
- Reflect on their contributions to the reading community
- Reflect on how they have benefited from the reading community

### 1 Reflect on Partner Work

Have the students bring their pencils and gather with partners sitting together, facing you. Remind the students that over the course of the year, they have worked with many partners. Ask a few volunteers to share some of their favorite things about working with partners this year. Facilitate a class discussion using questions such as:

- Q *Think about how you worked with your first partner this year and how you work with partners now. How have you grown as a partner?*
- Q *What are three things that you liked most about working with partners this year?*

### Materials

- Five read-aloud books, selected ahead
- Sheet of scratch paper for each student
- *Student Response Book* page 96
- “Reading Comprehension Strategies” chart
- “Class Assessment Record” sheet (CA1)
- Self-stick notes for each student
- “Journal Entry” chart (WA3)
- *Student Response Book*, Reading Journal section
- Copy of this unit’s family letter (BLM1) for each student

**Students might say:**

"At first it was hard, but we got better and better at it."

"I think the more we got to know each other, the more we were a community."

"I agree with [Franklin]. Being in this community has helped me because I used to be too shy to say anything to the class. I don't feel that way anymore."

"In addition to what [Teresa] said, I liked working with a partner. I liked having someone to talk to, not having to be quiet all the time, and getting to work with different partners."

Ask and briefly discuss:

**Q** *What is one thing you learned about working well with a partner that you want to take with you next year?*

You might want to share some of your general observations about ways your students have changed or grown when working with partners over the year.

**You might say:**

"I remember how some students didn't want to work with assigned partners at the beginning of the year. Now you are much better at working with any partner. I also noticed that you relied much more heavily on me at the beginning of the year to help you solve your problems. Now you are able to solve many problems by yourselves."

Tell the students that today they will have another opportunity to share their thinking with their partners.

## 2 Choose a Read-aloud Book

Write the titles of the five read-aloud books you selected where everyone can see them. Show the students the books and explain that the class will choose one of these books to hear read aloud today. Tell them that you selected books you thought they would enjoy hearing (or hearing again). Give a brief synopsis of each book that is new to the students and, if necessary, briefly review the books from earlier in the year.

Explain that you would like each student to choose the three books he is most interested in hearing and to write these three titles on a sheet of scratch paper. The title with the most votes is the one you will read aloud today. Before having the students vote, ask:

**Q** *How will you decide which three books to choose? What will you think about?*

**Q** *Why is it important to make your choices based on what you are really interested in hearing rather than on what other people are choosing?*

### Technology Tip

Alternatively, you might use a web-based polling system to have the students submit their votes. Search online using the keywords "online polling system" or "online polling tool." For more information, view the "Using Social Media" tutorial (AV46).



Distribute a sheet of scratch paper to each student. Have the students write their three book choices, and collect the votes. Have the students turn to *Student Response Book* page 96, “Summer Reading List,” and add the titles of any of these five books that they might want to read or reread this summer. While they are doing this, tally the votes. After you have tallied the votes, tell the class which book was chosen for today’s read-aloud.

### 3 Review the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review that the students learned and practiced each of these strategies this year. Review that the goal of learning comprehension strategies is to help the students actively think about what they are reading in order to make sense of it. Ask:

- Q *Which strategies do you find yourself using regularly? How do those strategies help you make sense of what you’re reading?*
- Q *When might it make sense to use [making inferences]? How might this strategy help you read?*

Remind the students to think about the comprehension strategies they are using as they listen to today’s read-aloud, and explain that you will ask them to discuss their thinking after the reading.

### 4 Introduce the Book and Read Aloud

Introduce the book by showing the cover, reading aloud the information on the cover (for example, the title and the names of the author and the illustrator), and providing any necessary background information.



Read the book aloud, showing the illustrations. Stop periodically to have partners discuss what they have heard so far.

### 5 Discuss the Reading as a Class

Facilitate a discussion of the book using the questions that follow. Be ready to reread passages to help the students recall what they heard.

- Q *What is this [story] about?*
- Q *What do you want to add to the summary [Lucas] just gave?*
- Q *What comprehension strategy or strategies did you use as you listened to this [story]? How did that help you understand the [story]?*

### 6 Reflect on the Reading Community

Remind the students that yesterday they reflected on their reading lives and growth as readers. Explain that the students will now have a chance to think about how they did with creating a safe and caring community

#### Teacher Note

If the students finish writing before you are done tallying the votes, ask them to page through their *Student Response Books* and talk in pairs about the work they did this year.

If partners need help focusing on their *Student Response Book* work, pose a question for them to think about, such as:

- Q *What is one piece of work in your Student Response Book that represents some of your best thinking?*
- Q *What is one piece of work that was most interesting or enjoyable for you?*

#### Teacher Note

Use “Turn to Your Partner” as appropriate to encourage thinking and participation.

this year and how they personally have changed as members of the community.

Use “Think, Pair, Share” to discuss:



**Q** *What have we done to create a caring and safe reading community this year?* [pause] *Turn to your partner.*

**Q** *What have you done to contribute to the reading community this year?* [pause] *Turn to your partner.*

**Q** *How has it felt to be part of the reading community? How has it helped you?* [pause] *Turn to your partner.*

After a few moments, signal for the students’ attention and invite a few volunteers to share.

**Students might say:**

“I think we did a good job creating a caring and safe reading community. Whenever we had problems, we talked about them so we could get along better.”

“I agree with [Rachel] because the more we got to know each other, the more comfortable we felt talking to each other and sharing our ideas.”

“I contributed to the reading community by listening respectfully to my classmates.”

“Being a part of the reading community has helped me feel confident about reading.”

“I used to be too shy to talk to my partner, but now I can talk to any partner I have.”

Encourage the students to become caring members of their classroom reading community next year and to enjoy their summer reading.



## CLASS ASSESSMENT NOTE

Take this opportunity to reflect on your students’ growth over the year by asking yourself questions such as:

- Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students?
- Has the students’ enjoyment of reading grown? What evidence do I notice?
- How might I help next year’s students grow as readers?
- What was challenging for my students this year in terms of their social development?
- How might I help next year’s students grow socially?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 138 of the *Assessment Resource Book*.

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Write in Reading Journals

Distribute self-stick notes to each student. Tell the students to use the self-stick notes to mark places where they notice they are using reading comprehension strategies in their texts. Have the students get their texts and read independently for up to 30 minutes. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the book he is reading and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (WA3) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

#### Journal Entry

Write a journal entry about a comprehension strategy you used. Please include:

- The title of the text and the author’s name
- What the text is about
- A comprehension strategy you used
- How the strategy helped you understand the text

WA3



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

### Teacher Note

As you confer, you might compare the student’s responses to the questions on the “IDR Conference Notes” record sheet (CN1) from Unit 2 with his responses to the questions on the “IDR Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

### Vocabulary Note

Next week you will teach the Week 30 vocabulary lessons. In Week 30, the students review words they have learned this year.

### Teacher Note

For information on wrapping up this unit, see “End-of-unit Considerations” on the next page.

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## EXTENSION

### Host an End-of-year Summer Reading Fair

Have the students invite other classes to a Summer Reading Fair. Have the students present their book recommendations to small groups of students. The invited students will have an opportunity to listen to book recommendations, preview the books, and get a glimpse into the reading lives of the students. Students might also make posters to advertise their favorite books. If there is a school library or librarian available, you might want to involve the library or librarian in the activity.



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## TECHNOLOGY EXTENSION

### Explore the Community Library Online

Take some time to explore the community library's website (you might search the site for topics like "children's services" and "children's e-books"). Many libraries offer access to collections of e-books, music, and audiobooks through downloads to personal computers, tablets, and other mobile devices. You might ask your school librarian or a librarian from the community library to come to your classroom and introduce your students to a few of the online services available to them.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 9 and the *Making Meaning* program. Send each student home with his or her *Student Response Book* and a copy of this unit's family letter (BLM1). Encourage the students to share their reading logs, reading journals, and summer reading lists with their families.

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# Appendix A

## IDR MINI-LESSONS

### Mini-lesson 1

## Selecting Appropriately Leveled Texts

### 🕒 DO AHEAD

- ✓ During this lesson, the students will sit in small groups as they browse through book bins and select appropriately leveled texts (see Step 3). Prior to beginning the lesson, decide how you will group the students. We recommend groups of three or four students.
- ✓ Create one book bin with 15–20 books for each group. In every bin, be sure to include fiction and nonfiction books at a variety of levels. Determine where in your classroom you will place each bin (for example, at a table or other location around the room).
- ✓ Select three books to use to model selecting an appropriately leveled text: one book at an appropriate independent reading level, one “too-easy” book, and one “too-difficult” book. Be ready to describe the front and back covers of each book and to explain why each book interests you. Also, be ready to read a few pages of each book aloud and to point out and count any unfamiliar words in a passage. Place the books in one of the book bins you have prepared. See Step 2.
- ✓ Prepare a sheet of chart paper titled “Choosing a Book at the Right Level.” See Step 2.

### Materials

- Three books for modeling, prepared ahead
- “Choosing a Book at the Right Level” chart, prepared ahead, and a marker
- Collection of fiction and nonfiction books in book bins, prepared ahead

### In this lesson, the students:

- Review what they know about selecting appropriately leveled texts
- Discuss the importance of selecting appropriately leveled texts for IDR
- Review a procedure for selecting books at their independent reading levels
- Practice choosing books at their independent reading levels
- Share their book choices and reflect

## ABOUT SELECTING APPROPRIATELY LEVELED TEXTS

In order for the students to grow as readers, they need to spend time reading texts they can comprehend and read fluently with few miscues (accuracy errors). For that reason, during IDR they read books at their independent reading levels. This lesson supplements the instruction in IDR by giving the students guidance in identifying and selecting books that are at their independent reading levels. For more information, see “Reading Appropriately Leveled Texts” in the Introduction.

### 1 Review and Discuss Selecting Appropriately Leveled Texts

Have the class gather with partners sitting together, facing you. Remind the students that during IDR it is very important that they read books at the right levels. Review that a book that is at the right level is not too difficult and not too easy; it has words the students can read and understand and a story or topic that is interesting to them. Remind the students that reading books at the right levels will help them to become stronger readers.

Ask and briefly discuss:

**Q** *What do you think about when you are choosing a book at the right level for you?*

#### Students might say:

“First I look for a book that’s interesting to me.”

“When I find a book that looks interesting, I open it to any page and read a little bit.”

“As I read, I keep track of how many words I don’t know on the page.”

“If the book seems too easy or too hard to read on my own, I put it back in the library.”

Review that a book is at the right level for a student to read during IDR if the student likes it, is interested in it, and can read and understand most of the words. Explain that today the students will talk about why it is important to read books at the right levels during IDR.

Ask and briefly discuss:



**Q** *How do you know if a book is too easy? Turn to your partner.*

**Q** *How do you know if a book is too difficult? Turn to your partner.*

Have a few volunteers share their thinking.

#### Teacher Note

At other times during the day, you might provide the students with opportunities to read books that are above or below their independent reading levels.

**Students might say:**

"A book that's too easy might have only a few words on each page."

"If a book is too easy, it could mean that I know every single word and can read the book really fast."

"A book might be too difficult if it has a lot of words I don't know."

"If a book is too difficult, it could mean that I can't understand what it's about."

If necessary, explain that reading books that are too easy will not help the students become stronger readers since they might not have the opportunity to practice reading new words or to think about new ideas. If they read books that are too difficult, they might skip important parts of the book and they might not understand what they read. Then ask:

**Q** *Why is it important to read books that are at the right level for you during IDR?*

**Students might say:**

"When you read a book that's at the right level for you, it's more fun to read."

"It's important because if a book is at the right level, you'll understand it better."

"When you read a book at the right level, you learn more."

"It's important because reading books at the right level helps us get better at reading."

Tell the students that today you will model choosing a book at the right level for IDR by checking to see if you know most of the words in the book. Explain that later in the lesson each student will have a chance to practice choosing his own books at the right level.

## **2** Model and Introduce the "Choosing a Book at the Right Level" Chart

Ask the students to watch and listen as you model choosing a book at the right level. Ask the students to notice what you do and think about when you select the book.

Take the "too-easy" book you selected (see "Do Ahead") out of the book bin. Briefly model looking through the book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you. Explain that normally we read silently when we read independently, but that you will read aloud so that the students can hear what is happening in the book.

**You might say:**

"First, I'll look at the front and back covers of the book. The title is *Heroes*, and the author's name is Ken Mochizuki. This book looks interesting to me. The title makes me wonder what the story is about, and the illustration on the front cover caught my attention. Next, I'll read a few pages to see if this book is at the right level for me. As I read, I'll count any words I don't know, using my fingers. [Read a few pages aloud.] I know all of the words on these pages, and they're easy words. Also, I notice that there aren't many words on each page. This book seems too easy for me, so I'll put it back in the bin and pick another book."

Put back the first book and take the "too-difficult" book you selected earlier out of the bin. Again, briefly model looking through this book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you.

**You might say:**

"The title of this book is *Eleanor*, and the author's name is Barbara Cooney. I'm interested in it because I've read other books by Barbara Cooney and I liked them. Now I'll read a few pages to see if I can understand this book. Just like I did with the first book, I'll pay attention to how many words I don't know, and I'll count those words using my fingers. [Read a few pages aloud.] I counted five words on this page that I don't know: *seldom*, *solemn*, *scene*, *rammed*, and *pitching*. If I skip them, I don't really understand what is happening in the story. I might put this book back for now and try reading it again some other time, or maybe I'll ask someone to read it with me."

Put back the "too-difficult" book and take the appropriately leveled book you selected earlier out of the book bin. Model looking through this book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you.

**You might say:**

"This book is *The South Pole* by Nancy Dickmann. By looking at the covers and reading the table of contents, I can tell that this is a nonfiction book about exploring the South Pole. I see that there are chapters about different explorers. This book sounds exciting; I think I might enjoy it. I'll read a few pages, and as I read, I'll count any words that I don't know. [Read a few pages aloud.] I see a long word in this sentence: *trudging*. But I know what that means—*trudging* means 'walking slowly,' the way you might walk when you're tired. Here's an unfamiliar word farther down the page: *telegram*. I don't know what that means, so I'll count that as one word I don't know. Here's a second word I don't know: *amputate*. I'll count that, too. I've reached the end of the page, and there are only two words I don't know. Now I'll ask myself if I understood most of what I read. Yes, I did. That means this is probably a book at the right level for me."

Ask:



**Q** *What did you see me do when I was choosing a book at the right level for me? Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

"I saw you read the title and look at the front and back covers. You thought about whether the book looked interesting."

"Also, you opened the book and read some pages."

"You read a page and counted all the words you didn't know."

"You thought about what you read and asked yourself if you understood it."

Direct the students' attention to the "Choosing a Book at the Right Level" chart and read the title aloud. As volunteers share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below.

### Choosing a Book at the Right Level

1. Look at and read the front and back covers.
2. Read a few pages.
3. Count words you do not know.
4. Check to see if you understand what you read.

#### Teacher Note

You might post the "Choosing a Book at the Right Level" chart in your classroom library for the students to refer to when choosing books during IDR.

Tell the students that you will post the "Choosing a Book at the Right Level" chart where everyone can see it. Explain that the students can refer to it any time they need help choosing a book at the right level to read during IDR.

### **3** Practice Selecting Appropriately Leveled Texts

Organize the students into small groups. Have them bring their current IDR books and sit with their groups. Tell the students that they will now have a few minutes to look through the books they chose earlier and to think about whether these books are at the right levels for them to read independently. Explain that if they decide any books are not right for them, they should put them to the side. In a few minutes, they will have a chance to return these books and choose new books at the right levels.

Give the students a few minutes to look through their books and decide if they are at the right levels. Circulate and provide assistance as needed.

When the students have finished looking through their books, signal for their attention. Distribute one book bin to each group. Have the students return any books they set aside to the bins. Explain that now they will browse quietly through the bins to choose two or three new books at the right levels for them. Remind the students to handle and share the books in a responsible way.

Ask and briefly discuss:

**Q** *What can you do to give each person in your group a chance to choose books from the bin?*

**Students might say:**

"I can take just one book at a time to look at."

"After I take a book, I'll move so that someone else can browse."

"I can put any book that I'm not interested in reading back where I found it."

**Q** *What will you do if someone else is looking at a book that you want to look at?*

**Students might say:**

"I can wait a moment to see if the person puts the book down. Then I can look at it."

"I can look at a different book."

"I can say, 'It's okay. I'll look at that book another time.'"

Have the students browse through the bins and choose two or three books at the right levels for reading independently.

Tell the students that once they have chosen their books, they should begin reading one of them independently. Circulate and observe, helping students as needed.

## 4 Share Books and Reflect

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed as the students were selecting and reading their books. Tell the students that they will have many opportunities to practice selecting and reading books that are at the right levels for them to read during IDR.

Ask and briefly discuss:

**Q** *What book did you choose? Why is it at the right level for you?*

Invite several volunteers to share their books with the class. Encourage them to say more about how they decided that their books were at the right levels for them.

### **ELL Note**

You might provide the prompt "I chose this book because . . ." to your English Language Learners to help them verbalize their answers to this question.

## Mini-lesson 2

# Self-monitoring and Using “Fix-up” Strategies

### ⌚ DO AHEAD

- ✓ Select an appropriately leveled book to use for modeling “fix-up” strategies (see Step 2 and Step 4). Identify in advance passages that you can use to model the strategies, and think about what you will say. For more information, see “About Self-monitoring and Using ‘Fix-up’ Strategies” below.
- ✓ Prepare a sheet of chart paper titled “‘Fix-up’ Strategies” (see Step 3).
- ✓ Be ready to review the “Thinking About My Reading” chart from Unit 1.

#### Materials

- “Thinking About My Reading” chart
- One book for modeling, prepared ahead
- “‘Fix-up’ Strategies” chart, prepared ahead, and a marker

#### In this lesson, the students:

- Review self-monitoring during IDR
- Learn “fix-up” strategies to help them understand what they read
- Practice using “fix-up” strategies with IDR books
- Reflect on using “fix-up” strategies

### ABOUT SELF-MONITORING AND USING “FIX-UP” STRATEGIES

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading the words of a text but are not thinking about and comprehending it. In Unit 1, the students learn questions they can ask themselves to monitor their comprehension as they read. In this mini-lesson, the students review self-monitoring and learn strategies they can use to repair, or “fix,” their comprehension when they do not understand what they have read. These “fix-up” strategies include going back and rereading the text slowly and carefully, reading on to see if there is information that helps them better understand the text, using context clues to figure out the meaning of unfamiliar words or phrases, employing a comprehension strategy such as visualizing or looking at text features, and asking for help.

#### Teacher Note

You might teach this lesson in multiple sessions, modeling one “fix-up” strategy and then allowing the students to practice it during the first session. Repeat the procedure to teach additional “fix-up” strategies at other times.

### 1 Review Self-monitoring and Introduce “Fix-up” Strategies

Gather the class with partners sitting together, facing you. Remind the students that reading books at the right levels helps them become stronger readers. Direct the students’ attention to the “Thinking About My Reading” chart. Review that one way strong readers know if they are reading books that are right for them is by pausing while they read to

ask themselves questions about what they have read and how well they understand it.

## Thinking About My Reading

What is happening in my book?

Do I understand what I am reading?

Do I know what most of the words mean?

Is this book interesting and fun to read?

Tell the students that there might be times when they ask themselves these questions and realize that they do not understand what they have read. Tell the students that today they will learn some “fix-up” strategies—tools that they can use to “fix” their understanding when they realize they do not understand what they have read.

## 2 Model Rereading and Reading Ahead

Explain that one strategy the students can use when they realize they do not understand what they read is to reread and read ahead. Show the front and back covers of the book you have chosen. Read the title and the names of the author and the illustrator aloud. Ask the students to watch and listen as you model reading, pausing to check your understanding, and then rereading and reading ahead to help you understand what you read. Explain that normally we read silently when we read independently, but that you will read this book aloud so that the students can hear what is happening in the book.

### You might say:

“My book is *Crows! Strange and Wonderful* by Laurence Pringle. [Read a passage aloud and then pause.] I’ll ask myself: Do I understand what I’ve read so far? Do I know what most of the words mean? Although I understand most of what I read, there was one confusing part. The author says that ‘the common crow has relatives all over the world,’ and I’m not sure what ‘relatives’ means. What can I do to figure out what it means? First, I’ll go back and reread the passage slowly and carefully. As I reread, I will look for clues to help me figure out what the confusing part is about. [Reread the passage aloud, slowly and carefully.] After reading the passage again, I notice that the author is describing types of crows and where they live. Using that clue, I think that *relatives* might mean ‘other birds who are similar to, or related to, crows.’ That seems to make sense, but to be sure, I’ll read ahead to look for more clues that might help me. [Read a few sentences ahead.] Yes, the next sentence talks about the ‘bird family’ that crows belong to and names birds such as jays and magpies. Now I feel sure that the author is describing other birds that are related to crows. I understand what I’ve read, so I’ll continue reading.”

### 3 Discuss What the Students Noticed and Introduce the “‘Fix-up’ Strategies” Chart

Ask and briefly discuss:

- Q *What did I do when I reread the passage?*
- Q *What did I do when I read ahead?*

**Students might say:**

“When you realized that you didn’t understand something, you went back and reread the passage.”

“You reread the passage really slowly and carefully.”

“You looked for clues in the story to help you understand a word you didn’t know.”

“When you read ahead in the book, you looked to see if there were more clues that might help you.”

As the students share, record their responses on the “‘Fix-up’ Strategies” chart. Be ready to rephrase their responses so that your chart is similar to the example in the diagram below.

#### “Fix-up” Strategies

When you don’t understand what you are reading:

- *Go back and reread slowly and carefully.*
- *Look for clues in the text.*
- *Read ahead to look for more clues or information.*

Direct the students’ attention to the “‘Fix-up’ Strategies” chart and briefly review the strategies. Remind the students that these are some strategies they can use when they realize that they do not understand what they have read.

### 4 Model Using a Reading Comprehension Strategy and Add to the Chart

Tell the students that another “fix-up” strategy they can use when they do not understand what they read is to use one of the comprehension strategies they have learned.

#### Teacher Note

If you are teaching this mini-lesson during Unit 1, prior to the introduction of the “Reading Comprehension Strategies” chart, you might skip Step 4 and wait until a later unit to teach this strategy.

Ask the students to watch and listen as you continue reading from your book, and model using a comprehension strategy to help you understand what you read.

**You might say:**

"I'll continue reading my book. [Read a passage aloud and then pause.] I'll ask myself: Do I understand what I've read? Do I know what most of the words mean? I understand most of what I read, but I'm confused about the several different types of crows described in this passage. How can I help myself understand what I read? I notice some detailed pictures with labels. By studying these text features, I learn that there are three types of crows: the American crow, the fish crow, and the raven. The text features also tell me that the raven is a large bird, the American crow is medium-sized, and the fish crow is smaller. Now I understand what I read about the different types of crows, so I'll continue reading."

Ask and briefly discuss:

**Q** *What did I do when I didn't understand what I read?*

**Students might say:**

"You [used the pictures and labels] to help you understand what you read."

"You [studied pictures with labels, a text feature,] to figure out the confusing part."

"You [used a text feature to help you understand the different types of crows]."

As the students share, record their responses on the "Fix-up" Strategies chart. Be ready to rephrase their responses so that your chart is similar to the example in the diagram below.

## "Fix-up" Strategies

When you don't understand what you are reading:

- Go back and reread slowly and carefully.  
Look for clues in the text.
- Read ahead to look for more clues or information.
- Use a reading comprehension strategy.

### Teacher Note

Model using a comprehension strategy that the students have learned and that is appropriate for the book you have chosen.

## 5 Add “Ask for Help” to the Chart and Prepare to Read Independently

Briefly review the “Fix-up’ Strategies” chart. Tell the students that if they try using these “fix-up” strategies but are still confused about what they are reading, they can ask for help. Add *Ask for help* to the chart.

Explain that if none of these strategies work, the students should consider selecting a different book.

### “Fix-up” Strategies

When you don’t understand what you are reading:

- Go back and reread slowly and carefully. Look for clues in the text.
- Read ahead to look for more clues or information.
- Use a reading comprehension strategy.
- Ask for help.

Ask the students to get their IDR books and find places to sit. Explain to the students that they will read their books silently, pausing to ask themselves the questions on the “Thinking About My Reading” chart. If they realize that they do not understand what they are reading, they will practice using the “fix-up” strategies. Tell them that later they will share their experiences with the class.

## 6 Read Independently and Practice Using “Fix-up” Strategies

Have the students read silently for a few minutes. Remind them to ask themselves the questions on the “Thinking About My Reading” chart and to use “fix-up” strategies as needed. Circulate and observe, assisting students as needed. After a few minutes, signal to let the students know when it is time to stop reading.

**TEKS 6.L.ii**  
Student/Teacher Activity  
Step 6 and Step 7 (all,  
beginning on page 654 and  
continuing on to page 655)

## 7 Reflect on Self-monitoring and Using “Fix-up” Strategies

Ask and briefly discuss:

- Q *What did you notice as you checked your understanding while reading? What questions did you ask yourself?*
- Q *What did you do when you realized that you didn’t understand what you read?*

Review that strong readers pause while reading to check their understanding and use “fix-up” strategies when they realize that they do not understand something they have read. Tell the students that they can refer to the “Thinking About My Reading” chart and the “Fix-up Strategies” chart during IDR or any time they are reading.

# Introducing IDR Conferences

# Mini-lesson 3

## DO AHEAD

- ✓ During this lesson, you will model conferring with a student about a book he is reading independently as the rest of the class observes (see Step 4). Think in advance about the questions you will ask.
- ✓ Make two copies of the “IDR Conference Notes” record sheet for the unit you are currently teaching.

### In this lesson, the students:

- Review procedures and expectations for IDR
- Discuss the importance of IDR conferences
- Learn what happens during an IDR conference
- Practice reading independently
- Reflect on acting responsibly during IDR

### ABOUT IDR CONFERENCES

IDR conferences provide you with opportunities to get to know each student as a reader, talk with individual students about their reading, identify areas of strength, and note areas in which a student needs support. To learn more, see “IDR Conferences” in the Assessment Overview of the *Assessment Resource Book* or view “Setting Up IDR Conferences” (AV29).



### Materials

- Two copies of the “IDR Conference Notes” record sheet for your unit
- “Resource Sheet for IDR Conferences” for your unit, *Assessment Resource Book*

## 1 Gather and Review the Purpose of IDR

Gather the class with partners sitting together, facing you. Remind the students that IDR is a time when each of them reads independently in a book she enjoys. Review that during IDR, the students read books at their own reading levels and practice the reading comprehension strategies they are learning in the *Making Meaning* program. Remind them that the more reading practice they do in books at their independent levels, the stronger they will become as readers.

Tell the students that while they are reading independently, you will meet with one student at a time to talk about the book that he is reading. Explain that these one-on-one meetings are called *conferences* and that today the students will learn more about what happens during a conference.

## 2 Discuss the Importance of IDR Conferences

Explain that during an IDR conference, the students will talk about their books and share whatever thoughts or feelings they have about them. Point out that an IDR conference is also a time when they can share how they feel about themselves as readers. Explain that by conferring with the students about their reading, you can learn about their strengths as readers and talk with them about how they can become even stronger readers.

## 3 Describe an IDR Conference

Tell the students that you will explain what happens during most IDR conferences; afterward, you will model conferring with a student volunteer. Briefly explain what happens during an IDR conference.

### You might say:

"After all of you have chosen books and have begun reading silently, I will ask one student to bring his or her IDR book and confer with me. Let's say that I ask [Leah] to confer with me. She and I will go to a quiet table where we can talk by ourselves. I'll start the conference by asking her to tell me about her book so far. I might also ask why she chose the book and whether or not she likes it. Then I might ask her to read a passage from the book aloud, I might read a passage aloud as she listens, or she and I might take turns reading aloud from her book. Finally, [Leah] and I will talk about the passage and anything else she would like to share about her book."

Tell the students that during an IDR conference, you will write notes to help you remember what book the student is reading and what your discussion is about.

## 4 Model an IDR Conference and Discuss

Tell the students that now you will model an IDR conference. Choose a volunteer and ask her to get her IDR book and sit next to you. Ask the rest of the class to listen respectfully and notice what happens during the conference.

Confer with the student volunteer. As you confer, take notes using an “IDR Conference Notes” record sheet from the unit you are currently teaching (see “Do Ahead”) and refer to the “Resource Sheet for IDR Conferences” as necessary.

After the conference, thank the student volunteer. Ask and briefly discuss:

- Q *What did you notice when [Leah] and I were conferring about this book?*
- Q *What questions do you have about IDR conferences?*

## 5 Discuss Expectations During IDR Conferences

Remind the students that while you are conferring with individual students, the rest of the class will be reading their books independently. Briefly review your expectations for the students during this time.

**You might say:**

“While I am conferring with a student, I expect you to read silently to yourself until I signal for you to stop reading. I also expect you to stay seated and to not walk around the classroom. Finally, please try not to interrupt me as I’m conferring with another student.”

Ask:

- Q *What might you do if you have a question while I am conferring with another student?*

**Students might say:**

“If I have a question, I can quietly ask my partner.”  
“I can write down my question so that I remember it for later.”  
“I can ask you my question later.”

- Q *What might you do if you are having problems with the book you’re reading or if you need a new book?*

**Students might say:**

“If I’m having problems with my book, I can quietly ask my partner.”  
“I can reread the part of the book that is giving me problems.”  
“I can choose another book at my reading level to read.”

Tell the students that they will practice reading independently while you confer with another student. Ask them to keep these expectations in mind as they read.

### Teacher Note

Record your observations on an “IDR Conference Notes” record sheet and refer to the “Resource Sheet for IDR Conferences” as necessary.

## 6 Practice Reading Independently and Reflect

Have the students get their IDR books and begin reading independently. After the students have settled into their reading, select a student to confer with.

After you have completed the conference, signal for the students’ attention. Facilitate a brief discussion about how the students acted responsibly while you were conferring. Ask questions such as:

- Q *What did we do well when we read independently?*
- Q *What can we do to make sure independent reading and IDR conferences go smoothly?*

## Mini-lesson 4

## Reading with Expression

### DO AHEAD

- ✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will model reading aloud “Excerpt from *A Bad Case of Stripes*” (WA1). Practice reading the excerpt both with and without expression and attention to the characters’ emotions (see Step 3).
- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print a class set of “Excerpt from *A Bad Case of Stripes*” (BLM1).
- ✓ Collect a variety of fiction books at various levels that the students can use to practice reading with expression (see Step 6).

### Materials

- *A Bad Case of Stripes* from Unit 1
- “Excerpt from *A Bad Case of Stripes*” chart (WA1)
- Class set of “Excerpt from *A Bad Case of Stripes*” (BLM1)

### In this lesson, the students:

- Hear part of a familiar book read aloud fluently
- Discuss how paying attention to characters’ personalities and emotions helps them read fluently
- Practice reading aloud with expression and attention to characters’ personalities and emotions
- Work responsibly in pairs
- Reflect on the importance of reading fluently

## ABOUT READING FLUENCY

*Fluency* is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

### 1 Review *A Bad Case of Stripes*

Gather the class with partners sitting together, facing you. Show the cover of *A Bad Case of Stripes* and read the title and the name of the author aloud. Remind the students that they heard this book earlier. Page through the book, showing the illustrations to help the students recall the story. Ask and briefly discuss:

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

#### Students might say:

"It's about a girl named Camilla. She is always worried about what other people think of her."

"Camilla loves lima beans, but she pretends to hate them because she doesn't want the kids at school to think that she's strange."

"On the first day of school, Camilla gets a bad case of stripes. No one knows what to do. Camilla tries lots of different medicines, but she keeps getting worse."

"Finally Camilla says that she does like lima beans. When she eats some, the stripes go away."

If necessary, briefly review the story. Tell the students that today you will read part of *A Bad Case of Stripes* aloud and that you would like them to listen carefully to how you read the words of the story.

### 2 Introduce the Excerpt

Show pages 3–4 of the book and explain that this is the part of the story in which Camilla discovers that she is covered in stripes. Display the "Excerpt from *A Bad Case of Stripes*" chart (WA1), and tell the students that this is an excerpt from the pages of the story you just showed them.

#### Teacher Note

You might teach this lesson in multiple sessions, teaching Steps 1–4 during the first session and Steps 5–6 at another time.

**TEKS 4.A.ii**

Student/Teacher Narrative  
Step 3 on page 660 and Step 6  
on page 663

Explain that you will read the excerpt aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

### 3 Read the Excerpt With and Without Expression and Discuss

Read the excerpt aloud twice. The first time you read, read expressively and let your voice reflect the characters' personalities and emotions. The second time you read, do not read expressively.

After you have read the excerpt aloud twice, ask:

**Q** *What did you notice about the two ways I read the excerpt?*

**Students might say:**

"The first time you read it, it was more exciting."

"The first time, you made your voice sound upset when Camilla was talking, like she couldn't believe what happened to her."

"I noticed that you made Mrs. Cream sound different from Camilla the first time you read."

"The second time, I noticed that you read all the words the same way. It wasn't as interesting. It also wasn't as easy to understand what was happening."

Tell the students that the first time you read, you paid attention to the characters' personalities (what they are like as people) and their emotions (feelings).

Direct the students' attention to the "Excerpt from *A Bad Case of Stripes*" chart. Point to the sentences "'Oh my heavens!' she cried. 'You're completely covered with stripes!'" Explain that when Mrs. Cream first sees Camilla, she screams and is completely surprised by her daughter's stripes, so you read that part in a loud, surprised voice to express Mrs. Cream's feelings.

Point to the sentences "Mrs. Cream felt Camilla's forehead. 'Do you feel all right?' she asked." Explain that in this part of the excerpt, Mrs. Cream is worried about Camilla's health, so you made your voice express her concern and anxiety. Tell the students that when you pay attention to the characters' emotions and personalities and express them in your reading, we say you are reading with *expression*, or feeling.

Explain that reading with expression helps you read fluently. When you read *fluently*, you read in a way that makes a story interesting and easy for listeners to understand. Tell the students that fluent readers use their voices to show the personality of a character, or what the character is like, and how he or she is feeling.

Point out that during your second reading of the excerpt, you did not read with expression, which made the excerpt less interesting and more difficult for listeners to understand.

## 4 Reread the Excerpt with Stops and Discuss

Direct the students' attention back to the "Excerpt from *A Bad Case of Stripes*" chart. Tell the students that you will reread the excerpt and that you will stop twice during the reading to discuss what the students noticed about the way you read the excerpt. Ask them to follow along as they listen and to think about Camilla's and Mrs. Cream's personalities and how they are feeling. Read the excerpt aloud expressively, letting your voice reflect the characters' personalities and emotions as you read and stopping as described below.

Stop after:

"'I feel fine,' Camilla answered, 'but just look at me!'"

Ask and briefly discuss:

**Q** *How do you think Camilla is feeling in this part of the excerpt? How did the way I read the words help you know that?*

**Students might say:**

"I think Camilla is feeling confused and upset. You made your voice sound really upset when you read Camilla's words."

"In addition to what [Louise] said, you made your voice sound scared and worried, too. Camilla is someone who worries a lot about what other people think, and I could hear that in your reading."

Reread the last line before the stop and continue reading the excerpt.

Stop after:

"'You get back in bed this instant,' her mother ordered."

Ask and briefly discuss:

**Q** *How do you think Mrs. Cream is feeling in this part of the excerpt? How did the way I read the words help you know that?*

**Students might say:**

"I think Mrs. Cream has made a decision. You read the words in a voice that sounded like Mrs. Cream has made up her mind that Camilla is really sick and needs help."

"I think Mrs. Cream might be like Camilla—she worries what other people will think about Camilla's weird stripes. The way you read the words made me think that."

Continue reading to the end of the excerpt. After the reading, review that you read the excerpt with expression—using your voice to express the characters' personalities and how they are feeling. Point out that you paid attention to the words in the excerpt that describe how the characters speak, such as *screamed*, *cried*, and *ordered*, and that you used those words to make your reading expressive. Underline *screamed*, *cried*, and *ordered* on the chart.

### Teacher Note

You might explain that fluent readers also use punctuation marks to help them read expressively. Point out the sentences "'You're completely covered with stripes!'" and "'[J]ust look at me!'" in the excerpt. Explain that readers put emotion, such as excitement, anger, or fear, into their voices when they read a sentence that ends with an exclamation point. Point to the question mark in the sentence "'Do you feel all right?'" in the excerpt, and explain that readers should also read a sentence that ends with a question mark as though they are actually asking a question.

### Teacher Note

If your students have experience with partner reading, you might consider skipping the modeling in this step.

Review that when fluent readers read aloud to others or to themselves, they use their voices to express the characters' personalities and how they are feeling. Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

## 5 Model Partner Reading and Have the Students Practice Reading with Expression

Distribute a copy of "Excerpt from *A Bad Case of Stripes*" (BLM1) to each student. Explain that the students will take turns reading the excerpt aloud to each other in pairs.

Ask the students to watch and listen as you model reading with a partner. Choose a volunteer to be your partner and ask him to sit next to you. Tell the students that you will read the first two paragraphs of the excerpt aloud with expression and that your partner will follow along on his copy of the excerpt and listen carefully. Then have your partner read the same part of the excerpt aloud as you follow along and listen carefully.

Point out that you and your partner read aloud slowly and clearly, followed along with the words in the excerpt, and listened carefully. Remind the students to pay attention to what the characters are like and how they are feeling to help them read expressively.



Have partners take turns reading the entire excerpt aloud to each other. Circulate and assist students as needed. After partners have taken turns reading the excerpt, ask and briefly discuss:

**Q** *What did you notice about your reading when you read the excerpt with expression?*

#### Students might say:

"I slowed down because I was paying more attention to the characters' feelings and thinking about how to express them in my reading."

"As I read, I changed my voice so that what Camilla says sounded different from what her mother says."

**Q** *What did you notice about how your partner read?*

#### Students might say:

"When my partner was reading, I could really tell the difference between the characters."

"I noticed that her reading was fun to listen to. I liked it."

If time permits, you might invite a few volunteers to read the excerpt aloud to the class.

## 6 Read IDR Books with Expression and Discuss

Have the students get their IDR books and sit with their partners. Ask each student to take a few minutes to look through his book and find one or two pages in which a character is feeling happy, sad, angry, curious, confused, or another emotion. Then have the students read their chosen pages silently, paying attention to the characters' feelings and personalities. Circulate and assist students as needed.



After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other with expression. Ask the students to read in voices that are loud enough for them and their partners to hear, but not so loud that their classmates cannot hear themselves read.

After partners read their pages aloud to each other, ask and briefly discuss:

**Q** *What did you like about hearing your partner read his or her book with expression?*

### Students might say:

"I liked the way my partner changed his voice to make the character sound very happy when he was reading."

"I liked it when my partner used different voices for each character's words."

"I liked it because it made the book sound more interesting. It helped me understand how the character feels."

Remind the students that reading with expression is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Encourage the students to practice reading with expression when they read during IDR or any time they are reading.

### Teacher Note

If a student does not have a fiction IDR book, allow her to select one from the fiction books you collected in advance.

**DO AHEAD**

- ✓ Consider pairing English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will use the “Excerpt from *Shattering Earthquakes*” chart (WA2) to model reading aloud. Practice reading the excerpt aloud both with and without meaningful phrasing and attention to the natural rise and fall of your voice (see Step 3).
- ✓ During this lesson, you will use the “Excerpt from *Shattering Earthquakes*” chart (WA2) to model chunking, marking it up to indicate how you might read it aloud with meaningful phrasing. Think in advance about how you will mark up the excerpt (see Step 4).
- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print a class set of “Excerpt from *Shattering Earthquakes*” (BLM2).
- ✓ Collect a variety of nonfiction books at various levels that the students can use to practice reading in meaningful phrases (see Step 7).

**Materials**

- *Shattering Earthquakes* from Unit 2
- “Excerpt from *Shattering Earthquakes*” chart (WA2)
- Class set of “Excerpt from *Shattering Earthquakes*” (BLM2)

**In this lesson, the students:**

- Hear part of a familiar nonfiction book read aloud fluently
- Discuss how grouping words into meaningful phrases helps them read fluently
- Practice reading aloud in meaningful phrases
- Work responsibly in pairs
- Reflect on the importance of reading fluently

**ABOUT READING FLUENCY**

*Fluency* is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency, such as automatic word recognition, meaningful phrasing, pausing for punctuation, and reading with expression, can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

## 1 Review *Shattering Earthquakes*

Gather the class with partners sitting together, facing you. Show the cover of *Shattering Earthquakes* and read the title and the names of the authors aloud. Remind the students that they heard this nonfiction book earlier. Page through the book, and show the photographs and illustrations to help the students recall what they learned. Ask and briefly discuss:

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

### Students might say:

"It's all about earthquakes. It tells what they are and how they happen."

"I remember learning that many earthquakes happen each year. Most are so small that people can't feel them."

"In addition to what [Ramesh] said, I remember seeing photos of different places after earthquakes happened. There were big cracks in the roads and buildings that had fallen down."

"I remember learning that Earth's surface is made of big rocky plates. Earthquakes can sometimes happen when plates push against each other and then suddenly move and shake."

If necessary, briefly review the book. Tell the students that today you will read part of *Shattering Earthquakes* aloud and that you would like them to listen carefully to how you read the words in the book.

## 2 Introduce the Excerpt

Show page 4 of the book, and tell the students that this section explains what an earthquake is. Display the "Excerpt from *Shattering Earthquakes*" chart (WA2), and point out that this is an excerpt from the page of the book you just showed them.

Explain that you will read the excerpt aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

### Teacher Note

You might teach this lesson in multiple sessions, teaching Steps 1-5 during the first session and Steps 6-7 at another time.

**TEKS 4.A.i**

**Student/Teacher Narrative**

**Step 3**

(second, third, and fourth paragraphs, first Teacher Note in green margin, and "Students might say" note)

**Teacher Note**

Students who do not read fluently may use rushed or halted phrasing. Having the students hear and discuss examples of proper and improper phrasing helps build their awareness of what fluent reading sounds like.

**TEKS 4.A.iii**

**Student/Teacher Narrative**

**Step 4 and Step 5**

(all, beginning on page 666 and continuing on to page 667)

**Teacher Note**

We suggest using single slash marks to indicate shorter pauses that occur mid-sentence and double slash marks to indicate longer pauses at the end of sentences.

**3 Read the Excerpt With and Without Attention to Phrasing and Discuss**

Read the excerpt aloud twice. The first time you read, read smoothly, grouping words into logical, meaningful phrases and allowing the natural rise and fall of your voice to reflect the phrasing.

The second time you read, group words and phrases in ways that are illogical and unnatural, and read in a choppy manner, rushing some words and phrases while reading others in a halting, word-by-word fashion. Keep the pitch of your voice relatively flat.

After you have read the excerpt aloud twice, ask:

**Q** *What did you notice about the two ways I read the excerpt?*

**Students might say:**

"The first time, your reading sounded smooth. It was easy to understand, like you were talking to us."

"The second time, you kept stopping in places that sounded strange. Sometimes you read the words too fast."

"I agree with [Leilani]. The second time you kept starting and stopping in weird places."

"The second time, I couldn't understand what you were reading."

Tell the students that the first time you read the excerpt, you grouped words together into phrases that made sense in the excerpt and that sounded natural, as if you were talking. Explain that grouping words together into meaningful phrases when you read is called *chunking* and that this is something fluent readers do. Tell the students that chunking can make their reading smoother, more natural sounding (like speech), and easier for readers to understand.

Point out that during your second reading, you did not think about chunking, or grouping, words into meaningful phrases; instead, you focused on just one word at a time and did not think about its meaning in the excerpt as you read. Explain that this made your reading less fluent—or slow and choppy in some parts of the excerpt and rushed in other parts. It also made your reading more difficult for listeners to understand.

**4 Model Chunking the Excerpt**

Direct the students' attention back to the "Excerpt from *Shattering Earthquakes*" chart. Tell them that you will think aloud and model chunking the excerpt so that it makes sense and sounds natural when you read it aloud. Explain that as you read, you will insert slashes to show which groups of words you might chunk into meaningful phrases.

**You might say:**

"I will read the first sentence aloud and think about how to chunk it in a way that makes sense and sounds natural, as if I were talking. I'll try putting a single slash after the word *reading* because I think that I might pause there in the sentence. Since this pause is very short, I used just one slash. I'll put double slash marks at the end of the sentence after the period because that's where I pause for long enough to let listeners know that the sentence has ended. Now I'll read the sentence aloud: 'Imagine you are reading/ at a table./.'/ Listening to myself read the sentence, I think it sounds choppy. I don't think that I naturally pause after the word *reading*. I think the sentence might sound better if I read it as one chunk. I'll try that instead: 'Imagine you are reading at a table./.'/ Yes, that sounds more natural to me.

Now I'll read the next sentence aloud and think about chunking it in a way that makes sense. I'll try this: 'You notice that the clock and your glass are beginning to wobble./.'/ But listening to myself read, I notice that I actually pause very briefly after the phrase *You notice*. I'll put a single slash after the word *notice* and try reading the sentence again: 'You notice/ that the clock and your glass are beginning to wobble./.'/ Now the sentence sounds less rushed and more natural to me.

I'll try chunking the next sentence like this: 'Then/ you hear/ a rumbling sound, like an airplane flying above the house./.'/ I don't think that sounds natural. The first half of the sentence sounds choppy, and the second half sounds rushed. I don't need all those pauses in the first half, and I think I'll try paying more attention to the comma in the second half. I'll chunk the sentence differently this time and use the comma as a clue: 'Then you hear a rumbling sound,/ like an airplane flying above the house./.'/ That sounds better to me. I think reading the sentence like that makes it easier for listeners to understand."

Continue thinking aloud and modeling to the end of the excerpt. As you model, invite volunteers to suggest ways to chunk sentences and discuss their thinking with the class.

## 5 Reread the Excerpt with Attention to Phrasing and Discuss

Tell the students that you will reread the chunked excerpt fluently. Ask them to follow along as they listen and to think about what they notice about your reading.

Reread the marked-up "Excerpt from *Shattering Earthquakes*" chart fluently, attending to phrasing and allowing the natural rise and fall of your voice to reflect the phrasing.

Ask and briefly discuss:

**Q** *What did you notice about the chunked words on the chart?*

### Teacher Note

To ensure that your reading sounds natural and fluent, we suggest that you do not over-emphasize the brief (single-slash) pauses that occur mid-sentence and do not coincide with commas. Instead, use the natural rise and fall of your voice to subtly indicate these very short pauses.

### Teacher Note

You might point out that you changed your voice, letting it go slightly up or slightly down, as you read the chunked words. Tell the students that this is something fluent readers often do and that it is part of what makes their reading sound natural, like speech. Encourage the students to experiment with changing the pitch of their voices as they read aloud later in the lesson.

### Teacher Note

If your students have experience with partner reading, you might consider skipping the modeling in this step.

#### TEKS 4.A.i

Student/Teacher Activity  
Step 6 and Step 7  
(all, beginning on page 668 and continuing on to page 669)

#### TEKS 4.A.iii

Student/Teacher Activity  
Step 6  
(all, beginning on page 668 and continuing on to page 669)

#### Students might say:

"I noticed that some chunks were short and only had a few words. Other chunks were longer."  
"I noticed that whenever there is a comma or a period, there is a slash."

If necessary, point out that some chunks have just a few words while other chunks have more words. Explain that the length of each chunk depends on the meaning of the words, whether the words sound natural when they are chunked together, and the presence of punctuation such as commas and periods. Then ask:

**Q** *What did you notice about my voice as I read?*

#### Students might say:

"Your reading sounded like you were talking."  
"I noticed that you paused when you reached a slash. When you reached a double slash mark, you paused longer."  
"I noticed that when you got to the end of a chunk, you stopped for a second. Sometimes your voice got lower at the end of a chunk."

Explain that when fluent readers read aloud, they may try chunking a sentence in several different ways and then ask themselves which way makes sense and sounds the most like regular speech.

## 6 Model Partner Reading and Have the Students Practice Reading with Attention to Phrasing

Distribute a copy of "Excerpt from *Shattering Earthquakes*" (BLM2) to each student. Tell the students that they will take turns reading the excerpt aloud to each other in pairs.

Ask the students to watch and listen as you model reading with a partner. Choose a volunteer to be your partner and ask him to sit next to you. Tell the students that you will read the first paragraph of the excerpt fluently, grouping the words into meaningful phrases, and that your partner will follow along on his copy of the excerpt and listen carefully. Then have your partner read the first paragraph of the excerpt aloud as you follow along and listen carefully.

Point out that you and your partner read aloud slowly and clearly, followed along with the words in the excerpt, and listened carefully. Remind the students to pay attention to how they and their partners group the words into meaningful phrases or chunks.



Have partners take turns reading the entire excerpt aloud to each other. Circulate and assist students as needed. After partners have taken turns reading the excerpt aloud to each other, ask and briefly discuss:

**Q** *What did you notice about your reading when you grouped the words into chunks?*

**Students might say:**

"I noticed that my reading sounded smoother."

"As I read, I tried to think about how to chunk words in ways that made sense and sounded like talking."

"I let my voice go up and down as I read, and it sounded better."

"I noticed that I didn't rush through my reading. I slowed down, and it sounded better."

**Q** *What did you notice about how your partner read?*

**Students might say:**

"When my partner was reading, I could really understand what was happening in the story."

"I noticed that her reading was easy to listen to. I liked it."

If time permits, you might invite a few volunteers to read the excerpt aloud to the class.

## **7** Read IDR Books with Attention to Phrasing and Discuss

Have the students get their IDR books and sit with their partners. Ask each student to take a few minutes to look through his book and find a passage he is interested in reading. Then have the students read their chosen passages silently, paying attention to how they might chunk the words into meaningful phrases. Circulate and assist students as needed.



After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other, chunking the text as they read. Ask the students to read in voices that are loud enough for them and their partners to hear, but not so loud that their classmates cannot hear themselves read. Tell partners to listen carefully to each other because you will ask them to share what they noticed with the class.

After partners read their pages aloud to each other, ask and briefly discuss:

**Q** *What did you notice when you were reading and chunking the words into meaningful phrases?*

**Q** *What did you notice about how your partner read?*

Remind the students that chunking, or grouping words into meaningful phrases when they read, is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Encourage the students to practice chunking when they read during IDR or any time they are reading.

### **Teacher Note**

If a student does not have a nonfiction IDR book, allow her to select one from the nonfiction books you collected in advance.

**Materials**

- “Let’s Race” chart (WA3)
- Class set of “Let’s Race” (BLM3)
- “Word-analysis Strategies” chart, prepared ahead, and a marker

**Teacher Note**

You might teach this lesson in multiple sessions, teaching Steps 2 and 3 and allowing the students to practice those strategies during the first session, and then teaching the remaining steps of the lesson at another time.

**DO AHEAD**

- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print a class set of “Let’s Race” (BLM3).
- ✓ Prepare a sheet of chart paper with the title “Word-analysis Strategies.” See Step 3.

**In this lesson, the students:**

- Learn word-analysis strategies to figure out the meanings of unfamiliar words
- Practice word-analysis strategies during IDR
- Reflect on using word-analysis strategies

**ABOUT WORD-ANALYSIS STRATEGIES**

During this lesson, the students are introduced to word-analysis strategies they might use to help them determine the meanings of unfamiliar words when reading independently. At grade 4, the lesson focuses on using a known prefix or suffix and base word, using known Greek or Latin roots, and using context clues to verify that a meaning makes sense. If you have introduced your students to word-analysis strategies during small-group reading instruction that are different from those suggested here, you can adapt this lesson to reflect your earlier instruction.

**1 Introduce Using Word-analysis Strategies**

Gather the class with partners sitting together, facing you. Remind the students that they are reading books independently during IDR to help them become stronger readers.

Tell the students that while they are reading independently, they might come across *unfamiliar* words, or words whose meanings they do not know. Explain that today the students will learn strategies to help them *analyze*, or carefully study, unfamiliar words to figure out their meanings.

**2 Model Identifying Prefixes, Suffixes, and Base Words**

Display the “Let’s Race” chart (WA3), and distribute a copy of “Let’s Race” (BLM3) to each student. Read the title aloud and explain

that this is a fictional passage about a young bicyclist. Tell the students that you will read the passage aloud. Ask them to follow along as you read and to notice what you do when you come to unfamiliar words in the passage.

Read the first paragraph of “Let’s Race” aloud slowly and clearly. Pause when you come to the word *awkwardly* and circle it on the chart. Model figuring out its meaning by identifying a known suffix and base word.

**You might say:**

“Here’s an unfamiliar word. What can I do to figure out what it means? I’ll begin by looking carefully to see if I recognize any parts of the word. Yes, this word has an ending I recognize: *-ly*. This is a *suffix*, a letter or group of letters that is added to the end of a word to make another word. I know that the suffix *-ly* means ‘in a certain way.’ Do I recognize any other parts of the word? Looking again, I see that the remaining part is actually the word *awkward*, which means ‘clumsy.’ So this unfamiliar word is the word *awkward* combined with the suffix *-ly*. Together they make the word *awkwardly*, which means “in an awkward or clumsy way.” Does that meaning make sense in the passage? I’ll reread to see if it does. Yes, it does make sense because Trevon almost bumped into the rider next to him as he stopped. That sounds like an awkward or clumsy thing to do.”

Read the rest of the first paragraph and continue on to the second paragraph of the passage. Pause when you come to the word *inactivity* and circle it on the chart. Model figuring out its meaning by identifying a known prefix and base word.

**You might say:**

“Here’s another unfamiliar word. I’ll look carefully at it to see if I recognize any parts of the word. First I notice the letters *in-* at the beginning. These letters form a *prefix*, a letter or group of letters added to the beginning of a word to make another word. I know the prefix *in-* can mean ‘not’ or ‘no.’ Do I recognize any other parts of the word? Yes, I recognize *activity*. *Activity* means ‘movement or being active,’ and so I think *inactivity* probably has the opposite meaning: ‘no movement’ or ‘not being active.’ Does that make sense when I reread the paragraph? Yes, because it says this is Trevon’s first race in months. He fell off his bike back in March and hasn’t been active since then.”

Continue reading the second paragraph. Pause when you come to the words *nervously* and *indecisive*, and circle them on the chart. Model figuring out the meaning of each word by identifying a known prefix or suffix and base word.

**You might say:**

"Here's another unfamiliar word: *nervously*. I'll look carefully at it to see if I recognize any parts of the word. First I notice the suffix *-ly*, which means 'in a certain way.' Then, looking at the rest of the word, I recognize *nervous*. *Nervous* means 'worried' or 'anxious,' and so I think that *nervously* must mean 'in a nervous or worried way.' Does that make sense when I reread the sentence? Yes, because Trevon is feeling scared and anxious about competing in the race. It makes sense that he would ask himself this question in a nervous, worried way.

This word is unfamiliar to me, too: *indecisive*. Do I recognize any parts of the word? I notice the prefix *in-*, which means 'not' or 'no.' Then, looking at the rest of the word, I recognize *decisive*. When a person is decisive, it means she can make decisions easily. Based on this, I think *indecisive* means 'not able to make decisions easily.' Does that make sense when I reread? Yes, because Trevon is feeling very unsure. He is having trouble deciding whether or not he wants to race."

### 3 Discuss the Modeling and Introduce the "Word-analysis Strategies" Chart

After you have read the first two paragraphs, ask and discuss:

 **Q** *What did I do to analyze the unfamiliar words and figure out their meanings? Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Word-analysis Strategies" chart and read the title aloud. Have a few volunteers share their thinking with the class.

**Students might say:**

"First, you looked carefully at each word. You asked yourself if you recognized any parts of the word."

"When you looked at *awkwardly*, the first part you recognized was the suffix *-ly*. When you looked at *inactivity*, you recognized the prefix *in-*."

"You used the parts you recognized to figure out the unfamiliar word's meaning. Then you asked yourself if the meaning made sense in the sentence."

As the students share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram on the next page. If necessary, review the strategies you used to figure out the meanings of the unfamiliar words.

#### Teacher Note

If you are teaching the vocabulary lessons, you might remind the students of other prefixes and suffixes they have learned or vocabulary words that contain familiar base words.

## Word-analysis Strategies

Look carefully at the word. Ask yourself:

- Do I recognize any parts of the word?
- Look for a prefix or suffix you know.
- Look at the part of the word to which the prefix or suffix is added. Ask yourself: Is this part a word I recognize? Do I know its meaning?
- Use what you know about the parts of the word to figure out its meaning.
- After you have figured out the meaning of the word, reread the sentence(s). Ask yourself: Does the meaning make sense?

### 4 Model Identifying a Root and Add to the Chart

Tell the students that you will continue reading the passage. Ask them to continue noticing what you do when you come to unfamiliar words.

Read the third paragraph of “Let’s Race” aloud. When you reach the word *circuit*, point to it and tell the students that this word is unfamiliar to you. Circle it on the chart, and model figuring out the meaning of the word by identifying a known root.

#### You might say:

“This word is unfamiliar to me. As I did before, I’ll look to see if I recognize any parts of the word. I recognize *circ*, which is a root—a word or part of a word that’s used to make other words. I know that *circ* is a root that came to English from Latin, a language that was spoken by the people of ancient Rome. *Circ* means ‘circle’ or ‘ring.’ I can use what I know about the meaning of this root, combined with clues from the surrounding sentences, to figure out what *circuit* means. During the race, the riders go around a circuit. Knowing that *circ* means ‘circle’ or ‘ring,’ I think that a *circuit* is probably a circular racecourse or track. Does that make sense when I reread this part of the passage? Trevon’s friend Max says, ‘You go once around the circuit, and that’s it. Just one loop.’ A loop is round like a circle or a ring, so I think this meaning of *circuit* makes sense.”

### Teacher Note

You will add an additional strategy to the chart in Step 4. Leave space in your chart to do this, as shown in the sample diagram.

**TEKS 3.C.iii**  
Student/Teacher Narrative  
Step 4 and Step 5  
(all, beginning on page 673 and  
continuing on to page 675)

After you have read the third paragraph, ask and briefly discuss:



**Q** *What did I do to figure out the meaning of circuit? Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Word-analysis Strategies" chart. Have a few volunteers share their thinking with the class.

**Students might say:**

"First you looked carefully at the word *circuit* to see if you recognized any parts of it."

"You recognized a root, *circ*. You knew the meaning of *circ* was 'circle' or 'ring.'"

"You used the meaning of *circ* and clues in the passage to figure out the meaning of *circuit*."

"After you figured out the meaning, you asked yourself if it made sense in the passage, and it did."

### Teacher Note

If you are teaching the vocabulary lessons, you might remind the students of other Greek or Latin roots they have learned.

Using the students' responses, add a strategy about recognizing roots to the chart. Be ready to paraphrase so that your chart is similar to the example in the diagram below.

### Word-analysis Strategies

Look carefully at the word. Ask yourself:

- Do I recognize any parts of the word?
- Look for a prefix or suffix you know.
- Look at the part of the word to which the prefix or suffix is added. Ask yourself: Is this part a word I recognize? Do I know its meaning?
- Ask yourself: Does this word contain a root? Do I know its meaning?
- Use what you know about the parts of the word to figure out its meaning.
- After you have figured out the meaning of the word, reread the sentence(s). Ask yourself: Does the meaning make sense?

Briefly review the chart, pointing to each strategy as you read it. Remind the students that these are things they can do to figure out words they do not know when they are reading independently.

## 5 Have Partners Practice the Strategies

Tell the students that now partners will read the last three paragraphs of the passage together using their copies of “Let’s Race” (BLM3). Remind the students that if they come across an unfamiliar word, they can use the ideas on the “Word-analysis Strategies” chart to figure out its meaning.



Give partners a few minutes to read and discuss the last three paragraphs. Circulate and observe, assisting students as needed.

When most students are finished, signal for their attention. Have one or two volunteers take turns reading the final paragraphs aloud. Then discuss as a class:

- Q *Did you and your partner come across an unfamiliar word? If so, what was the word?*
- Q *What did you do to figure out the meaning of the word?*

### Students might say:

“We looked carefully at the word to see if we recognized any parts of it.”

“We looked for a prefix or suffix to see if we could find one that we recognized. We noticed the prefix *in-* in the word *invisible* and the suffix *-ly* in *mysteriously*.”

“Recognizing the root *circ* in the word *encircled* helped us figure out the word’s meaning. Then we reread the sentence to make sure the meaning made sense.”

As volunteers share, point out the strategies they used on the “Word-analysis Strategies” chart.

## 6 Practice Using Word-analysis Strategies During IDR

Ask the students to get their IDR books and find places to sit. Explain that they will read quietly for a few minutes. Encourage the students to use the strategies on the chart to help them figure out the meanings of unfamiliar words in their books. Explain that later they will have a chance to share any strategies they used with the class.

Have the students read their IDR books quietly for a few minutes. Circulate and assist students as needed.

### Teacher Note

If the students do not identify any unfamiliar words, point to and circle the word *gradually* on the chart. Ask and briefly discuss, “What might you do if you come to this word and you don’t know what it means?” In the same way, you might discuss some of the following words in the final paragraphs: *injustice*, *passionately*, *invisible*, *circus-like*, *mysteriously*, *encircled*.

## 7 Reflect on Using Word-analysis Strategies

Signal for the students' attention. Ask and briefly discuss:

**Q** *Were there any words in your book that were unfamiliar to you? What did you do to figure out their meanings?*

Tell the students that using word-analysis strategies to figure out the meanings of unfamiliar words will help them become stronger readers and better understand and enjoy books.

Tell the students that they can refer to the “Word-analysis Strategies” chart when they read during IDR or any time they are reading.

# Appendix B

## TECHNOLOGY MINI-LESSONS

### Navigating Safely Online

### Mini-lesson 1

#### DO AHEAD

- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the digital citizenship family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prepare a sheet of chart paper with the title “Our Digital Citizenship Contract” and the class rules for staying safe online (see Step 4).
- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use computers. Be prepared to review the policy with the students in Step 4.
- ✓ (Optional) You might set up a class website and create an online version of the “Our Digital Citizenship Contract” chart and other useful lists or information.

#### In this lesson, the students:

- Work in pairs
- Learn and use the term *digital citizen*
- Compare staying safe online to staying safe in the real world
- Reflect on class rules for staying safe online

#### ABOUT DIGITAL CITIZENSHIP LESSONS

In Technology Mini-lessons 1-3, the students think about and discuss how to use the Internet in safe, secure, and respectful ways. The lessons culminate in the students signing “Our Digital Citizenship Contract,” which lists rules and agreements for responsible online behavior at school. After each lesson, the students are encouraged to share what they learned with their families and to create similar rules and agreements for online behavior when not at school. If possible, plan to teach all three digital citizenship lessons in order before the students do projects that involve online work.

#### Materials

- “Our Digital Citizenship Contract” chart, prepared ahead, and a marker
- Copy of the digital citizenship family letter (BLM1) for each student

## 1 Gather and Discuss Going Online

Gather the class with partners sitting together, facing you. If possible, have current *Making Meaning* partners work together. Tell the students that during the school year, they will have opportunities to use the Internet in various ways. Remind them that the Internet is a worldwide network of computers that millions of people use every day to search for information, visit websites, and send e-mail. Using the Internet, or going online, connects the students to the world and allows them to find interesting facts and information. Ask and briefly discuss:

**Q** *What kinds of things do you like to do online?*

## 2 Introduce Digital Citizenship

Tell the students that just as they need to be responsible citizens in real life by following rules and treating people well, they also need to be responsible citizens when they are online. When they go online to connect with people or to find information, they are participating in a kind of community. Being responsible and making good choices in this community is known as being a *good digital citizen*. Tell the students that one way to be a good digital citizen is to follow certain online safety rules.

## 3 Compare Staying Safe Online to Staying Safe in the Real World

Explain that staying safe when going online can be similar to staying safe in the real world. Ask the students to listen as you describe the following scenario aloud:

“Marco wants to go to his friend Leo’s house to play. He and Leo live in the same neighborhood and Marco knows how to get there, so he asks for permission to walk there on his own. Marco’s mom says yes and reminds him to stay safe and be careful.”

Point out that Marco asks for permission before he walks to Leo’s house. This helps him stay safe because his mom knows where he is going. Ask and briefly discuss:

**Q** *What might Marco do to stay safe while walking to Leo’s house? How will that keep him safe?*

**Students might say:**

"Marco should walk on sidewalks and look both ways before crossing the street."

"Marco should go straight to Leo's and not stop anywhere else along the way. That way he won't get lost."

Then use "Think, Pair, Share" to discuss:



**Q** *How might going online be similar to going for a walk in your neighborhood?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

"You can visit a lot of different places when you go online, and there might be places that aren't safe to go to."

"The Internet is a really big place, and it's easy to get lost if you don't know where you're going."

"You don't want to talk to people you don't know."

If the students do not mention it, point out that there are countless numbers of websites on the Internet, so it is important to know what to look for and what to avoid. Explain that just as it is important to know where to turn when walking to a friend's house, it is important to know which websites are safe to visit and which ones should be avoided. Just as you would not share private information with people you do not know on a walk to a friend's house, it is important that you do not share private information with people you do not know online. Point out that just as you would tell an adult if you noticed anything suspicious on a walk, it is important to tell an adult if you notice anything suspicious online. It is also important to ask for help whenever you need it.

## 4 Introduce Class Rules for Staying Safe Online

Explain that this year the students will have opportunities to go online at school and that today they will discuss the rules they need to follow to stay safe. Post the chart titled "Our Digital Citizenship Contract" where everyone can see it, and read each rule to the class.

### Teacher Note

You may want to give the students specific examples of ways they will use the Internet at school this year.

### Teacher Note

You may want to explain that *downloading* means “copying files, games, or applications from the Internet onto your computer, tablet, or smartphone.”

### Teacher Note

If your school has an acceptable use policy that students and their families need to sign before the students can use the computers, review it with the students and confirm that the settings on the search engines on your school’s computers are set to “Strict,” “Safe,” or a comparable mode.

### Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 2. If you have not already done so, you might set up a class website (see “Do Ahead”) and create an online version of the chart.

## Our Digital Citizenship Contract

We will get permission before going online.

We will ask the teacher or a responsible adult before going to an unknown website.

We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.

We will ask the teacher or a responsible adult before downloading anything from the Internet.

We will ignore advertisements and pop-ups.

We will leave computer and search settings alone.

We will follow all school computer rules.

## 5 Reflect on Online Safety Rules

Use “Think, Pair, Share” to have the students discuss how the rules will help keep them safe online by asking questions such as:

 **Q** *Why do you think [asking a teacher or a responsible adult before going to an unknown website] is important? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

### Students might say:

“We should ask a teacher before going to a new website because the teacher will know whether or not it’s a safe site to visit.”

“We should ask because the teacher or an adult might know a website that is better or more helpful for us.”

Then ask:

**Q** *What else might we do to stay safe online? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow these rules for staying safe online. Tell them that in coming lessons they will discuss other ways to be good digital citizens and add them to the chart.

## 6 Discuss Staying Safe Online When Not at School

Tell the students that you would like them to discuss with their families the rules for online safety they learned today, and encourage them to come up with similar rules for staying safe online when they are outside of school.

Plan to check in with the students throughout the year to discuss how they are doing with following the online safety rules.

### Teacher Note

Send home with each student a copy of the digital citizenship family letter (BLM1).

### Teacher Note

Have the class help you list ideas for favorite child-friendly websites on a sheet of chart paper. Post the list where everyone can see it, and add an online version to your class website. Give the students time to explore the websites on the list, and continue to add new ones throughout the year.

# Maintaining Privacy Online

## Mini-lesson 2

### DO AHEAD

- ✓ Add the online privacy rules to the “Our Digital Citizenship Contract” chart (see Step 4). Cover the new rules with another sheet of paper until you introduce them in Step 4.

#### In this lesson, the students:

- Work in pairs
- Recognize when it is appropriate to share private information
- Reflect on class rules for online privacy

## 1 Review Staying Safe Online

Gather the class with partners sitting together, facing you. If possible, have current partners work together.

Remind the students that they have been thinking about what it means to be a good digital citizen. In the previous lesson, they learned that staying safe online is a lot like staying safe in the real world. Direct their attention to the “Our Digital Citizenship Contract” chart (with the privacy rules covered) and briefly review the safety rules the students have learned for using the Internet.

### Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 1 with privacy rules added, and a marker

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 1).

### Teacher Note

Keep the online privacy rules in the last three lines covered until you introduce them in Step 4.

## 2 Introduce Maintaining Privacy Online

Tell the students that another way to be a good digital citizen is to follow certain online privacy rules, or rules for keeping private information safe. Explain that following these rules will help protect both themselves and their computers when they are online.

## 3 Discuss When to Share Private Information

Tell the students that the kind of information that is important to keep private online can be similar to the kind of information that is important to keep private in real life. Ask them to listen as you describe the following scenario:

“Lauren can’t wait to go to the baseball game with her family. She loves baseball and knows everything about it. When she and her family get to the stadium, Lauren is the first to enter the aisle of seats and sits next to someone she doesn’t know. The person she sits next to is also a huge baseball fan, so during the game, they talk about their favorite baseball teams and the best games they’ve ever seen.”

Ask and briefly discuss:

- Q *Do you think it is appropriate (OK) for Lauren to share information about her favorite team and games with the person sitting next to her? Why?*
- Q *Imagine that Lauren’s new friend asks her for her [e-mail address]. Do you think that would be appropriate? Why or why not?*

### Teacher Note

You might mention that in some cases it may be OK to share a *handle* or online nickname (e.g., “brightshadow” or “hamsterbunny”) if it does not reveal private information.

Remind the students that they should not choose handles and usernames that give away personal information, such as their real names, ages, or locations (e.g., “chloe94501” or “Audrey2006”). Students should also choose passwords that are hard to guess. Many people choose passwords that are easy to remember, such as “12345,” “password,” or their pet’s name—but these are easy for strangers to guess or figure out. Search online using the keywords “kid’s random password generator” or “kid’s username generator” to find free tools to create strong passwords and usernames.

### Students might say:

“I think it is fine for her to share her favorite team. They’re just making conversation about baseball.”

“There’s no reason for Lauren to share her e-mail address. She doesn’t know the person well.”

“I’d be suspicious if someone I didn’t know asked me for my e-mail address. I don’t think it would be OK for Lauren to share that information.”

Then use “Think, Pair, Share” to discuss questions such as:

-  Q *How is sharing [your favorite baseball team] with someone you don’t know different from sharing [your e-mail address or your phone number]? [pause] Turn to your partner.*
- Q *Do you think it is a good idea to share [your computer password] with someone you don’t know? Why do you think that? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Explain that contact information, such as your name, address, phone number, and e-mail

address, and information such as computer passwords and usernames are *private*; they should be shared only with people you know and trust. Explain that personal photos and videos are also private information. Tell the students that just as they do not share private information with people they do not know in real life, they should not share private information with people they do not know online.

#### 4 Introduce Class Rules for Online Privacy

Ask and briefly discuss:

**Q** *Have you ever been asked to share information about yourself online? If yes, what kind of information?*

**Students might say:**

"I have to enter my password to check my e-mail."

"I go to a kids' website that asks for my e-mail address and password."

"One video game site I like asks for my age."

Tell the students that to protect themselves and their computers they should never share private information about themselves, their families and friends, or their computers when they are online. Explain that when they use the Internet at school, they will need to follow certain privacy rules. Direct their attention to the "Our Digital Citizenship Contract" chart and uncover the rules that you added to it.

Read each rule to the class.

### Our Digital Citizenship Contract

*We will get permission before going online.*

*We will ask the teacher or a responsible adult before going to an unknown website.*

*We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.*

*We will ask the teacher or a responsible adult before downloading anything from the Internet.*

*We will ignore advertisements and pop-ups.*

*We will leave computer and search settings alone.*

*(continues)*

(continued)

We will follow all school computer rules.

We will keep personal contact information private.

We will keep sign-in information (such as usernames and passwords) private.

We will keep personal photos and videos private.

## 5 Reflect on Online Privacy Rules

Use “Think, Pair, Share” to discuss why each rule is important. Ask:



**Q** *Why do you think it’s important to [keep your contact information, passwords, and photos private] when online? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

### Students might say:

“If you share your e-mail address on a website, you should know what the people are going to use it for. They might just want to sell you something.”

“Giving someone your password is like giving them the keys to your house. They can get in and see all your stuff.”

“It’s hard to know if you can trust someone you’ve never met.”

Ask:

**Q** *What other privacy rules might we want to add to the chart? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow the online privacy rules, just as they did with the online safety rules. Remind them that agreeing to use the Internet in safe and secure ways will help them be good digital citizens. State your expectation that the students will try their best to act according to the rules on the contract when they are online at school.

## 6 Discuss Maintaining Online Privacy When Not at School

Tell the students that you would like them to discuss with their families the online privacy rules they learned today. Encourage them to come up with similar rules for maintaining privacy online outside of school. Plan to check in with the students throughout the year to discuss how they are doing with following the online privacy rules.

### Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 3. If you have added the chart from Mini-lesson 1 to your class website, update it to include today’s new rules.

# Showing Respect in Digital Communications

## Mini-lesson 3

### In this lesson, the students:

- Work in pairs
- Compare online interactions with face-to-face interactions
- Generate classroom agreements for showing respect in digital communications
- Copy and sign the “Our Digital Citizenship Contract”

### 1 Review Digital Citizenship

Gather the class with partners sitting together, facing you. If possible, have current partners work together.

Remind the students that they have been talking about how to stay safe and maintain privacy while using the Internet. Briefly review the “Our Digital Citizenship Contract” chart and ask:

**Q** *How can these rules help you stay safe and maintain privacy online?*

Tell the students that today they will talk about ways to show respect to one another in digital communications.

### 2 Discuss Being a Respectful Community Member

Remind the students that this year, they have been focusing on building a community in which they treat one another with respect, and point out ways you have observed them being respectful.

#### You might say:

“I’ve noticed that you share materials with other students and that you listen well to the person who is speaking. I’ve also noticed how you use kind words when talking with one another. You also give respectful and helpful feedback to your partners.”

Ask and briefly discuss:

**Q** *What are other ways you show one another respect?*

#### Students might say:

“If someone has a different opinion from mine, I respect it.”  
“I treat everyone like I would want to be treated.”  
“I don’t gossip about other people.”

### Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 2 and a marker
- Lined paper for each student

### Teacher Note

Plan to teach this lesson soon after teaching the first two technology mini-lessons (see Technology Mini-lesson 1 and Technology Mini-lesson 2).

### Teacher Note

If you have established class norms for respectful behavior, you may want to review them.

### 3 Compare Digital and Face-to-face Communications

Explain that communicating with people digitally is similar to communicating with people face-to-face—with some very important differences. Point out ways the students have interacted (communicated) or might interact with one another online this year, such as by e-mailing, texting, or by posting a comment on a class blog or website. Then use “Think, Pair, Share” to discuss questions such as:

-  **Q** *How is [e-mailing a friend] similar to [talking to a friend at school]? How is it different? [pause] Turn to your partner.*
- Q** *What do you think is the most important difference between digital and face-to-face communications? Why do you think that? [pause] Turn to your partner.*

#### Students might say:

“If you’re texting or chatting online, you can’t see the other person’s face, and it’s hard to tell how he feels. You might accidentally write something that hurts his feelings.”

“When you’re talking to a friend face-to-face, it’s just the two of you. But when you’re posting a comment on your friend’s blog, everyone can read what you write.”

“The biggest difference is that when people are online, they might not care as much about being respectful because they don’t think they will ever meet the person they are interacting with.”

“Sometimes it’s easier for people to write mean things in an e-mail than it is to say mean things face-to-face. They forget there’s a real person on the other end.”

“If you write something mean online, it’s harder to take your words back. That’s different from when you are face-to-face. Once you say something mean online, it’s out there forever.”

If necessary, point out to the students that they often cannot see the person they are interacting with digitally, so it is easy to forget that they are communicating with a real person who has feelings. They cannot see the person’s facial expressions or body language, so it is difficult to tell how that person is reacting to their texts, e-mails, or comments. This means that the students need to pay special attention to the tone of their writing to make sure their messages are clear and respectful. Also point out that, as good digital citizens, they need to be respectful even when they do not know the person they are interacting with online.

### 4 Generate Ideas for Being Respectful in Digital Communications

Tell the students that you want them to develop a set of agreements for respectful online behavior to add to the “Our Digital Citizenship Contract” chart. Explain that you would like them to begin by thinking

about and discussing a few situations. Use “Think, Pair, Share” to discuss:



- Q** *Students from another class have posted their published stories on the school website, and the teacher asks you to read and comment on them. How can you show respect in your comments? [pause] Turn to your partner.*
- Q** *In a class blog, I ask you to post your opinions about whether or not kids should be allowed to play certain video games. Different members of the class have very different opinions on the topic. How might you show respect in your posts? [pause] Turn to your partner.*
- Q** *You are researching online for a class project about rattlesnakes. You come across a blog on rattlesnakes written by a student you’ve never met. As you read it, you find inaccurate (wrong) information and decide to point this out in a comment. What might you do before posting your comment? [pause] Turn to your partner.*

Have a few volunteers share their ideas with the class, and write them where everyone can see them. As the students share, facilitate a discussion by asking questions such as:

- Q** *Why is [rereading what you wrote before posting a comment] important?*
- Q** *How will [thinking about how the other person might feel] help you be respectful?*

## 5 Decide on Agreements and Add to the Contract

Have the class review the ideas you recorded, and together decide on a list of four or five statements that describe the way they want to treat one another online and that they can all agree upon. These statements are called *agreements*.

Ask questions such as:

- Q** *Can we combine any of these ideas into one agreement? If so, which ones?*
- Q** *Is there anything else we should add to this list? What is it?*

### Students might say:

“I think we can combine ‘not gossiping online’ with ‘not making fun of someone’s opinion.’ We could just say that we will respect others’ feelings.”

“We can combine ‘imagine the person is sitting across a table from you’ and ‘picture how the person might react.’ We can just say that we will remember that we are talking to real people online.”

Continue the discussion until everyone agrees on the list, and then add the agreements to the “Our Digital Citizenship Contract” chart.

Remind the students that agreeing to use the Internet in safe, secure, and respectful ways will help them be good digital citizens. State your expectation that the students will try their best to act according to the rules and agreements on the contract when they are communicating digitally at school.

### Teacher Note

If necessary, restate the class agreements positively, and record them as “We will . . .” statements. For example:

- *We will always use respectful language in our writing.*
- *We will reread what we write before we text, e-mail, or post a comment.*
- *We will think about others’ feelings before we post a comment.*
- *We will remember there is a real person on the other end of the computer.*
- *We will choose to be respectful with all the people we communicate with online, whether we know them or not.*

### Teacher Note

This discussion might require another class period. Reaching agreement may mean deleting, combining, or modifying ideas on the list.

If you have added the “Our Digital Citizenship Contract” chart to your class website, update it to include the new rules.

### Teacher Note

Post the “Our Digital Citizenship Contract” chart near the classroom computer(s) for the students to refer to when they go online throughout the year.

### Teacher Note

Throughout the year, review the students’ commitment to being good digital citizens, and check in regularly to see how they are doing. You may decide to modify or add to the class contract as needed.

## 6 Have Students Copy and Sign the Contract

Have the students return to their desks. Distribute a sheet of lined paper to each student. Explain that you would like them to write down the entire “Our Digital Citizenship Contract” chart. Then have them sign the contract.

## 7 Discuss Digital Citizenship When Not at School

Tell the students that you would like them to bring the contract home and discuss it with their families. Encourage them to work together with their families to come up with similar agreements for staying safe, maintaining privacy, and showing respect in digital communications when they are outside of school.

## Mini-lesson 4

## Choosing Effective Search Terms

### DO AHEAD

- ✓ Prior to teaching this lesson, make sure that each student (or pair of students, if the students are working in pairs) has selected an appropriate topic to research and generated a few research questions.
- ✓ Become familiar with a few search engines and decide which one you will use for this lesson (see the Teacher Note in Step 1).
- ✓ Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.
- ✓ Prepare a chart with the title “How to Turn a Research Question Into a Search Query” (see Step 3).
- ✓ (Optional) You might set up a class website and create an online version of the “How to Turn a Research Question Into a Search Query” chart and other charts.

### Materials

- Whiteboard with a search engine displayed, prepared ahead
- Chart paper and a marker
- Lined paper for each student
- “How to Turn a Research Question Into a Search Query” chart, prepared ahead
- Students’ research notes, prepared ahead

### In this lesson, the students:

- Work in pairs
- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query

## ABOUT TEACHING THE ONLINE RESEARCH LESSONS

Technology Mini-lessons 4-7 are designed to support the students as they conduct online research. The students learn how to write effective search queries, understand the results of online searches, narrow their search results and use filters, and evaluate the credibility of the sources they find. These lessons assume that each student (or pair of students) has already selected a topic to research and generated research questions. The students will use their topics to practice the online research skills they learn.

The skills taught in Technology Mini-lessons 4-7 build on one another, so plan to teach them in order and at corresponding stages in the students' research. For example, teach Technology Mini-lesson 4, "Choosing Effective Search Terms," after the students have identified a research topic, and teach Technology Mini-lesson 7, "Evaluating Research Sources," after the students have searched for and collected several online sources.

### 1 Introduce Searching for Information Online

Have the students bring their pencils and notes about their research topics (see "Do Ahead") and sit with partners together, facing the whiteboard. If possible, have current *Making Meaning* partners work together.

Remind the students that during the school year they have opportunities to use the Internet for various reasons. Point out that one reason they might use the Internet is to research, or search for information about, a topic. Review that the students have already selected research topics and thought about specific questions related to their topics that they might research.

Tell the students that today they will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a web-based tool that searches the Internet using words you type into a search bar. Finding the information you are looking for requires knowing how to choose the best words, or *search terms*, to type into a search engine.

### 2 Model Choosing Best Terms for a Search Query

Direct the students' attention to the search engine displayed on the whiteboard, and point to the search bar where search terms are entered. Explain that good researchers start with a research question and then identify words within the question to use for their search. For example, if you are researching elephants and want to know more about where elephants live, you might start with the research question, "Where do elephants live?"

#### Teacher Note

Many search engines are available, including some that are intended for students' use. You may already have a preferred search engine that you use most often. Spend some time becoming familiar with a few search engines and decide which one you will use for this lesson.

Write the question on a sheet of chart paper where everyone can see it (see the diagram below). Explain that you will use the question to help you identify a set of words, or search terms, for your search and that the set of search terms you choose is called a *search query*.

Explain that a search query tells a search engine what information is needed. Search queries are not usually complete sentences because they use only words directly related to the topic of the search. Ask the students to listen carefully as you model changing the question “Where do elephants live?” into a search query.

**You might say:**

“I know I need the word *elephants* because elephants are the animals I am researching, and I need *live* because it is the specific information about elephants that I want. So *elephants* and *live* are my search terms—I am going to circle them. I don’t need the words *where* and *do* because they don’t say anything about the information I need, so I will cross them out. Now I have the words *elephants* and *live*, but what I really want to know is the natural environment elephants prefer to live in, so maybe I should change the word *live* to *habitat*. [Cross out *live* and write *habitat* above it.] I think that will help. Now I have the words *elephants* and *habitat*. I’ll cross out the *s* in *elephants*, so my search query will be *elephant habitat*.”



Type the search query into the search engine’s search bar and display the results. Read some of the results aloud. Use “Think, Pair, Share” to discuss:

 **Q** *How useful do you think these search results will be for the research topic?*  
[pause] *Turn to your partner.*

If needed, point out any results that directly address your research topic.

### **3** Choose Best Terms for a Search Query

Distribute lined paper to each student. Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled “How to Turn a Research Question Into a Search Query” where everyone can see it, and read each step aloud.

#### **Teacher Note**

After discussing the search query results with the students, you may want to demonstrate how changing the order of the words in your search query affects the search results.

## How to Turn a Research Question Into a Search Query

1. Write down your research question.
2. Circle the words you definitely need.
3. Cross out unnecessary words.
4. Add or substitute more specific words if needed.
5. Decide in what order to write the words.



Direct the students' attention back to the chart paper on which you recorded the research question "Where do elephants live?" Under that question, write *What do elephants like to eat?* and have the students copy it onto their sheets of paper. Ask partners to read the question carefully and follow the steps on the "How to Turn a Research Question Into a Search Query" chart to decide on a search query.

Circulate and observe. If necessary, direct the students' attention to the chart and remind them to follow each step. Review that queries use only words directly related to the research question.

When most pairs have finished, signal for the students' attention and have a few volunteers share their queries with the class.

Remind the students that a search query tells a search engine exactly what information to search for about a research topic.

### 4 Continue Online Research

Explain that the students will use what they learned today in their own research. Have them look at their notes and identify any questions they have about their research topics. Invite them to use the "How to Turn a Research Question Into a Search Query" chart to write queries about their topics.

When the students have demonstrated that they know how to choose effective search terms, see Technology Mini-lesson 5 to teach them how to understand their search results.

#### Teacher Note

The students may decide on a search query such as *foods elephants eat, elephant diet, or favorite elephant foods.*

#### Teacher Note

Save the "How to Turn a Research Question Into a Search Query" chart to post as needed later.

You might also want to create an online version of this chart and add it to your class website (see "Do Ahead") for students to refer to anytime during their online research.

#### Teacher Note

If your school has an acceptable use policy, review it with the students.

# Mini-lesson 5

# Understanding Search Results

## TEKS 9.F.ii

Student/Teacher Narrative  
Technology Mini-lesson 5 (all,  
beginning on page 692 and  
continuing on to page 697)

### Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “Common Domain Suffixes” chart, prepared ahead
- “Web Address and Snippet Example” chart (WA1)
- Students’ research notes
- “Evaluating Search Results” chart (WA2)
- “Evaluating Search Results” (BLM2)

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 4). You may want to briefly review the previous lesson before starting this one.

## DO AHEAD

- ✓ Read Steps 2 and 3 of the lesson to familiarize yourself with the features of a search results page and of web addresses.
- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display on the whiteboard in Step 2.
- ✓ Prepare a sheet of chart paper with the title “Common Domain Suffixes” and add the explanations shown in the diagram (see Step 4).
- ✓ Identify a few examples of websites with the domain suffixes from the “Common Domain Suffixes” chart (for example, .com, .edu, .gov, .org) and bookmark them to display on the whiteboard in Step 4.
- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print a class set of “Evaluating Search Results” (BLM2).

### In this lesson, the students:

- Work in pairs
- Learn and use the terms *search result*, *web address*, *domain suffix*, and *snippet*
- Explore the features of a search results page
- Learn key parts of web addresses
- Identify potentially useful sites for their research topics

## 1 Introduce Search Results Page

Have the students bring their research notes and pencils and gather with partners sitting together, facing the whiteboard.

Review that the students can use an Internet search engine to find information about a research question and that, in the previous lesson, they learned how to choose search terms for a query. Remind the students that a well-written query uses only words that are directly related to the research question.

Explain that today the students will discuss the page that lists the results of a query and learn how to decide which websites to use in their research.

## 2 Discuss Features of a Search Results Page

Display the search results page you prepared ahead. Review that this is the page that appeared when you typed the query *elephant habitat* into

the search bar. Explain that this page is called the *search results page*. Tell the students that a search results page will look different depending on the search engine you use, but that all search results pages have features in common.

Point to the list of web pages in the main column and explain that these web pages are the search results—in this case, sources of information about elephant habitats. Explain that a web page is part of a website and that most websites have more than one web page. Tell the students that they will look more closely at the websites later.

Point to any advertisements on the page and explain that advertisements are often marked with the words *ads* or *sponsored results* and are frequently listed in the left- or right-hand column or at the top or bottom of the page. Tell the students that when they are doing research, they should ignore the advertisements. Ads are trying to sell something and, for that reason, they are not a good source of information about a research topic.

Next, point out the filters, which are often found across the top of the search results page or in the left-hand panel. Explain that *filters* are search tools that let you control the type of search result that will be displayed on the page. Tell the students they will learn about filters in another lesson.

Direct the students' attention back to the list of web pages in the main column of the page and review that these are the *search results*, or sources of information, you might explore to learn about elephant habitats. Choose one of the search results and point to the first line. Tell the students that this is the *title* of the web page. Explain that any search terms (the words *elephant* and *habitat*) that happen to appear in the title are in bold type.

Point to the web address and explain that the *web address* tells exactly where a specific web page is located online. Explain that on many search results pages, the web address is located underneath the title.

Point to the line or lines of text below the web address. Tell the students that this small piece of text is taken directly from the web page and is called a *snippet*. As in the web title, any search terms that appear in the snippet are in bold type. Explain that the snippet may provide clues to help the students figure out if a web page will be useful to them.

If the students need more practice understanding the parts of an individual search result, choose one or two more search results from the search results page to review with the class.

### 3 Identify Parts of a Web Address

Tell the students that anyone can post information on the Internet, so not all of what they find will be useful or reliable for research. Good researchers know how to look for clues about the type of information that a source, such as a website, will provide in order to choose the best

#### Teacher Note

You might explain that the list of search results is many pages long and that the search engine has organized the list in a particular order. The results that appear on the first page of search results are generally web pages that contain information that relates most directly to the query (in this case, *elephant habitat*). Results that appear on subsequent pages usually contain information that is less directly related to the query. Tell the students that every search engine has a slightly different way of organizing search results but that each uses some kind of ranking system.

#### Teacher Note

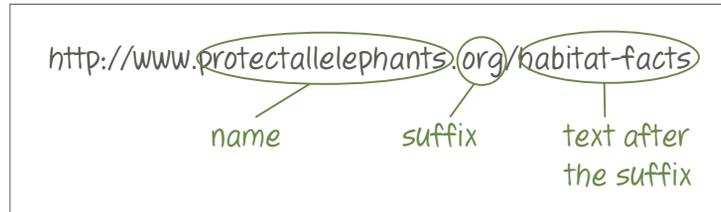
Most search engines provide filters such as *News, Web, Images, Maps, Videos, and Books*.

#### Teacher Note

Most web browsers display under the web address a line or two of text excerpted directly from the suggested web page. This text is called different things in different browsers. For the purposes of these mini-lessons, we will use the term *snippet*.

sources to use for their report. One way to do this is to look at the parts of a web address. Remind the students that a web address tells exactly where a specific website is located online.

Choose one of the web addresses from your search results page and write it on a sheet of chart paper (see the diagram below). Point to the name (the text that follows *http://www* and precedes a suffix such as *.com* or *.org*) and circle it. Ask the students to listen as you describe and label this part of the web address.



**You might say:**

"The name of a website in a web address may give information about the owner of the website, the topic of the site, and whether or not it will help in our research. The name of a website is usually found after the letters *http* and *www*. The name of this site is *protect all elephants*, which means it's probably a website that belongs to a person or group that believes that elephants should be protected. Sometimes there is no *http* or *www* in the web address."

Point to the domain suffix and circle it. Ask the students to continue listening as you describe and label this part of the web address.

**You might say:**

"The domain suffix of a website comes after the name and also gives helpful information about the website. The suffix of this website is *.org*, which tells me that this website probably belongs to a nonprofit organization that helps people or animals or supports other causes by providing education and other resources. In this case, I think the website belongs to an organization that wants to protect elephants."

Point to the letters and numbers after the suffix and circle them. Ask the students to continue listening as you describe and label this part of the web address.

**You might say:**

"Sometimes letters and numbers come after the suffix. These letters and numbers indicate a particular web page in the website. The text after the suffix often gives me clues about the website. This web address tells me that this web page will have facts about elephant habitats. Looking at the name, domain suffix, and text after the suffix makes me think that this website is for people who want to protect elephants and that the web page will help them learn about the elephants' habitats."

Use “Think, Pair, Share” to discuss:



**Q** *Do you think the web pages that are part of the website [www.protectallephants.org] will be useful for my research topic? Why or why not? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

**Students might say:**

“I think it will be useful because it looks like it will have facts about where elephants live.”

“Since it’s a website about protecting elephants, it will probably have information about why elephants are in danger. That might be useful, too.”

## 4 Discuss Domain Suffixes

Tell the students that the *domain suffix* identifies the purpose and audience of the website. Explain that there are many different domain suffixes and that it is important to understand what they mean. Post the chart titled “Common Domain Suffixes” where everyone can see it, and read the examples aloud.

### Common Domain Suffixes

- *.com: a commercial website, or a website that buys or sells things*
- *.edu: a website that belongs to an educational institution, such as an elementary school or college*
- *.gov: a government website*
- *.org: a website that often belongs to a nonprofit organization or a group that supports causes by providing education and resources*
- *countries’ domain suffixes: countries sometimes have their own suffixes, for example, China (.cn), the United Kingdom (.uk), Brazil (.br), etc.*

Display some examples of websites with different domain suffixes (see “Do Ahead”), one at a time. As you display each website, point out the domain suffix in the web address and facilitate a brief discussion about the kind of information each site provides. Use “Think, Pair, Share” to discuss questions such as:

-  **Q** *What kind of website is this? What do you think people use it for?* [pause] Turn to your partner.
- Q** *How is this website similar to others you’ve seen? How is it different?* [pause] Turn to your partner.

Remind the students that understanding what a domain suffix means will help them choose the best sources for their research. Explain that they should always ask for help if they are confused or do not recognize a suffix. They will have the chance to add other suffixes to the chart throughout the year.

Remind the students that often web addresses have additional letters and numbers after the suffix. This text can sometimes provide additional clues about the content of the web page.

If the students need more practice understanding domain suffixes and the additional letters and numbers after the suffix, choose one or two more web addresses to discuss with the class.

## 5 Explore a Web Address and a Snippet

Explain that the class will work together to explore a web address and a snippet from your page of search results for the query *elephant habitat*. Remind the students that a *snippet* is a line or two of text taken directly from the web page and that it appears as part of a search result. Display the “Web Address and Snippet Example” chart (🟢 WA1), or substitute a web address and snippet of your choice.

### Web Address and Snippet Example

<http://www.everythingelephantsforyou.com/toys-and-games>

Everything for **elephant** lovers: toys, games, books, **habitat** maps, adventure travel, movies, and more.

WA1

Use “Think, Pair, Share” to discuss:

-  **Q** *What is the [name/domain suffix] of this website? What does it tell you about the kind of site it is?* [pause] Turn to your partner.
- Q** *What does the [text after the suffix/snippet] tell you about the website?* [pause] Turn to your partner.
- Q** *Do you think this site might be helpful for my research? Why or why not?* [pause] Turn to your partner.

**Students might say:**

"The name of the website is 'Everything Elephants for You.' I think it's for people who love elephants. It might even have stuff for sale."

"I agree with [Chloe] that this website is selling things about elephants. The suffix is .com, so I know this site is for a business."

"The text after the suffix tells me that this site sells toys and games."

"The snippet also tells me that this site sells books and maps that show elephant habitats."

"I don't think this website will be helpful for your research. It is mostly about selling stuff related to elephants."

Remind the students that understanding web addresses and snippets will help them decide which sites will be useful for their research topics and which sites they can skip.

If the students need more practice exploring the web addresses and snippets, choose one or two more examples to review with the class. Tell them that you will post the chart of the labeled web address and the "Common Domain Suffixes" chart for use throughout the year.

## 6 Evaluate Search Results

Explain that the students will use what they learned today the next time they go online to find websites for their research topics. Display the "Evaluating Search Results" chart (📄 WA2) and distribute a copy of "Evaluating Search Results" (BLM2) to each student. Read the chart aloud as the students follow along. Ask them to keep these instructions with their research notes. Explain that the next time they use the computer, they will follow these instructions for evaluating their search results.

### Evaluating Search Results

- Choose a query for your research topic.
- Type the query into a search engine and print the first page of results.
- Look at each search result and think about:
  - the parts of the web address (the name, domain suffix, and the text after the suffix).
  - the snippet of text from the web page.
- Circle the sites you think might be good sources of information for your research. Write the reasons you chose these sites.

WA2

When the students have demonstrated that they know how to evaluate their search results, see Technology Mini-lesson 6 to teach them how to narrow their results.

### Teacher Note

If possible, have the students evaluate their search results soon after you teach this lesson.

If you have a class website, you might create online versions of the charts "Common Domain Suffixes" and "Evaluating Search Results."

## Mini-lesson 6

# Narrowing Search Results and Using Filters

### DO AHEAD

- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display in Step 2.
- ✓ Prepare a sheet of chart paper with the title “How to Refine Search Queries” and include the steps shown in the diagram (see Step 2).
- ✓ Type the query *African elephants* into a search engine and have the search results page ready to display in Step 3.
- ✓ Familiarize yourself with the filters of the search engine you use, and prepare to model filtering search results in Step 5.
- ✓ Prepare a sheet of chart paper with the title “Filters We Can Use” and include the filters shown in the diagram in Step 6 or list other filters you would like the students to explore this year (see Step 6).

### Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “How to Refine Search Queries” chart, prepared ahead
- Lined paper for each student
- “Filters We Can Use” chart, prepared ahead
- Students’ research notes

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 5). You may want to briefly review the previous lesson before starting this one.

You might also consider teaching this lesson in multiple sessions. Teach Steps 1-3 in one session and Steps 4-7 at another time.

### In this lesson, the students:

- Work in pairs
- Learn how to refine search terms to narrow a search
- Practice refining search terms to narrow a search
- Learn how to use filters to show certain types of search results
- Explore search engine filtering tools

## 1 Introduce Narrowing a Search

Have the students bring their research notes (including any printed pages of search results) and pencils and gather with partners sitting together, facing the whiteboard.

Briefly review that the students have been using search engines to find information about their research topics on the Internet. Remind them that finding the information they want first requires choosing *search terms*, or the best words for their search. Then they use the search terms to create a search query, which they type into a search engine.

Explain that as the students search online, they will sometimes need to *narrow*, or focus, their searches to find sources with the information they want. Tell the students that today they will learn some ways to narrow a search.

## 2 Model Narrowing a Search by Refining the Search Query

Display the search results page you prepared ahead (see “Do Ahead”). Review that this is the search results page that appeared when you typed the search query *elephant habitat* into the search bar. Point out that the sources in this list of search results give information about the habitats of elephants in general. Write the search query *elephant habitat* on a sheet of chart paper where everyone can see it (see the diagram below).

Tell the students that as you researched your topic, you learned that there are two main types of elephants, the African elephant and the Asian elephant. Explain that now you want to narrow your search to find information specifically about the habitat of Asian elephants. To narrow your search, you will *refine*, or make more specific, the search query by changing the search terms in it.

Ask the students to listen carefully as you model narrowing your search by refining the search query *elephant habitat*.

### You might say:

“The current page of search results shows sources about the habitats of elephants in general. These results are too broad because I only want information about the habitat of Asian elephants. How can I revise the search query *elephant habitat* so that I get search results with the information I am looking for? First I’ll ask myself if I need to delete or change the search terms *elephant* and *habitat* at all. No, I don’t think so, because both of those terms still apply to my search. Next I’ll ask myself what additional words I might add to my search term to make it more specific and focused on the information I want to find. I’ll try adding one word, *Asian*, because I’m interested in Asian elephants. [Add ‘Asian’ to the end of the query.] Now my search query is *elephant habitat Asian*. That is OK, but I think the query would make more sense if I moved *Asian* to the beginning. [Cross out ‘Asian’ at the end of the query and insert it at the beginning.] Now my search query is *Asian elephant habitat*. I think this query will tell the search engine what information I want.”

*Asian elephant habitat* ~~Asian~~

Type the new search query, *Asian elephant habitat*, into the search engine’s search bar and display the results. Read some of the results aloud. Use “Think, Pair, Share” to discuss:



**Q** What do you notice about these search results? How well did the search query *Asian elephant habitat* work to narrow the search results? [pause] Turn to your partner.

### Teacher Note

If necessary, remind the students that a search query is not usually a complete sentence because it uses only words, or search terms, directly related to the topic of the search.

### Teacher Note

The students may decide on search terms such as *African elephants lifespan*, *African elephants years of life*, and *African elephants life*.

After a few volunteers have shared, post the chart titled “How to Refine Search Queries” where everyone can see it, and read each step aloud:

### How to Refine Search Queries

1. Write down your search query and look at the search terms carefully.
2. Ask yourself: Do any of these words no longer apply to my search? If so, change or delete them.
3. Ask yourself: What new words can I add or substitute to make my search more specific? Add any new words.
4. Read your new search terms. Decide in what order to write the words.

### 3 Practice Refining Search Queries

Direct the students’ attention back to the chart paper on which you recorded the search query *Asian elephant habitat*. Write *African elephants* on the next line, and tell the students that this is the search query you used to find information about African elephants. Distribute lined paper to the students and have them write the search term “African elephants.”

Display the search results page you prepared ahead (see “Do Ahead”) and explain that this is the search results page that appears when you type in the search query *African elephants*. Point out that the sources in this list of search results give a wide range of information about African elephants.

Tell the students that you want to narrow your search to focus on how long African elephants live. Use “Think, Pair, Share” to discuss:



**Q** How might you refine the search query African elephants to find only information about how long they live? [pause] Turn to your partner.

Give partners a few minutes to discuss the question and ask them to refine the search query. Circulate and observe. If necessary, direct the students’ attention to the “How to Refine Search Queries” chart and remind them to follow each step.

When most pairs have finished, signal for the students’ attention and invite a few volunteers to share their search terms with the class.

Record the students' search terms on the chart paper. Discuss questions such as:

- Q *What do you notice about [Noor and Hector's] search term?*
- Q *Does their search term make the search narrower and more specific? Why or why not?*

Guide the students to decide as a class which search term they would like to type into the search engine. Then type the new search query into the search engine's search bar and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



- Q *What do you notice about these search results? How well did the search query [African elephant lifespan] work to narrow the search results? [pause] Turn to your partner.*

Have a few volunteers share with the class.

Briefly direct the students' attention to the "How to Refine Search Queries" chart and remind them that they can use these steps whenever they need to narrow a search.

#### 4 Introduce Filters

Retype the search query *Asian elephant habitat* into the search engine's search bar and display the results. Remind the students that this is the page of search results that appeared when you typed the search query *Asian elephant habitat* into the search engine's search bar and that they saw these search results earlier.

Point to the filters on the page and explain that *filters* are tools that allow you to sort through your search results to see results of a certain type only. Filters let you control the kind of information that will be displayed on the results page. Read the names of the filters aloud. Then ask:

- Q *What kind of information do you think will be displayed if we click the [Videos] filter? What kind of information do you think will be filtered (left) out?*

#### 5 Model Using Filters

Explain that not all search engines provide the same filters but that there are some that frequently appear. You will demonstrate how to use one of these filters, and then the class will work together to explore other filters.

Explain that as part of your research, you would like to find photographs of the habitat of Asian elephants. Tell the students that the Images filter will sort through all of the search results for *Asian elephant habitat* and

then show you only the search results that are images, or pictures. Ask the students to watch and listen carefully as you click the Images filter and demonstrate how to use it.

**You might say:**

"I typed *Asian elephant habitat* into the search bar, and the search engine gave me this page showing all the search results. But I would like to see only the search results that are images because I want only photos that show the habitat of Asian elephants. When I click the Images filter, I get a page showing only the search results that are photos, drawings, maps, and other images.

Looking at the page of images is helpful, but I can filter these search results even more—so that I see only the results that are photographs. To do this, I will click the Photos advanced search filter. The advanced search filters are usually displayed under the main filters or are displayed under the main filters when I click Search Tools. [Click the Photos filter.] That helps a lot. Now I have many photos to choose from. I can focus my results even more by choosing the size of a photo and even a specific color. [Click an image.] When I click an image, I get a link to its source. When I find an image I want to use, I will write the web address down in my research notes so that I will remember where to find it again."

Use "Think, Pair, Share" to discuss:



**Q** *How did the Images filter change the results that were shown?* [pause] Turn to your partner.

**Q** *Do you think these results are useful? Why or why not?* [pause] Turn to your partner.

Have a few volunteers share their ideas with the class.

**Students might say:**

"Using the Images filter let you see only the results that were photos and drawings and other kinds of pictures."

"The Images filter is useful because it's a quick way to look at all the images at once."

"I think there are some photos you might be able to use in your research."

## 6 Practice Using Filters

Explain that the students will practice using other filters to continue searching for specific information about the habitat of Asian elephants. Post the "Filters We Can Use" chart where everyone can see it, and briefly describe each filter listed.

### Teacher Note

You may want to add to this list throughout the year.

## Filters We Can Use

- Images
- Maps
- News
- Videos

Direct the students' attention back to the original search results page, showing all the results for *Asian elephant habitat* on the whiteboard. Use "Think, Pair, Share" to discuss:



**Q** *What filter(s) might I use to see [an Asian elephant moving through its habitat]? [pause] Turn to your partner.*

Have a few volunteers share their ideas. If necessary, explain that the Videos filter might provide examples of Asian elephants moving through their habitat. Click the Videos filter and display the search results. Ask and briefly discuss:

**Q** *How did the Videos filter change the results that were shown?*

**Q** *Do you think these results are useful? Why or why not?*

### Students might say:

"Now the only results on the page are videos."

"I think the results are useful because there are a lot of videos showing Asian elephants in their natural habitat."

"Now you can actually see videos of what Asian elephants are like when they aren't in zoos!"

Use the same procedure to demonstrate how to use the News and Maps filters, or invite volunteers to the whiteboard to practice using the filters. Discuss the results with the class.

Point out that when the students use filters to show only certain types of search results, the results may not always be useful for their research topics. Remind them that good researchers always evaluate and choose their research sources carefully.

Tell the students that you will post the "Filters We Can Use" chart in the classroom for them to use throughout the year.

## 7 Refine Search Queries and Use Filters for Research

Briefly direct the students' attention to the "How to Refine Search Queries" chart and the "Filters We Can Use" chart. Explain that the students can refine search terms to narrow an online search and that they can also use filtering tools to show only certain types of search results.

Encourage the students to look at their research notes and review the search queries they are using to find information online. Ask them to think about how they might refine their search queries to get more useful and more specific results. Also encourage the students to think about any filters they would like to use.

Explain that the next time they use the school computer they will work in pairs to refine their search terms and use filters to get more information for their research topics. Tell the students that they will have an opportunity to print any information that is useful.

When the students have demonstrated that they know how to refine search queries to narrow their search results and how to use filters to show only certain types of results, see Technology Mini-lesson 7 to teach them how to choose credible sources for their research.

### Teacher Note

If possible, have the students practice narrowing their searches and print useful research sources soon after you teach this lesson. Have the students save their printed online sources to use in Technology Mini-lesson 7.

If you have a class website, you might create online versions of the charts "How to Refine Search Queries" and "Filters We Can Use."

### DO AHEAD

- ✓ Prepare a chart with the title “Questions to Ask When Evaluating a Source” and include the labels and questions shown in the diagram (see Step 3).
- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display in Step 4.

#### In this lesson, the students:

- Work in pairs
- Evaluate research sources
- Choose credible sources for their research

### 1 Introduce Evaluating Sources

Gather the class with partners sitting together, facing the interactive whiteboard. If possible, have current partners work together.

Point out that many of the students have begun to research their topics on the Internet and are ready to choose sources for their research projects. Remind the students that anyone can post information on the Internet, so it is important to choose their sources carefully. Explain that today the students will learn how to identify sources of information they can trust and use.

### 2 Discuss the Characteristics of a Good Source

Tell the students that the sources they use for their reports should have information that is reliable, current, and accurate. Display the “Characteristics of a Good Research Source” chart (WA3) and briefly discuss each term with the class.

#### Characteristics of a Good Research Source

- reliable: trustworthy or dependable
- current: up-to-date or recently written
- accurate: correct, without mistakes

WA3

#### Materials

- “Characteristics of a Good Research Source” chart (WA3)
- “Questions to Ask When Evaluating a Source” chart, prepared ahead
- Whiteboard with search results displayed, prepared ahead
- Students’ printed online sources from Technology Mini-lesson 6
- “Evaluating Research Sources” chart (WA4)

#### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 6). You may want to briefly review the previous lesson before starting this one.

Tell the students that in order to determine whether a source is reliable, current, and accurate they need to evaluate, or think carefully about, the source.

### 3 Introduce Questions for Evaluating a Source

Explain that good researchers ask themselves questions about a source when deciding whether or not to use it. Post the “Questions to Ask When Evaluating a Source” chart where everyone can see it. Introduce each set of questions by pointing out the characteristic. Then tell the students to listen as you read each question aloud.

#### Questions to Ask When Evaluating a Source

##### Reliable:

- Who is the author of the page? Is the author an expert? How do I know?
- What is the web address? Is the information from a site that is trustworthy? How do I know?
- Is this website providing information mainly to try to get someone to buy something?

##### Current:

- When was the information written?
- Do the links from the site work, or are they outdated?

##### Accurate:

- Are there sources listed for the information on the page? What are they?
- Can you find other sources with the same information?

Point out that the students will not always find answers to all the questions on the chart but that asking them will help the students decide whether or not the source has information they can trust.

## 4 Model Evaluating a Research Source

Display the search results page you prepared (see “Do Ahead”) and remind the students that this is the results page for the query *elephant habitat*. Click one of the web page results. Read the information on the website aloud and ask the students to listen as you consider whether or not the source is reliable, current, and accurate by answering the questions on the “Questions to Ask When Evaluating a Source” chart.

### You might say:

“First I will answer questions to evaluate whether or not the site is reliable. This page doesn’t list a specific author, but I can tell from the domain suffix *.org* in the web address that the site is probably a nonprofit organization about saving elephant habitats. The site seems to be a source of news and information for people who are interested in elephants, and the site isn’t selling anything, so I think it’s trustworthy. Now I’ll answer questions to decide if the information is current. It doesn’t say when the information was written, but one paragraph refers to the years 2001–2005, which means it’s not very current. [Click other links on the site.] All the links are working, and the information on other pages of this site is current. Last, I will answer questions to see if the site is accurate. There are no sources listed on the site, but I can find some of the same facts and information on a few other websites about elephants. I think I can use the information on this site for my research, but I think it would be good to find sites with more current information, too.”

## 5 Evaluate Research Sources

Explain that the class will work together to evaluate another research source. Display the search results page from Step 4 again, and click another result to display a website.



Read aloud the information on the web page as the students follow along. Then have partners evaluate the reliability of the source by answering the questions under the “Reliable” heading on the “Questions to Ask When Evaluating a Source” chart. After a moment, have volunteers share what they discussed with the class.

### Students might say:

“The author’s name was hard to find. It’s all the way down at the bottom of the page.”

“The domain suffix is *.edu*, which means that it is part of a school or university. That makes me think the site is trustworthy.”

“The website is a news and information site for kids, and there are no ads trying to sell stuff, so I think it’s trustworthy.”

### Teacher Note

If possible, have the students use computers to evaluate their research sources online soon after you teach this lesson.

If you have a class website, you might create an online version of the chart “Questions to Ask When Evaluating a Source.”



In the same way, have partners continue evaluating the source by answering the questions under the “Current” and “Accurate” headings on the chart.

**Q** *Do you think this is a good source to use for my research project? Why or why not?*

**Q** *What other questions might be important to add to the “Questions to Ask When Evaluating a Source” chart? Why do you think that?*

Add the students’ suggestions to the chart and explain that you will post the chart in the classroom for the students to use throughout the year.

## 6 Continue Evaluating Sources



Have the students return to their seats with partners sitting together. Ask them to spend a few moments gathering the sources they printed for their topics. Display the “Evaluating Research Sources” chart (WA4) and have partners work quietly together for 10–15 minutes to evaluate their printed sources. Explain that the next time the students use the school computers, they can evaluate the sources online by checking links or looking for additional sources with the same information.

WA4

### Evaluating Research Sources

- Read the information on the page carefully.
- Read the questions on the “Questions to Ask When Evaluating a Source” chart and write down any answers you find.
- Write down whether you think the source is reliable, current, and accurate and include reasons why.

# Appendix C

## GRADE 4 READ-ALoud TEXTS

Unit	Lesson	Title	Author	Format	Genre/Type
1	Week 1	<i>A Bad Case of Stripes</i>	David Shannon	picture book	fiction
1	Week 1	<i>The Old Woman Who Named Things</i>	Cynthia Rylant	picture book	realistic fiction
1	Week 2	<i>Song and Dance Man</i>	Karen Ackerman	picture book	realistic fiction
2	Week 1	<i>Shattering Earthquakes</i>	Louise and Richard Spilsbury	chapter book	expository nonfiction
2	Week 2	"Tying the Score: Men, Women, and Basketball"	Center for the Collaborative Classroom	article	expository nonfiction
2	Week 2	"Food for Thought: Cafeteria Menus Shape Up"	Center for the Collaborative Classroom	article	expository nonfiction
2	Week 3	<i>Nineteenth-Century Migration to America</i>	John Bliss	chapter book	expository nonfiction
3	Week 1	<i>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</i>	Pamela Hickman	chapter book	expository nonfiction
3	Week 2	<i>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</i>	Pamela Hickman	chapter book	expository nonfiction
3	Week 3	<i>Slinky Scaly Slithery Snakes</i>	Dorothy Hinshaw Patent	picture book	expository nonfiction
4	Week 1	<i>Thunder Cake</i>	Patricia Polacco	picture book	realistic fiction
4	Week 1	<i>The Princess and the Pizza</i>	Mary Jane and Herm Auch	picture book	fiction
4	Week 2	<i>Chicken Sunday</i>	Patricia Polacco	picture book	realistic fiction
4	Week 3	<i>The Bat Boy &amp; His Violin</i>	Gavin Curtis	picture book	historical fiction
4	Week 3	<i>Teammates</i>	Peter Golenbock	picture book	narrative nonfiction
4	Week 4	"Demeter and Persephone"	Center for the Collaborative Classroom	short story	myth
4	Week 4	"Co-chin and the Spirits"	Center for the Collaborative Classroom	short story	myth
4	Week 5	<i>Gluskabe and Old Man Winter from Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac	collection of plays	drama

(continues)

(continued)

Unit	Lesson	Title	Author	Format	Genre/Type
5	Week 1	<i>Hurricane</i>	David Wiesner	picture book	realistic fiction
5	Week 2	"My Man Blue," "When We First Met," and "Second Son" from <i>My Man Blue</i>	Nikki Grimes	collection of poems	poetry
5	Week 3	"Grounded" and "The Watcher" from <i>My Man Blue</i>	Nikki Grimes	collection of poems	poetry
6	Week 1	<i>Amelia's Road</i>	Linda Jacobs Altman	picture book	realistic fiction
6	Week 2	<i>Peppe the Lamplighter</i>	Elisa Bartone	picture book	historical fiction
6	Week 3	<i>Coming to America: The Story of Immigration</i>	Betsy Maestro	picture book	expository nonfiction
6	Week 4	<i>A Picture Book of Harriet Tubman</i>	David A. Adler	picture book	narrative nonfiction
7	Week 1	"Virtual Worlds: Community in a Computer"	Center for the Collaborative Classroom	article	expository nonfiction
7	Week 1	"School Uniforms: The Way to Go"	Center for the Collaborative Classroom	article	expository nonfiction
7	Week 1	"School Uniforms: No Way!"	Center for the Collaborative Classroom	article	expository nonfiction
7	Week 2	"How to Make Oobleck"	Center for the Collaborative Classroom	functional text	expository nonfiction
7	Week 2	"Simon's Sandwich Shop"	Center for the Collaborative Classroom	functional text	expository nonfiction
7	Week 2	"City of Lawrence Street Map"	Center for the Collaborative Classroom	functional text	expository nonfiction
7	Week 3	<i>Farm Workers Unite: The Great Grape Boycott</i>	Center for the Collaborative Classroom	textbook	expository nonfiction
7	Week 4	<i>Farm Workers Unite: The Great Grape Boycott</i>	Center for the Collaborative Classroom	textbook	expository nonfiction
8	Week 1	<i>Flight</i>	Robert Burleigh	picture book	narrative nonfiction
8	Week 2	<i>A Picture Book of Amelia Earhart</i>	David A. Adler	picture book	narrative nonfiction
8	Week 3	<i>In My Own Backyard</i>	Judi Kurjian	picture book	narrative nonfiction
8	Week 4	<i>A Picture Book of Rosa Parks</i>	David A. Adler	picture book	narrative nonfiction
8	Week 4	"Excerpt from <i>Rosa Parks: My Story</i> "	Rosa Parks with Jim Haskins	chapter book	autobiography

# Appendix D

## READ-ALoud TEXTS ACROSS THE GRADES

### Kindergarten

Title	Author/Source
<i>A Baby Duck Story</i>	Martha E. H. Rustad
<i>A Baby Penguin Story</i>	Martha E. H. Rustad
<i>Brave Bear</i>	Kathy Mallat
<i>Brave Norman: A True Story</i>	Andrew Clements
<i>Cat's Colors</i>	Jane Cabrera
"Cats"	Eleanor Farjeon
"Charlie Needs a Cloak"	Tomie dePaola
<i>Cookie's Week</i>	Cindy Ward
<i>A Day in the Life of a Zookeeper</i>	Nate LeBoutillier
<i>Doctors Help</i>	Dee Ready
<i>Dolphins</i>	Kate Riggs
<i>Flower Garden</i>	Eve Bunting
<i>Friends at School</i>	Rochelle Bunnett
<i>Getting Around By Plane</i>	Cassie Mayer
<i>A Harbor Seal Pup Grows Up</i>	Joan Hewett
<i>I Was So Mad</i>	Mercer Mayer
<i>If You Give a Mouse a Cookie</i>	Laura Joffe Numeroff
<i>A Letter to Amy</i>	Ezra Jack Keats
<i>Maisy's Pool</i>	Lucy Cousins
<i>The Moon</i>	Martha E. H. Rustad
<i>My Friends</i>	Taro Gomi
<i>On the Go</i>	Ann Morris
<i>A Porcupine Named Fluffy</i>	Helen Lester
<i>Pumpkin Pumpkin</i>	Jeanne Titherington
<i>A Tiger Cub Grows Up</i>	Joan Hewett

(continues)

## Kindergarten (continued)

Title	Author/Source
<i>Tools</i>	Ann Morris
<i>Trains</i>	Matt Doeden
<i>The Sun</i>	Charlotte Guillain
<i>Say Hello</i>	Jack Foreman
"Umbrellas"	Lilian Moore
<i>Whistle for Willie</i>	Ezra Jack Keats
<i>When Sophie Gets Angry—Really, Really Angry . . .</i>	Molly Bang

## Grade 1

Title	Author/Source
<i>Angelina and Henry</i>	Katharine Holabird
"The Balloon Man"	Dorothy Aldis
<i>Big Blue Whale</i>	Nicola Davies
<i>Birds: Winged and Feathered Animals</i>	Suzanne Slade
<i>The Bumblebee Queen</i>	April Pulley Sayre
<i>Chameleons Are Cool</i>	Martin Jenkins
<i>Chrysanthemum</i>	Kevin Henkes
<i>Curious George Goes Camping</i>	Margret Rey and H. A. Rey
<i>A Day in the Life of a Garbage Collector</i>	Nate LeBoutillier
<i>Dinosaur Babies</i>	Lucille Recht Penner
<i>Down the Road</i>	Alice Schertle
<i>An Elephant Grows Up</i>	Anastasia Suen
<i>An Extraordinary Egg</i>	Leo Lionni
<i>George Washington and the General's Dog</i>	Frank Murphy
"How to Catch Your ZZZs"	KidsHealth.org
<i>In the Tall, Tall Grass</i>	Denise Fleming
<i>It's Mine!</i>	Leo Lionni
<i>Julius</i>	Angela Johnson
<i>Matthew and Tilly</i>	Rebecca C. Jones
<i>McDuff and the Baby</i>	Rosemary Wells

## Grade 1 (continued)

Title	Author/Source
<i>An Ocean of Animals</i>	Janine Scott
<i>People in My Neighborhood</i>	Shelly Lyons
<i>Peter's Chair</i>	Ezra Jack Keats
<i>Places in My Neighborhood</i>	Shelly Lyons
<i>Quick as a Cricket</i>	Audrey Wood
"School Bus" from <i>Did You See What I Saw? Poems about School</i>	Kay Winters
<i>Sheep Out to Eat</i>	Nancy Shaw
<i>Sleep Well: Why You Need to Rest</i>	Kathy Feeney
"Sliding Board" from <i>Did You See What I Saw? Poems about School</i>	Kay Winters
<i>The Snowy Day</i>	Ezra Jack Keats
<i>Throw Your Tooth on the Roof</i>	Selby B. Beeler
<i>Using Your Senses</i>	Rebecca Rissman
<i>Velociraptor</i>	Kate Riggs
<i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i>	Jamie Lee Curtis

## Grade 2

Title	Author/Source
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Judith Viorst
<i>The Art Lesson</i>	Tomie dePaola
<i>Babu's Song</i>	Stephanie Stuve-Bodeen
<i>Beatrix Potter</i>	Alexandra Wallner
"Bees, Bothered by Bold Bears, Behave Badly"	Walter R. Brooks
<i>Bend and Stretch: Learning About Your Bones and Muscles</i>	Pamela Hill Nettleton
<i>Big Al</i>	Andrew Clements
<i>Butterflies</i>	Teresa Wimmer
<i>Chester's Way</i>	Kevin Henkes
"The City Zoo"	Center for the Collaborative Classroom
"Classic Smoothie"	Center for the Collaborative Classroom
"Draw, Draw, Draw: A Short Biography of Tomie dePaola"	Center for the Collaborative Classroom

(continues)

**Grade 2** (continued)

Title	Author/Source
<i>Erandi's Braids</i>	Antonio Hernández Madrigal
"The Friendship-fostering Buddy Bench"	Gogonews.com
<i>Galimoto</i>	Karen Lynn Williams
"Giant Jellyfish Invasion"	Ruth A. Musgrave
"Giant Pandas"	Center for the Collaborative Classroom
<i>Girl Wonder: A Baseball Story in Nine Innings</i>	Deborah Hopkinson
"Hey Joe, How's It Going?"	Jennifer Marino Walters
"Ice Cream Mania!"	Center for the Collaborative Classroom
<i>The Incredible Painting of Felix Clousseau</i>	Jon Agee
<i>Insect Detective</i>	Steve Voake
<i>Jamaica Tag-Along</i>	Juanita Havill
"The Library" from <i>Poppleton</i>	Cynthia Rylant
<i>little blue and little yellow</i>	Leo Lionni
<i>McDuff Moves In</i>	Rosemary Wells
<i>Me First</i>	Helen Lester
"My Baby Brother"	Mary Ann Hoberman
<i>The Paper Crane</i>	Molly Bang
<i>The Paperboy</i>	Dav Pilkey
<i>POP! A Book About Bubbles</i>	Kimberly Brubaker Bradley
"Raccoon"	Mary Ann Hoberman
<i>Sheila Rae, the Brave</i>	Kevin Henkes
<i>Snails</i>	Monica Hughes
"Snail Food"	Center for the Collaborative Classroom
<i>Spinning Spiders</i>	Melvin Berger
<i>The Tale of Peter Rabbit</i>	Beatrix Potter
<i>The Three Little Pigs</i>	James Marshall
<i>The Three Little Wolves and the Big Bad Pig</i>	Eugene Trivizas
<i>A Tree Is Nice</i>	Janice May Udry
"Zoos Are Good for Animals"	Center for the Collaborative Classroom
"Zoos Are Not Good for Animals"	Center for the Collaborative Classroom

## Grade 3

Title	Author/Source
<i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i>	Judith Viorst
<i>Amazing Grace</i>	Mary Hoffman
<i>Aunt Flossie's Hats (and Crab Cakes Later)</i>	Elizabeth Fitzgerald Howard
"Banning Tag"	Center for the Collaborative Classroom
<i>Boundless Grace</i>	Mary Hoffman
<i>Brave Harriet</i>	Marissa Moss
<i>Brave Irene</i>	William Steig
<i>Cherries and Cherry Pits</i>	Vera B. Williams
<i>A Day's Work</i>	Eve Bunting
<i>The Emperor and the Kite</i>	Jane Yolen
<i>Explore the Desert</i>	Kay Jackson
<i>Fables</i>	Arnold Lobel
<i>Flashy Fantastic Rain Forest Frogs</i>	Dorothy Hinshaw Patent
<i>The Girl Who Loved Wild Horses</i>	Paul Goble
<i>Homes</i>	Chris Oxlade
"Homework—Who Needs It?"	Center for the Collaborative Classroom
"Hop to It: Fancy Footwork"	Center for the Collaborative Classroom
"How to Make a Paper Airplane"	Center for the Collaborative Classroom
<i>Julius, the Baby of the World</i>	Kevin Henkes
"Jump Rope: Then and Now"	Center for the Collaborative Classroom
<i>Keepers</i>	Jeri Hanel Watts
<i>Lifetimes</i>	David L. Rice
"Lincoln School Lunch Calendar"	Center for the Collaborative Classroom
<i>Mailing May</i>	Michael O. Tunnell
<i>Miss Nelson Has a Field Day</i>	Harry Allard
<i>Miss Nelson Is Missing!</i>	Harry Allard
<i>Morning Meals Around the World</i>	Maryellen Gregoire
"Origami: The Art of Japanese Paper Folding"	Center for the Collaborative Classroom
<i>The Paper Bag Princess</i>	Robert Munsch

(continues)

### Grade 3 (continued)

Title	Author/Source
<i>Polar Bears</i>	Mark Newman
"Polar Bears in Peril"	Elizabeth Winchester
<i>Possum's Tail</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac
<i>The Raft</i>	Jim LaMarche
"Seal"	William Jay Smith
"Smile—You've Got Homework!"	Center for the Collaborative Classroom
<i>Sonia Sotomayor: A Judge Grows in the Bronx</i>	Jonah Winter
<i>The Spooky Tail of Prewitt Peacock</i>	Bill Peet
<i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>	Kirby Larson and Mary Nethery
<i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i>	Kathleen Krull
"You Can Make Mexican Breakfast Quesadillas" from <i>Morning Meals Around the World</i>	Maryellen Gregoire
"You Can Make Tea with Milk" from <i>Morning Meals Around the World</i>	Maryellen Gregoire

### Grade 4

Title	Author/Source
<i>Amelia's Road</i>	Linda Jacobs Altman
<i>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</i>	Pamela Hickman
<i>A Bad Case of Stripes</i>	David Shannon
<i>The Bat Boy &amp; His Violin</i>	Gavin Curtis
<i>Chicken Sunday</i>	Patricia Polacco
"City of Lawrence Street Map"	Center for the Collaborative Classroom
"Co-chin and the Spirits"	Center for the Collaborative Classroom
<i>Coming to America: The Story of Immigration</i>	Betsy Maestro
"Demeter and Persephone"	Center for the Collaborative Classroom
"Excerpt from <i>Rosa Parks: My Story</i> "	Rosa Parks with Jim Haskins
<i>Farm Workers Unite: The Great Grape Boycott</i>	Center for the Collaborative Classroom
<i>Flight</i>	Robert Burleigh

(continues)

**Grade 4** (continued)

Title	Author/Source
"Food for Thought: Cafeteria Menus Shape Up"	Center for the Collaborative Classroom
<i>Gluskabe and Old Man Winter</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac
"Grounded" from <i>My Man Blue</i>	Nikki Grimes
<i>Hurricane</i>	David Wiesner
"How to Make Oobleck"	Center for the Collaborative Classroom
<i>In My Own Backyard</i>	Judi Kurjian
"My Man Blue" from <i>My Man Blue</i>	Nikki Grimes
<i>Nineteenth-Century Migration to America</i>	John Bliss
<i>The Old Woman Who Named Things</i>	Cynthia Rylant
<i>Peppe the Lamplighter</i>	Elisa Bartone
<i>A Picture Book of Amelia Earhart</i>	David A. Adler
<i>A Picture Book of Harriet Tubman</i>	David A. Adler
<i>A Picture Book of Rosa Parks</i>	David A. Adler
<i>The Princess and the Pizza</i>	Mary Jane and Herm Auch
"School Uniforms: No Way!"	Center for the Collaborative Classroom
"School Uniforms: The Way to Go"	Center for the Collaborative Classroom
"Second Son" from <i>My Man Blue</i>	Nikki Grimes
<i>Shattering Earthquakes</i>	Louise and Richard Spilsbury
<i>Song and Dance Man</i>	Karen Ackerman
"Simon's Sandwich Shop"	Center for the Collaborative Classroom
<i>Slinky Scaly Slithery Snakes</i>	Dorothy Hinshaw Patent
<i>Teammates</i>	Peter Golenbock
<i>Thunder Cake</i>	Patricia Polacco
"Tying the Score: Men, Women, and Basketball"	Center for the Collaborative Classroom
"Virtual Worlds: Community in a Computer"	Center for the Collaborative Classroom
"The Watcher" from <i>My Man Blue</i>	Nikki Grimes
"When We First Met" from <i>My Man Blue</i>	Nikki Grimes

## Grade 5

Title	Author/Source
"12 seconds from death"	Paul Dowswell
"Ashton Hammerheads Schedule for September 2015"	Center for the Collaborative Classroom
"All-girls and All-boys Schools: Better for Kids"	Center for the Collaborative Classroom
"All Work and No Play: Trends in School Recess"	Center for the Collaborative Classroom
"back yard"	Valerie Worth
<i>Big Cats</i>	Seymour Simon
"Blue Line Train Schedule"	Center for the Collaborative Classroom
"Copycats: Why Clone?"	Center for the Collaborative Classroom
"The Debate on Banning Junk Food Ads"	Center for the Collaborative Classroom
"Do Kids Really Need Cell Phones?"	Center for the Collaborative Classroom
"Eraser and School Clock"	Gary Soto
<i>Everybody Cooks Rice</i>	Norah Dooley
"Follow That Ball! Soccer Catching On in the U.S."	Center for the Collaborative Classroom
"Frontier Fun Park"	Center for the Collaborative Classroom
<i>Global Warming</i>	Seymour Simon
<i>Great Women of the American Revolution</i>	Brianna Hall
<i>Harry Houdini: Master of Magic</i>	Robert Kraske
"How to Make an Origami Cup"	Center for the Collaborative Classroom
<i>Hurricanes</i>	Seymour Simon
<i>The Lotus Seed</i>	Sherry Garland
"Mrs. Buell" from <i>Hey World, Here I Am!</i>	Jean Little
"October Saturday"	Bobbi Katz
"The Pros and Cons of Year-round Schools"	Center for the Collaborative Classroom
<i>Rainforests</i>	James Harrison
"Review of 'Mrs. Buell' "	Center for the Collaborative Classroom
"Review of <i>The Ballad of Lucy Whipple</i> "	Center for the Collaborative Classroom
"Review of <i>The Legend of Sleepy Hollow</i> "	Jennifer B. (age 12)
<i>Richard Wright and the Library Card</i>	William Miller
<i>A River Ran Wild</i>	Lynne Cherry

(continues)

**Grade 5** (continued)

Title	Author/Source
<i>Something to Remember Me By</i>	Susan V. Bosak
"Speech Class"	Jim Daniels
<i>Survival and Loss: Native American Boarding Schools</i>	Center for the Collaborative Classroom
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>Uncle Jed's Barbershop</i>	Margaree King Mitchell
"The Cafe," "The Possum," and "Lightning Strikes" from <i>The Van Gogh Cafe</i>	Cynthia Rylant
"Year-round School: I'm Against It"	Anonymous
"Year-round School: I'm for It"	Chance T.
"Zoo"	Edward D. Hoch

**Grade 6**

Title	Author/Source
"Always Moving: Julisa Velarde" from <i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>	S. Beth Atkin
"As I Grew Older"	Langston Hughes
<i>The Bad Room</i> from <i>Acting Out</i>	Patricia MacLachlan
"The Bermuda Triangle"	Phyllis Raybin Emert
"The Boy, the Dog, and the Spaceship"	Nicholas Fisk
"Campus Map"	Center for the Collaborative Classroom
<i>Chato's Kitchen</i>	Gary Soto
"Children and Electronic Games: Good or Bad?"	Erica Roth
<i>An Elephant in the Garden</i>	Michael Morpurgo
<i>Encounter</i>	Jane Yolen
"Excerpt from 'Abdul, Age 17, Afghan' in <i>New Kids in Town</i> "	Janet Bode
"Excerpt from <i>Long Walk to Freedom</i> "	Nelson Mandela
"Excerpt from <i>Slacks and Calluses: Our Summer in a Bomber Factory</i> "	Constance Bowman Reid
"Extreme Sports: From the X Games to the Olympics"	Center for the Collaborative Classroom
<i>Feathers and Fools</i>	Mem Fox

(continues)

**Grade 6** (continued)

Title	Author/Source
"Finding the Balance with After-school Activities: Helping Kids Choose Extracurriculars That Work for Them, Without the Stress"	Harry Kimball
"Genetically Modified Food"	Center for the Collaborative Classroom
"How to Make a Papier-mâché Mask"	Center for the Collaborative Classroom
<i>Let's Think About the Power of Advertising</i>	Elizabeth Raum
"Meltdown: Is Global Warming Caused by Humans?"	Center for the Collaborative Classroom
"Mother to Son"	Langston Hughes
"Multiplex Movie Theater Schedule"	Center for the Collaborative Classroom
<i>Nelson Mandela</i>	Kadir Nelson
"Plugged In . . . and Checked Out"	Center for the Collaborative Classroom
"Report Slams Child Labor in Tobacco Fields"	Mariano Castillo
"Review of <i>Harris and Me</i> "	Kyle H. (age 12)
"Review of 'Thank You, M'am' "	Center for the Collaborative Classroom
"Review of <i>Where the Red Fern Grows</i> "	Center for the Collaborative Classroom
<i>Rosie the Riveter: Women in a Time of War</i>	Center for the Collaborative Classroom
"Seventh-grade Schedule"	Center for the Collaborative Classroom
"A Tea"	Angela Johnson
"Thank You, Ma'am" from <i>America Street: A Multicultural Anthology of Stories</i>	Langston Hughes
<i>Twenty-two Cents: Muhammad Yunus and the Village Bank</i>	Paula Yoo
<i>Volcano Rising</i>	Elizabeth Rusch
<i>Whales</i>	Seymour Simon
<i>Why Mosquitoes Buzz in People's Ears</i>	Verna Aardema
"Wolves: The Effects of Reintroduction on Ranchers"	Center for the Collaborative Classroom

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## The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

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The *Making Meaning* program embodies the practices of the Collaborative Classroom.

Students in *Making Meaning* classrooms demonstrate:

- Close reading of varied, complex texts
- Strategies for unlocking word meanings
- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

*"I love how authentic the lessons and focus strategies are. It's what good readers, listeners, and community members do in real life."*

— Monica McCurry, grade 4 teacher



1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501-1042  
800.666.7270  
collaborativeclassroom.org

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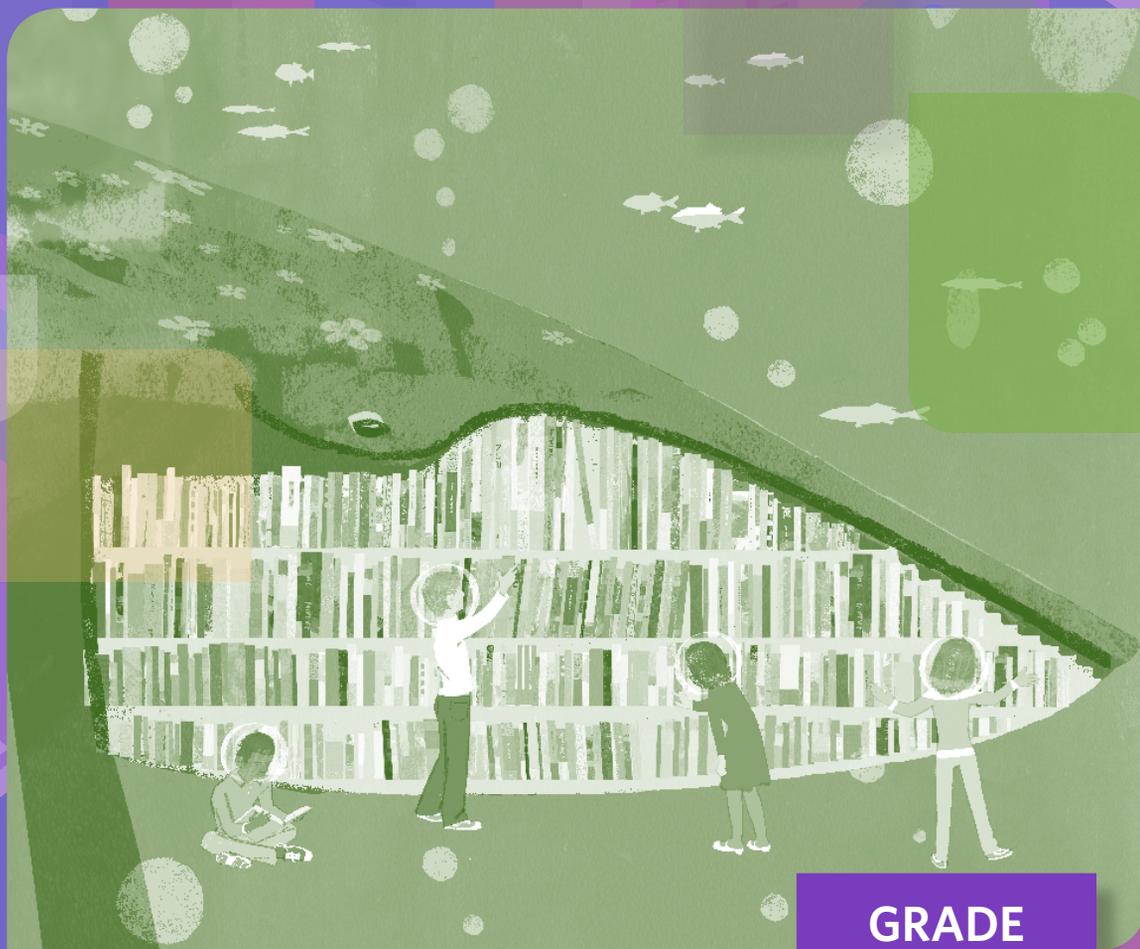
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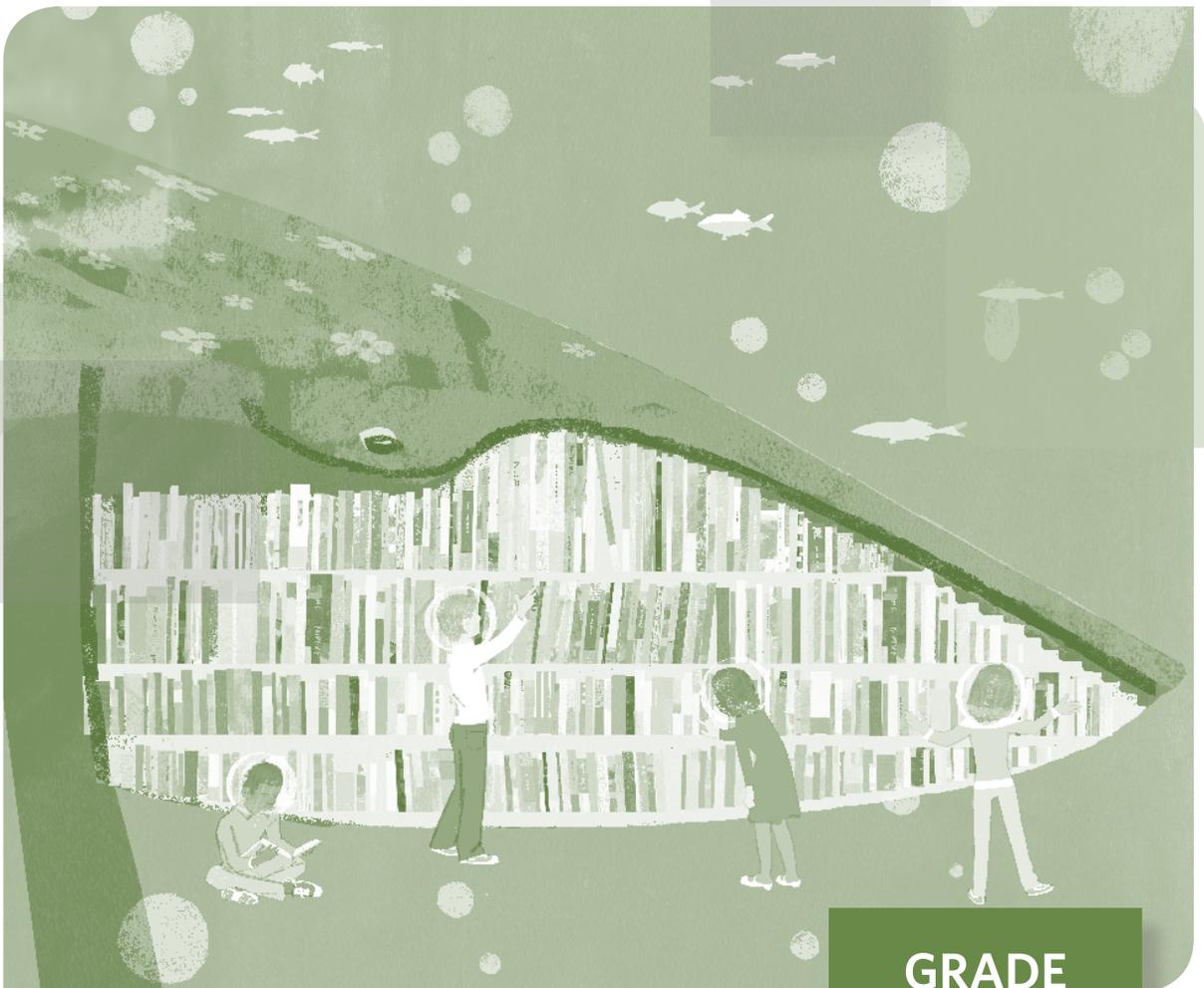
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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270, fax: (510) 464-3670  
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An isometric illustration of a school building. The building has multiple stories with windows and doors. In the foreground, a car is parked on a street. Two students are sitting on a bench, reading books. A dog is sitting on the ground near them. There is a tree with a circular canopy that has some abstract shapes on it. The entire scene is rendered in a light green and grey color palette.

# Introduction



# Overview of the Vocabulary Lessons

Vocabulary plays a critical role in children’s growth as readers. If they do not understand the words they are reading, children cannot make sense of text. It follows, then, that expanding students’ vocabularies is vital to their reading success. The *Vocabulary Teaching Guide* provides 30 weeks of vocabulary instruction that build students’ word knowledge, supplementing and supporting the reading comprehension lessons in the *Making Meaning® Teacher’s Manual*. This vocabulary instruction incorporates the latest research to give you the tools you need to boost your students’ word power.

Like the *Making Meaning* lessons, the vocabulary lessons are unique in their blend of academic instruction and support for students’ social and ethical development. The lessons teach high-utility words found in or relating to the read-aloud texts. The students learn four to six words each week in lessons designed to take 15–20 minutes each. The lessons combine direct instruction in word meanings with activities that require the students to think deeply about the words and use them as they talk with their partners and the class. The activities are designed to be both challenging and fun, and to help instill in your students a love of words and an appreciation for learning new words.

---

## New to the Vocabulary Lessons

In this revision of the *Vocabulary Teaching Guide*, we have added content, assessment, and technology features designed to support your teaching and your students’ vocabulary knowledge and social development. These include:

- Additional weeks of instruction at every grade
- New read-aloud texts and new vocabulary words
- Enhanced lesson support for vocabulary instruction, including digital picture cards (K–1) and digital word cards (K–6)
- Online, interactive whiteboard activities for displaying picture cards (K–1), word cards (K–6), and prompts (K–6) used during instruction
- Print and digital teaching guides with links to professional development media and lesson resources

- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- Additional support for incorporating technology through tips and tutorials

---

## Unique Pedagogy

The vocabulary lessons' unique pedagogy grows out of years of research on vocabulary and child development. It focuses on character education and social and ethical development and supports teachers in expanding their students' vocabularies and building a word-rich classroom environment.

### RESEARCH BASED/CLASSROOM TESTED

Children learn words in many different ways, such as by talking with teachers, friends, and family members, listening to stories, and reading independently; but this incidental word-learning is not enough. For students to develop the rich and varied vocabulary they need to communicate effectively and succeed academically, direct instruction in specific words is needed (Stahl 1999). Researchers and leaders in the field of vocabulary instruction, including Bauman and Kame'enui, McKeown and Beck, and Stahl,\* have identified instructional practices that best help children build their vocabularies—practices we have incorporated into the *Vocabulary Teaching Guide*:

- Provide explicit instruction in a set of carefully chosen, high-utility words.
- Begin instruction by introducing a word in context.
- Provide a student-friendly definition of the word and examples of the way it is used.
- Give students opportunities to engage actively with the word in meaningful ways when they first encounter it, such as by applying it to their own experiences.
- Have students practice using the word through engaging activities.
- Provide multiple exposures to the word over an extended period of time.
- Teach strategies that students can use to learn words independently, such as recognizing synonyms, antonyms, and words with multiple meanings, and using context to determine word meanings.

We developed the *Vocabulary Teaching Guide* in consultation with classroom teachers who piloted the lessons and gave us extensive feedback to ensure that the program addresses the needs of all students and is easily implemented.

---

\*To read more about the theoretical and research basis for these vocabulary lessons, please refer to the Bibliography on page 658.

---

## Lessons at a Glance

The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that support vocabulary acquisition, and the social development objectives of the program and how they are achieved.

### LESSON RESOURCES

At grade 4, vocabulary instruction includes:

- A teaching guide
- Access to online resources via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) developed for the vocabulary lessons, including interactive whiteboard activities, assessment forms, reproducible word cards, family letters and other reproducibles, and professional development media

In addition to the lesson resources above, the instruction in the *Vocabulary Teaching Guide* is also supported by a variety of print and digital components that accompany the *Making Meaning* program, including children’s trade books, the *Assessment Resource Book*, the *Digital Teacher’s Set*, and access to the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) and the CCC ClassView app ([classview.org](http://classview.org)). For more information about these program components, see “Program at a Glance” in the Introduction of the *Teacher’s Manual*.

For more information about the CCC Learning Hub, CCC ClassView, and the interactive whiteboard activities, see “Using the Technology Features” on page xxv.

### THE WORDS

The vocabulary words were selected from the read-aloud texts used in grade 4 of the *Making Meaning* lessons. To develop an initial word list, we asked this critical question: *Which words in the Making Meaning texts are most useful for the students to know?* In answering this question, we were guided by the work of Isabel Beck and her colleagues at the University of Pittsburgh. Beck states that the best candidates for instruction are words that students are not likely to use frequently but that educated adults regularly use in their speech and writing and that appear in a wide range of texts students might encounter. She refers to these words as Tier Two\* words. The words we selected as candidates for instruction were those we

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\*Tier One words are high-frequency words that typically do not require instruction. Tier Three words are less frequently used words often associated with science, social studies, and other content areas. For more information, see *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed. by Isabel L. Beck, Margaret McKeown, and Linda Kucan (The Guilford Press, 2013).

believed met Beck’s Tier Two criteria. In addition, we looked for words that would be interesting and fun for the students to learn and use.

In some instances, a *Making Meaning* text did not yield six words that met our criteria. To provide words for instruction, we included words that do not appear in the text but that represent concepts or ideas that are important to the story and worthwhile for the students to know. These “concept words” appear in italics in word lists in the week they are introduced.

To check the validity of our word choices, we asked our grade 4 pilot teachers to review the list, and we made changes based on their recommendations. For a complete list of the grade 4 words and their meanings, see Appendix B.

## **INTRODUCING THE WORDS**

Vocabulary instruction becomes meaningful for students when the words they are learning are tied to a familiar and relevant context. The *Making Meaning* read-aloud texts provide that context. During a vocabulary lesson, the students reencounter words that they heard earlier during a *Making Meaning* lesson. Each word is introduced by rereading the text that includes the word. The students then hear the word defined in student-friendly language.

## **WORD CARDS**

A digital whiteboard activity that includes the word and the prompt(s) used to discuss the word are provided for each word in the grade 4 program. Additionally, reproducible wall word cards are provided on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Each reproducible word card shows the card number and the word and its definition.

The program provides two options for displaying the word cards: The words may be projected on an interactive whiteboard using the whiteboard activities provided with each lesson, or the reproducible word wall cards may be printed and posted where everyone can see them.

The word cards are also used during Ongoing Review activities. An interactive whiteboard activity is provided for displaying the words and prompts on each ongoing review day. For more information about ongoing review, see “Retaining the Words” on page xxv.

## **QUESTIONS AND ACTIVITIES**

After the students have been introduced to a word, they practice using it by answering questions that require them to think about the word in other contexts. Many questions have them relate the word to their own experiences, and follow-up questions ask them to explain their thinking, encouraging them to think more deeply about the word. (*When do you have get-up-and-go? What do you like to do when you have get-up-and-go?*)

The students also use the words in a variety of activities:

- **Create a Sentence.** They use a vocabulary word in a sentence.
- **Describe the Character.** They choose the vocabulary word that best describes a character in a character sketch.
- **Does That Make Sense?** They decide whether or not a scenario that includes a vocabulary word makes sense.
- **Find Another Word.** They identify the vocabulary word that can replace an underlined word or words in a sentence. (*Jessica can't get over the fence, so her friend pushes her.* [boosts])
- **Finish the Story.** They choose the word that best completes a story they hear.
- **Imagine That!** They visualize a situation and then use the vocabulary word to discuss their mind pictures.
- **Make a Choice.** They use their knowledge of a word to make a choice about the word. (*Which of these is an effective way to cool off if you are very hot: jumping in a swimming pool or wrapping yourself in a blanket? Why?*)
- **Tell Me a Story.** They hear the beginning of a story that includes a vocabulary word and they use their knowledge of the word to make up an ending for the story.
- **What Do You Think About?** They tell what they picture in their minds when they hear a word.
- **What Do You Think Will Happen?** They hear a scenario that includes a vocabulary word and they use their knowledge of the word to tell what they think will happen next.
- **What Might You Say or Do?** They use a vocabulary word to tell what they might say or do in an imagined situation.
- **What's the Missing Word?** They identify the vocabulary word that can fill in the blank in a sentence. (*It was easy to see that the old man was tired by the way his body \_\_\_\_\_.* [sagged])
- **Which Word Am I?** They use clues you provide to figure out which word you are thinking of.
- **Which Word Goes With?** They tell how a vocabulary word relates to a word they all know, such as *school* or *cat*.

## INDEPENDENT WORD-LEARNING STRATEGIES

Research shows that students benefit from both learning individual words and learning strategies for determining the meanings of unknown words they hear or encounter in their independent reading. In grade 4, the students learn the following strategies:

- Recognizing synonyms
- Recognizing antonyms
- Using the prefixes *in-* and *mis-* to determine word meanings
- Using the suffixes *-er* and *-ly* to determine word meanings
- Using Greek and Latin roots to determine word meanings
- Using context to determine word meanings
- Recognizing idioms
- Recognizing adages and proverbs
- Recognizing shades of meaning
- Recognizing words with multiple meanings
- Using a print dictionary to determine word meanings
- Using an online dictionary to determine word meanings
- Using a print thesaurus to determine word meanings
- Using an online thesaurus to determine word meanings
- Using a glossary to determine word meanings

Each strategy is introduced through the discussion of a vocabulary word. (For example, recognizing shades of meaning is introduced through the word *plead* in Week 5.) For additional practice in using the strategies, More Strategy Practice activities are provided periodically. Although these activities are optional, we encourage you to do them with your students. We believe the students will benefit from the additional exposure to the strategies. For tables of the strategies and the weeks in which they are introduced and reviewed, see Appendix C.

The table on the next page provides a snapshot of how independent word-learning strategies are developed across grades K–6.

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

■ formally taught □ informally explored or reviewed

## ALIGNMENT WITH STANDARDS

Lessons in the *Vocabulary Teaching Guide* have been carefully designed to focus on standards aimed at vocabulary acquisition and use.

- Words taught or explored include both grade-appropriate general academic and domain-specific words. The general academic words taught as target words are identified with asterisks in Appendix B, “Grade 4 Words and Definitions.” For Extension activities in which domain-specific words are explored, see Appendix D, “Additional Activities.”
- Students practice using the words they are learning in both partner and whole-class conversations. Questions require the students to make real-life connections between the words and their own experiences. (The program’s focus on conversations about

words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with standards for speaking and listening.)

- In lessons and review activities, the students explore the nuances of word meanings and relationships among words, including synonyms, antonyms, and shades of meaning.
- Students are formally taught grade-appropriate strategies they can use to figure out word meanings when reading independently. These include using context, identifying multiple meanings, recognizing idioms, and using prefixes, suffixes, and roots.

For more about how the program aligns to specific state standards, see the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

# Teaching the Vocabulary Lessons

The grade 4 program consists of 30 weeks of lessons numbered consecutively throughout the year. Each week has five days of instruction. Beginning in Week 2, an Ongoing Review activity in which the students review previously taught words is included.

## How a Week Is Organized

Each week begins with a Resources list, which specifies the physical materials and the supplemental activities for the entire week, while the Online Resources list indicates all the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). The Resources list is followed by the week's Overview, which includes lists of the six vocabulary words taught that week, the five words reviewed during Ongoing Review, the word-learning strategies taught or reviewed during the week, and the vocabulary and social development focuses. A "Do Ahead" section contains suggestions for preparing for the week.

**Week 6**

**RESOURCES**

**Read-aloud**

- Animal Center: How Animals See, Hear, Taste, Smell, and Feel by Pamela Hickman, illustrated by Pat Stephens

**More Strategy Practice**

- Discuss Another Meaning of "Critical"

**Extensions**

- Discuss the Prefixes
- Discuss the Prefixes

**Assessment Resource Book**

- Week 6 vocabulary assessment

**Online Resources**

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

**Whiteboard Activities**

- WB2-WB11

**Assessment Form**

- "Class Vocabulary Assessment Record" sheet (CA1)

**Reproducibles**

- Week 6 Study Guide (SL32)
- Optional "Week 6 Crossword Puzzle" (SL32)

**Professional Development Media**

- "Using the In-class Whiteboard Assessment" tutorial (AP42)

**OVERVIEW**

Words Taught	Words Reviewed
dissimilar	custom
focus	experience
function	hardship
sensitive	rowdy
critical	sit
abstract	

**Word-learning Strategies**

- Recognizing antonyms (review)
- Recognizing words with multiple meanings (review)
- Using context to determine word meanings (review)

**Vocabulary Focus**

- Students learn and use six words from or about the book.
- Students review antonyms.
- Students review words with multiple meanings.
- Students use context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

**Social Development Focus**

- Students develop the skill of explaining their thinking.

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Each week includes five days of instruction. On Days 1 and 2, three words are taught and reviewed. On Days 3 and 4, three more words are taught and reviewed. On Day 5, five words previously taught are reviewed in an activity called "Ongoing Review." (Week 1, in which six words are reviewed during Ongoing Review, is an exception.)

The chart below shows how a week is structured.

Day 1	Day 2	Day 3	Day 4	Day 5
3 words taught	Day 1 words reviewed	3 words taught	Day 3 words reviewed	Ongoing Review

## Teaching the Vocabulary Lessons with the *Making Meaning* Lessons

We suggest you teach the week’s lessons from the *Vocabulary Teaching Guide* the week after you teach the read-aloud text from the *Making Meaning* lessons in the *Teacher’s Manual*. (For example, teach Week 1 in the *Vocabulary Teaching Guide* a week after you have taught Unit 1, Week 1 in the *Teacher’s Manual*.) Waiting a week helps to ensure that the students have thoroughly discussed the read-aloud text before revisiting it during the vocabulary lessons. (If you prefer to teach the vocabulary lessons in the same week as you teach the read-aloud text in the *Making Meaning* lessons, be sure to completely finish the reading of the text, which may extend across two or more days, before you introduce the words. Otherwise, you run the risk of teaching words that the students have not encountered in the reading.)

The calendar below shows one way you might structure a week of *Making Meaning* lessons and vocabulary lessons.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson	
Vocabulary lesson	Vocabulary lesson	Vocabulary lesson	Vocabulary lesson	Vocabulary Ongoing Review

For a table that shows each week of the vocabulary lessons, the read-aloud text you will use during that week, and the week in which that text was taught in the *Making Meaning Teacher’s Manual*, see Appendix A.



## SOCIAL DEVELOPMENT AND COOPERATIVE STRUCTURES

Like the *Making Meaning* lessons in the *Teacher's Manual*, the lessons in the *Vocabulary Teaching Guide* help students develop socially and ethically as well as academically. During the lessons, the students frequently discuss words with their partners through the cooperative structures “Turn to Your Partner” and “Think, Pair, Share.” The cooperative structures increase the students’ engagement and accountability and ensure that all the students have opportunities to practice using the words.

We recommend that you use the same partners for the vocabulary lessons that you have assigned for the *Making Meaning* lessons. We also recommend that you incorporate the social focuses of the *Making Meaning* lessons into the vocabulary lessons. Social development focuses are provided with each vocabulary lesson. Reinforcing social skills as the students work together will help them develop caring and respectful relationships and create a safe and supportive classroom environment conducive to sharing their thinking.

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### Planning and Teaching the Lessons

To prepare to teach a week from the *Vocabulary Teaching Guide*, begin by reading the week’s introductory pages. The Resources list identifies the *Making Meaning* read-aloud text or texts, supplementary activities, and online resources for the week. The week’s Overview acquaints you with the vocabulary words and independent word-learning strategies to be taught and reviewed during the week, as well as the academic and social focuses of the week. In particular, review the “Do Ahead” section. It alerts you to any materials you need to gather or prepare for the week.

### PREPARING FOR A LESSON

- Read the entire lesson. Pay particular attention to the questions and prompts and anticipate how your students will respond. Teacher Notes provide suggestions to support struggling students.
- Prepare or collect any necessary materials, including the appropriate *Making Meaning* read-aloud text.
- Practice reading aloud the part of the text that introduces each word. You might use self-stick notes to mark the starting and stopping points of the read-aloud. Focus on emphasizing the vocabulary word where it appears in the text.
- Review the definition of each word. You might write each definition on a self-stick note and place the note on the page of the read-aloud where the word is introduced.

- Review the word cards and how they are introduced in the lesson. (See “Using the Technology Features” on page xxv.)
- Plan any teacher examples or modeling required in the lesson.
- Review any More Strategy Practice, More ELL Support, or Extension activities in a lesson, and decide if and when you will do them. Collect any necessary materials.
- Plan how you will pace the lesson to keep it moving. A lesson is designed to take, on average, 15–20 minutes.

## TIPS FOR TEACHING THE LESSONS

We offer the following tips to help you teach the lessons:

- **Anticipate room arrangement needs.** We recommend a classroom arrangement that allows for whole-class gatherings, discussions, and space for movement. A rug or library area is ideal. If this is not possible, arrange the students so that they can hear you clearly, see the read-aloud text, and participate in partner and whole-class discussions.
- **Use the lesson definition.** It is important to define each word as it is defined in the lesson. Each definition has been carefully written in simple, student-friendly language, and the activities have been developed based on the definitions.
- **Correct ungrammatical responses by modeling standard language.** During a discussion, a student may use a word in a way that shows he understands its meaning but that is incorrect grammatically (for example, “My friend and I had a reminisce about when we were in third grade”). We suggest you point out that the student’s response demonstrates that he knows what the word means and then restate his response using correct grammar (for example, “What you said shows you know what *reminisce* means, but we usually say, ‘My friend and I reminisced about when we were in third grade’”).

## LESSON LENGTH AND PACING

The lessons take, on average, 15–20 minutes. Lessons in the first few weeks of the program may take longer as you practice the cooperative structures (“Turn to Your Partner” and “Think, Pair, Share”) and the students become accustomed to using the prompts. (See “Using the Prompts to Discuss the Words” on the next page.)

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

- Keep partner conversations brief.
- After partners have shared, have only one or two volunteers share their thinking with the class, even if other students have their hands up.
- During whole-class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use “Turn to Your Partner” to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

## **USING THE PROMPTS TO DISCUSS THE WORDS**

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. The prompts are a critical component of the program. They provide the students with the language they need to use a new word confidently and successfully. The prompts also ensure that the students will actually *say* the vocabulary word as they discuss it during partner and whole-class sharing, which is important if they are to learn and remember the word. In addition, the prompts support the students’ oral language development and are especially helpful to English Language Learners.

To encourage the students to use the prompts, you might display them using the whiteboard activities provided with each lesson, or print and display the prompts where everyone can see them using the printable prompts you will find on the CCC Learning Hub. Once the students have become accustomed to using the prompts, they might choose to use a word in a sentence of their own. That is fine. What is important is that the students say the word as they discuss it and use that word correctly.

## **FULL AND ABBREVIATED LESSONS**

In Weeks 1–5 of the program, all the procedures for introducing words and conducting activities have been fully written out to support you as you become familiar with the program. We refer to these lessons as “full lessons.” By Week 6 you will be familiar with most of the procedures. For this reason, the language of the procedures has been abbreviated. In the first two weeks of these “abbreviated lessons,” a Teacher Note will direct you to the full version of a procedure in Weeks 1–5 should you wish to review it.

## HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction, and that provide background information, tips, and supplemental activities to extend or support word learning. These lesson features are listed in the table below.

### Helpful Lesson Features

- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to a variety of things, including the purposes of various activities, hints for reviewing previously taught words, and ways to support struggling students. Notes also provide additional information about the words themselves.
- **Cooperative Structure Icons.** These icons indicate where in a lesson a cooperative structure, “Turn to Your Partner” or “Think, Pair, Share,” is used.
- **Whiteboard Activity Icons.** These icons show where in a lesson a whiteboard activity is used.
- **“You might say.”** This feature provides sample language you can draw on when you model how a word is used. If the students struggle to understand or use a word, you might use “You might say” suggestions to provide support.
- **ELL Notes.** These notes suggest ideas for supporting your English Language Learners. Spanish cognates are provided for some words. (See “Support for English Language Learners (ELLs)” on page xxx.)
- **More ELL Support Activities.** These supplemental activities focus on building English Language Learners’ vocabulary and oral language skills.
- **Prompt Cues.** The word *PROMPT* identifies language you can use to prompt the students’ responses to a question or activity. Each prompt relates to the vocabulary word being discussed.
- **Class Vocabulary Assessment Notes.** These notes help you observe and assess the whole class during Ongoing Review activities. (See “Assessments” on page xxvii.)
- **Technology Tips.** These tips suggest ways you might use an interactive whiteboard or other technology during a lesson.
- **More Strategy Practice Activities.** These optional activities provide the students with further instruction and practice in independent word-learning strategies, such as recognizing synonyms and antonyms and using context to determine word meanings.
- **Extension Activities.** These supplemental activities extend student learning by exploring independent word-learning strategies not formally taught in the program, figurative language, and other interesting ways that authors use words.



## Using the Technology Features

The *Making Meaning* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes. For information on the *Digital Teacher's Set*, the CCC Learning Hub, and the CCC ClassView app, see "Digital Teacher Resources" in the Introduction of the *Teacher's Manual*.

For teaching the vocabulary lessons, a variety of online resources have been developed to directly support the vocabulary instruction for each week and are available on the CCC Learning Hub. For more information, see the "Using CCC's Learning Hub" tutorial (AV39).



- **Whiteboard activities.** These interactive activities allow you to display the words as they are taught during the week, display the prompts as they are used in a day's lesson, and, on occasion, guide students seamlessly through games and activities used to review the words in Days 2, 4, and 5. For more information, see the "Using the CCC Whiteboard Activities" tutorial (AV40).
- **Printable reproducibles.** These resources, including weekly family letters, word cards, and crossword puzzles, provide additional lesson support for students and their families. For more information on how these can be used, see "Additional Ways to Review the Words" on the next page.
- **Assessment forms.** These online forms allow you to record the students' progress on both class and individual assessments. You can print these forms from the CCC Learning Hub or use the CCC ClassView app to electronically record data for the class. For more information about the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV41).
- **Professional development media and technology tutorials.** These brief videos help you with effective implementation of the lessons. Technology Tips, located in the margins of the lessons, alert you to these videos and also suggest ways to incorporate technology into the instruction.



## Retaining the Words

Research shows that students need multiple encounters with a word to make it a permanent part of their vocabulary. The *Vocabulary Teaching Guide* provides opportunities for the students to frequently hear and practice using the words they are learning.

## ONGOING REVIEW ACTIVITIES

On Day 5 of each week, the students review previously learned words through Ongoing Review activities. These activities are similar to the activities used in the lessons. An interactive whiteboard activity is provided for displaying the cards, prompts, and occasional interactive games and activities for each Ongoing Review day. Additionally, reproducible word cards for the review words are provided on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## INTEGRATING PREVIOUSLY TAUGHT WORDS INTO LESSONS

To further support the students' word retention, words that have been taught in the program are sometimes reused in the introduction of a new word or in an activity. In these cases, a Teacher Note provides the word's definition so you can review it with the students.

## ADDITIONAL WAYS TO REVIEW THE WORDS

We encourage you to look for opportunities outside of vocabulary time to review the words and help the students retain their meanings. You might:

- Use the words when you talk with the students.
- Encourage the students to use the words with their classmates. When you hear a word used, call attention to it.
- Encourage the students to use the words in their writing.
- Invite the students to listen and look for the words outside of the classroom. Track the words they hear and see by writing them on a classroom chart. If you hear a word used outside of class, discuss the use of the word with the students.
- Reproducible word cards in a small size are available for each week on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Make copies of the appropriate cards each week, one set for each student. Have the students keep the cards to review in class, or have them take the cards home to practice the words with their families.
- Each week send a family letter home with the students that includes a list of the words and definitions they are learning. You will find weekly family letters, in both English and Spanish, on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Ask the students to review and practice the words with family members.
- Keep copies of word cards in a learning center. The students can use the cards for word sorts and games such as "Concentration" and "Go Fish." Encourage the students to invent their own games using the cards and to play vocabulary games such as "Which Word Am I?"
- Make crossword puzzles and word searches using the words. Reproducible crossword puzzles are also available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

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## Creating a Word-rich Classroom

Creating a classroom in which words are valued and enjoyed is an important step in helping your students develop an appreciation for words and word learning. Here are some suggestions for building a word-rich classroom:

- Exhibit your own curiosity about words. Talk about interesting words you see and hear and invite the students to share their own interesting words.
- Apply sophisticated words to everyday classroom situations.
- Encourage the students to suggest words for the class to learn. Collect the words in a suggestion box or list them on a chart. Choose some words to explore as a class.
- Make word resources available, including various dictionaries, a thesaurus, books of puns and riddles, stories and poems that use wordplay, and books of word games such as crossword puzzles and word searches.
- Play language games such as “Telephone,” sing songs, chant rhymes, and introduce the students to puns and riddles.
- Notice playful or creative uses of language in and outside of class, including made-up words, interesting proper names, idioms, and figures of speech such as metaphors, similes, and personification. Discuss these words with your students, model thinking of additional examples, and invite the students to give examples.

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## Assessments

The assessment tools in the *Vocabulary Teaching Guide* are designed to help you evaluate your students’ knowledge of the words they are learning and make informed instructional decisions as you progress through the program. Both formative and summative assessment tools are provided.

You will find record sheets for all assessments, as well as instructions and student response sheets for individual assessments, in the *Assessment Resource Book*. You may choose to record your students’ progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see “CCC ClassView App” in the Introduction of the *Teacher’s Manual*.

## FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth over time through class observation and support you in differentiating instruction as necessary.

### Class Vocabulary Assessment

Class Vocabulary Assessment Notes occur every two weeks (in Weeks 2, 4, 6, etc.) during the Ongoing Review activity. They are designed to help you evaluate the performance and needs of the whole class. During this assessment, we suggest that you walk around and observe the students. Ask yourself the questions in the Class Vocabulary Assessment Note and follow up as appropriate with the suggested interventions. You can record your observations on the corresponding "Class Vocabulary Assessment Record" sheet (CA). Additional suggestions for reviewing and practicing words can be found in "Retaining the Words" on page xxv.

## SUMMATIVE ASSESSMENTS

### Individual Vocabulary Assessment

At grades 2–6, the Individual Vocabulary Assessment is designed to help you assess individual students' knowledge of the words. The assessment occurs after Weeks 4, 8, 12, 16, 20, 24, 28, and 30. These multiple-choice assessments use activity formats familiar to the students from the weekly lessons. The students record their answers on the corresponding "Individual Vocabulary Assessment: Word Check" answer sheet (IA). You will find teacher instruction sheets and reproducible answer sheets in the *Assessment Resource Book* and on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

### Student Self-assessment

At grades 2–6, the Student Self-assessment gives the students an opportunity to take responsibility for their learning by reflecting on their knowledge of the words using the "Student Self-assessment" response sheet (SA). Analysis of the response sheets alerts you to words in need of further review and practice.

We recommend that you administer the Student Self-assessment in place of or in addition to the Individual Vocabulary Assessment, with the students evaluating their knowledge of words you select. Suggestions for using the results of the assessment are included on the instruction sheet.

## Other Ways to Assess Individual Progress

The Individual Vocabulary Assessment and Student Self-assessment are two useful tools for measuring an individual student's word knowledge. We encourage you to consider using one or more of the following tasks periodically to provide you with additional information about a student's understanding of the words:

- Ask the student what he or she knows about a word.
- Have the student use words he or she chooses to write or tell a story.
- Have the student act out a word.
- Have the student make a picture card that illustrates what the word means.

For more information about the assessments in the vocabulary lessons, see “About Vocabulary Assessment” in the Assessment Overview of the *Assessment Resource Book*.

# Special Considerations



## Support for English Language Learners (ELLs)

Learning new vocabulary can be especially challenging for ELLs. Strategies identified by researchers as “best practice” in ELL vocabulary instruction are inherent in the design of the vocabulary lessons. They are summarized in the table below.

### ELL Vocabulary Instruction Strategies in the *Vocabulary Teaching Guide*

ELL Strategies	Use in the Vocabulary Lessons
Introduce a word in a meaningful context.	Each word is introduced through a familiar read-aloud text.
Define the word in clear, simple language.	Lessons provide classroom-tested, student-friendly definitions.
Use visual aids to support word learning.	When appropriate, lessons use text, photographs, and illustrations or real objects to make word meanings concrete. Teachers or student volunteers frequently act out words.
Model the way words are used.	Lessons include language that teachers can use to model or explain how a word is used. Prompts model for students how to use a word correctly.
Help students connect words to personal experience.	Teacher questions “personalize” a word by having students use the word to talk about themselves and their experiences.
Provide many opportunities to discuss and use a word in a variety of contexts.	Students practice using a word in various ways and review the word frequently.
Invite students to respond to words physically by associating a word with an action, gesture, or expression.	Students act out words and use gestures and expressions to convey meaning during role-playing activities.
Review words frequently.	Ongoing Review activities give students a chance to review words each week.

## ADDITIONAL ELL SUPPORT

The program also includes these features to provide further support to ELLs:

- **ELL Notes.** These notes provide specific suggestions for modifying or enhancing instruction during a lesson to support ELLs. Suggestions include using realia (real objects) to introduce words, defining unfamiliar words in the activities, or simplifying activities and questions.
- **Spanish cognates.** An ELL Note will alert you when a Spanish cognate (a Spanish word that has a pronunciation, meaning, and spelling similar to an English word—for example, *transform/transformar*) is provided for a word taught in the program. During a lesson, you might write the Spanish cognate underneath the English word and briefly point out letters and sounds that are the same or similar in both words. Research shows that teaching cognate awareness accelerates the English language vocabulary development of Spanish-speaking ELLs. For help in pronouncing the Spanish cognates, see Appendix E.
- **More ELL Support activities.** More ELL Support activities are provided in some weeks and give ELLs additional opportunities to build vocabulary and oral language skills.
- **Spanish family letters.** Weekly family letters provided on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) are available in Spanish and include the vocabulary words and definitions.

For more information about English Language Learners and how to support them, see “Support for English Language Learners (ELLs)” in the Introduction of the *Making Meaning Teacher’s Manual*.

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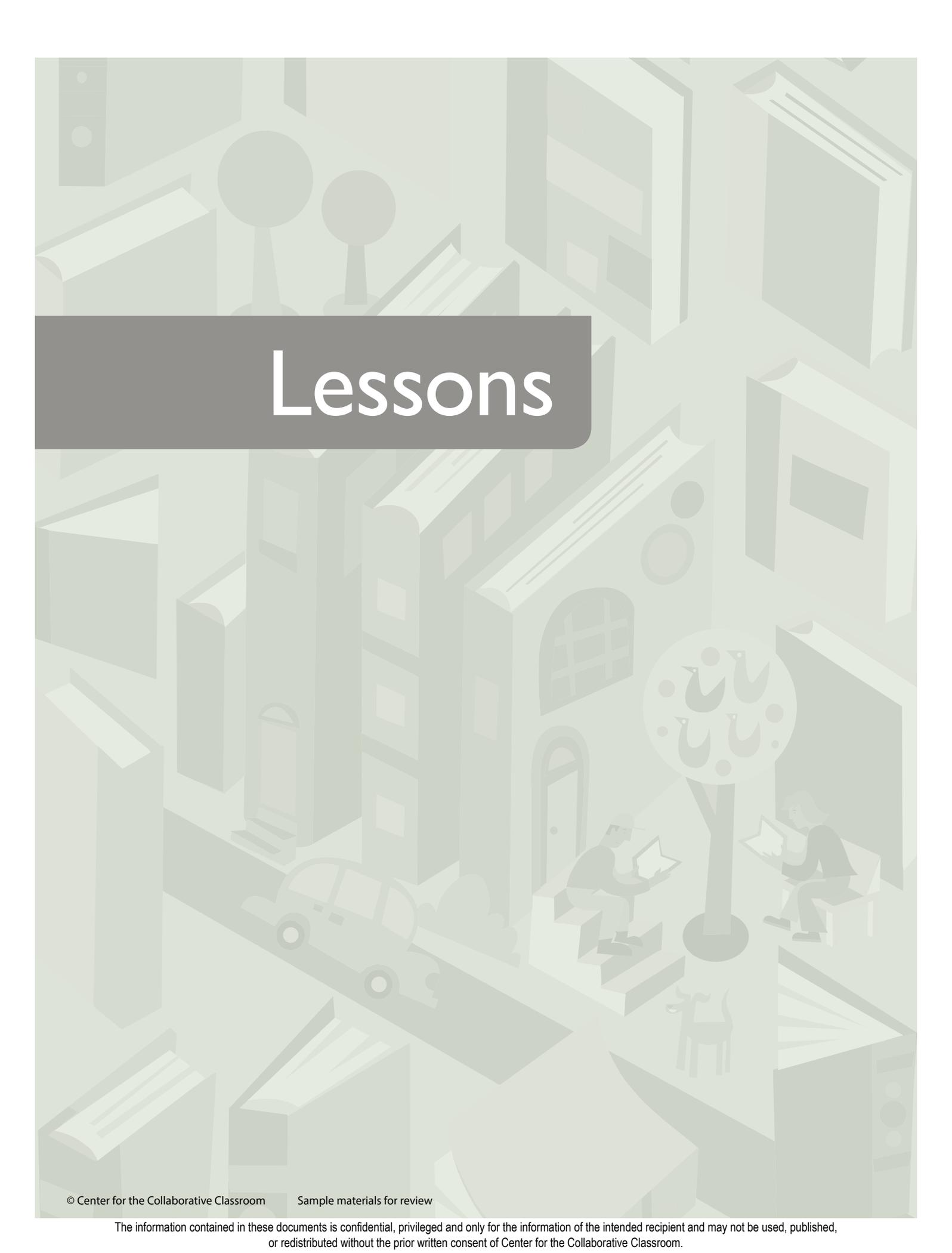
## Building the Home-School Connection

Keeping families informed about their children’s participation in the vocabulary program helps family members understand and appreciate how their children are building their vocabulary and how they can support that development.

### FAMILY LETTERS

We provide a letter to send home with the students at the end of each week, available in both English and Spanish. Each letter includes the week’s words and meanings and suggestions for helping the students review the words and build their word-learning skills. The family letters are included in the Online Resources list for each week and can be accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

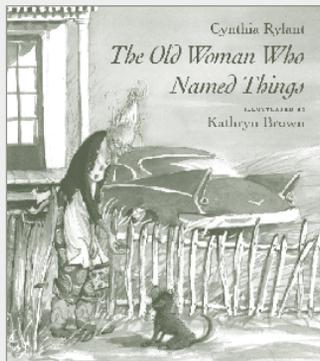
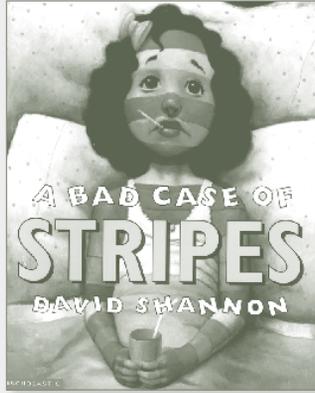




# Lessons

# Week 1

## RESOURCES



### Read-alouds

- *A Bad Case of Stripes* by David Shannon
- *The Old Woman Who Named Things* by Cynthia Rylant, illustrated by Kathryn Brown

### More Strategy Practice

- “Start an Antonym Chart”
- “Discuss Idioms”

### Extension

- “Discuss Homophones”



### More ELL Support

- “Explore Antonyms”



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Introductory family letter (BLM1)
- Week 1 family letter (BLM2)
- (Optional) “Week 1 Word Cards” (BLM3)

### Professional Development Media

- “Using “Turn to Your Partner”” (AV6)
- “Using the CCC Learning Hub” tutorial (AV39)
- “Using CCC’s Whiteboard Activities” tutorial (AV40)
- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

bizarre  
*effective*\*  
*ineffective*  
get-up-and-go  
sag  
creak

## Words Reviewed

bizarre  
creak  
effective  
get-up-and-go  
ineffective  
sag

\*Concept words are italicized in word lists the week they are introduced. For more information about concept words, see “The Words” in the Introduction.

## Word-learning Strategies

- Using the prefix *in-* to determine word meanings
- Recognizing antonyms
- Recognizing idioms

## Vocabulary Focus

- Students learn and use six words from or about the stories.
- Students discuss the prefix *in-*.
- Students discuss antonyms.
- Students discuss idioms.
- Students build their speaking and listening skills.

## Social Development Focus

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

## **J** DO AHEAD *(continued)*

- ✓ Familiarize yourself with the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), where the online resources for each lesson are located. For more information, view the “Using the CCC Learning Hub” tutorial (AV39). 
- ✓ This week the students use “Turn to Your Partner” to discuss their thinking in pairs. You may wish to review the procedure for “Turn to Your Partner” prior to Day 1 (see Step 1 in Unit 1, Week 1, Day 2 of the *Teacher’s Manual*). To see an example of how to use this strategy with your students, view “Using “Turn to Your Partner”” (AV6). 
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the introductory family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Start an Antonym Chart” on page 13. You might do the activity at the end of the vocabulary lesson or at another time.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Idioms” on page 22. You might do the activity at the end of the vocabulary lesson or at another time.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM2). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 1 Word Cards” (BLM3). These cards can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.

# Introduce *Bizarre, Effective,* and *Ineffective*

# Day 1

## In this lesson, the students:

- Learn and use the words *bizarre*, *effective*, and *ineffective*
- Discuss the prefix *in-*
- Discuss antonyms
- Practice using “Turn to Your Partner”
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Taught

### **bizarre** (p. 20)

*Bizarre* means “very strange or odd.”

### **effective**

Something effective works well or produces the result that is wanted.

### **ineffective**

Something ineffective is not effective. It does not work well or produce the result that is wanted.

## ABOUT CONCEPT WORDS

Most words taught in the *Vocabulary Teaching Guide* are taken directly from the read-aloud texts used in the *Making Meaning* program. Occasionally, however, we teach a word that does not appear in the book. We refer to these words as *concept words*. In the week in which they are introduced, concept words appear in italics in word lists.

In some cases, we teach a concept word because it enables us to introduce or review an important independent word-learning strategy, such as recognizing antonyms or using a prefix to determine a word’s meaning. For example, this week we teach the concept words *effective* and *ineffective* to introduce the students to antonyms and the prefix *in-*. In other cases, we teach a concept word because it represents a concept or idea that is important to the story and worthwhile for the students to know. For example, we teach the concept word *reminisce* in connection with the book *Song and Dance Man* (Week 2) because reminiscing is an important aspect of the story. For more information about concept words, see “The Words” in the Introduction.

## ABOUT PROMPTED RESPONSES

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. These structured

## Materials

- *A Bad Case of Stripes*
- Word card 1 (WA1)
- “Tell Me a Story” chart (WA2)
- Word cards 2–3 (WA3)
- Copy of introductory family letter (BLM1) for each student

### Teacher Note

Incorporate this week's social development focuses into the lessons by encouraging the students to listen respectfully to one another and to take responsibility for their learning and behavior. At the end of a lesson, you might ask the students what they did to be good listeners. For more about social development in the vocabulary lessons, see "Social Development and Cooperative Structures" in the Introduction.

### Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 6 and then finish the lesson later in the day or the next day.

### Teacher Note

The students can work within partnerships already established during the *Making Meaning* lessons, or you may assign new partners for the vocabulary lessons. For more information on assigning partners randomly, see "Social Development and Cooperative Structures" in the Introduction.

responses may seem awkward or stilted initially, but the students will soon become comfortable using them. It is important for the students to use the prompts in both whole-class discussions and partner conversations.

We recommend that you project the prompts for each word using an interactive whiteboard. Alternatively, you might display them using a document camera or write them on chart paper. For more information about the prompts, see "Using the Prompts to Discuss the Words" in the Introduction.

## ABOUT USING PREFIXES AND SUFFIXES TO DETERMINE WORD MEANINGS

Research shows that teaching students to use word parts such as prefixes and suffixes to unlock word meanings can help them become more proficient independent word-learners and contribute to their vocabulary growth (White 1989). This week the students learn the first of four word parts they will explore this year: the prefix *in-*, meaning "not." In subsequent lessons, they will learn the prefix *mis-* (wrong or wrongly, or bad or badly) and the suffixes *-ly* (in a certain way) and *-er* (more). For tables of the prefixes and suffixes taught, the words through which they are introduced, and the lessons in which they are taught and reviewed, see Appendix C. For more information about using prefixes and suffixes and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

## ABOUT RECOGNIZING ANTONYMS

In this lesson, the students are introduced to *antonyms*, or "words with opposite meanings," through the words *effective* and *ineffective*. In subsequent lessons, they will learn other antonyms including *edible* and *inedible*, *adequate* and *inadequate*, *permanent* and *temporary*, and *humane* and *inhumane*. Discussing a word and its opposite requires students to think about the critical attributes of the words and helps them understand and remember the words. We suggest that you start an antonym chart this week and add to it during the year as the students learn new antonyms (see the more strategy practice activity "Start an Antonym Chart" on page 13). For a table of the antonyms taught in grade 4 and the weeks in which they are introduced, see Appendix C.

## GET READY TO LEARN NEW WORDS

### 1 Introduce the Vocabulary Lessons

Gather the class with partners sitting together, facing you. If necessary, review the procedure for gathering on the rug and remind the students of your expectations for how they should move and sit.

Introduce the vocabulary lessons by telling the students that this year they will learn many new and interesting words that they can use

when they talk with one another and when they write. Tell them how much you enjoy learning and using words, and then share some of your favorite words with the class.

**You might say:**

“One of my favorite words is *chrysanthemum* because I think chrysanthemums are beautiful flowers and I like the way *chrysanthemum* sounds when you say it. Another of my favorite words is *scrumptious* because I love scrumptious food and *scrumptious* is a fun word to say.”

Briefly discuss as a class:

**Q** *What are some of your favorite words? Why do you like those words?*

Have a few volunteers share their thinking with the class.

## INTRODUCE AND USE BIZARRE

### 2 Introduce and Define Bizarre

Tell the students that the words they will learn this year are from or about the read-aloud books in the *Making Meaning* lessons. Show the cover of *A Bad Case of Stripes* and read the title and the name of the author aloud. Remind the students that they heard the story earlier, and explain that some of this week’s words are from this story.

Review that Camilla Cream’s appearance keeps changing. Show pages 20–21 and review that in this part of the story television reporters arrive at Camilla’s house.

Read page 20 aloud, emphasizing the word *bizarre*.

Tell the students that *bizarre* is the first word they will learn today, and explain that *bizarre* means “very strange or odd.” Point out that the reporters call what is happening to Camilla “The Bizarre Case of the Incredible Changing Kid.”

Display word card 1 (🗨️ WA1) and have the students say the word *bizarre*.

### 3 Introduce Using the Prompts

Tell the students that to learn a new word like *bizarre* well, it is important that they use the word in sentences. Explain that saying the word in a sentence will help them learn to pronounce the word, use it correctly, and remember its meaning.

Tell the students that as they discuss questions about the word *bizarre* and other words, you will give them sentence starters, which are sentences that they will use to answer the questions. Tell the students that these sentence starters are called “prompts,” and explain that the

#### Teacher Note

If the students have difficulty thinking of words, ask questions such as “What is a word that names something you love or enjoy?” “What is a word you use a lot?” “What is a word you think is fun to say?” and “What is a word that makes you think happy thoughts?”

#### ELPS 1.B.i

Steps 3–6

(all, beginning on page 7 and continuing on to page 9)

#### Teacher Note

For more information about introducing the vocabulary words, see “Introducing the Words” in the Introduction.

#### Technology Tip

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



## Teacher Note

We suggest that you display word card 1 (WA1) on an interactive whiteboard. Click the appropriate number to reveal each prompt as it is used.

Alternatively, you might write the prompts on a sheet of chart paper, and then fold up the bottom of the sheet and tape it so that only the first prompt is visible. For each subsequent prompt, move the fold down so that the prompt becomes visible.

**TEKS 7.F.i**  
Student/Teacher Activity  
Step 4 (all)

## ELL Note

Prompts are especially helpful to students with limited English proficiency. For more information about supporting English Language Learners, see “Support for English Language Learners (ELLs)” in the Introduction.

**ELPS 3.B.iii**  
Step 5 and Step 6  
(all, beginning on page 8 and continuing on to page 9)

## Teacher Note

If you are not using an interactive whiteboard, write each story where everyone can see it.

## Teacher Note

When two questions appear next to a **Q**, ask both questions before having the class or partners discuss their thinking.

students will use the prompts to discuss the words today. Click **1** on word card 1 (WA1) to reveal the first prompt.

WA1

bizarre

**PROMPT 1:** The reporters call this a **bizarre** case because . . .

**1**

## 4 Use the Word *Bizarre* to Discuss the Story and Practice Using a Prompt

Remind the students that the word *bizarre* means “very strange or odd,” and review that the reporters in the story call what is happening to Camilla “The Bizarre Case of the Incredible Changing Kid.”

Ask:

**Q** *Why do you think the reporters call this a bizarre, or very strange, case?*

Point to prompt **1** on word card 1 (WA1). Then have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The reporters call this a bizarre case because . . .”

## 5 Introduce the Activity “Tell Me a Story”

Tell the students that partners will do an activity called “Tell Me a Story.” Explain that you will tell them the beginning of a story that includes the word *bizarre*. Then they will use their imaginations and what they know about the word to make up an ending for the story. Tell the students that before they do the activity in pairs, they will practice as a class.

Display the “Tell Me a Story” chart (WA2) and show story 1 and its accompanying prompt. Read the story aloud, slowly and clearly:

- *Story 1: Today I found a puppy that is not like any puppy I have ever seen. The puppy I found is bizarre. One bizarre thing about the puppy is . . .*

Ask:

**Q** *How might you finish the story? What is bizarre about the puppy?*

Give the students a few moments to think; then point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

### Tell Me a Story

Today I found a puppy that is not like any puppy I have ever seen. The puppy I found is bizarre. One bizarre thing about the puppy is . . .

**PROMPT 1:** One **bizarre** thing about the puppy is . . .

WA2

**PROMPT 1:** “One bizarre thing about the puppy is . . .”

## 6 Do the Activity in Pairs

Continue doing the activity in pairs. Tell the students that you will tell them the beginning of another story that includes the word *bizarre*. Explain that when you say “Turn to your partner,” partners will take turns using a prompt to discuss how they might finish the story.

Show story 2 on the chart (WA2) and read the story aloud:

- Story 2: *When I got to school this morning, I couldn't believe my eyes. Nothing was as usual. Everything was bizarre. One bizarre thing was . . .*

Ask:

**Q** *How might you finish the story? What bizarre thing did you see?*

Give the students a few minutes to think; then point to prompt 2.

**PROMPT 2:** “One bizarre thing was . . .”



Say “Turn to your partner” and have partners use the prompt to take turns answering the questions. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *bizarre* and ask:

**Q** *What's the new word we are learning that means “very strange or odd”?*

### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *bizarre* and think aloud about an ending. For example, say “A bizarre thing about the puppy is that it talks. It said, ‘Will you take me home?’” Then reread the beginning of the story aloud and repeat the questions. If the students continue to struggle, ask questions such as “What is bizarre about how the puppy [looks/sounds]?” and “What is bizarre about what the puppy does?”

### Teacher Note

If necessary, review the procedures for “Turn to Your Partner” (see Step 1 in Unit 1, Week 1, Day 2 of the *Teacher's Manual*).

### Teacher Note

Follow this procedure for all subsequent “Turn to Your Partner” activities.

### Teacher Note

Repeating the definition of the word and having the students pronounce it are additional opportunities for the students to hear the word and think about its meaning.

**ELPS 1.C.i**  
Steps 7–10  
(all, beginning on page  
10 and continuing on  
to page 11)

**TEKS 7.F.i**  
Student/Teacher Narrative  
Steps 7–10  
(all, beginning on page 10 and  
continuing on to page 12)

## INTRODUCE AND USE *EFFECTIVE* AND *INEFFECTIVE*

### 7 Introduce and Define *Effective*

Show pages 28–29 of *A Bad Case of Stripes* and review that an old woman comes to Camilla’s house. She says that she can help Camilla with her problem. She pulls out a container of lima beans and pops a handful into Camilla’s mouth.

Show pages 30–31 and read page 30 aloud. Point out that the lima beans are effective because they cure Camilla. Tell the students that *effective* is the next word they will learn today. Explain that something effective works well or produces the result that is wanted. Point out that the beans are effective because they work well and produce the result that Camilla wants: she is back to normal.

Display word cards 2–3 (WA3), and click to reveal word card 2. Have the students say the word *effective*.

### 8 Talk More About *Effective* and Introduce and Define *Ineffective*

Show pages 14–17 of *A Bad Case of Stripes* and remind the students that before the old woman comes, doctors give Camilla a bottle with different colored pills. Read page 16 aloud.

Ask:

 **Q** *Is the medicine that the doctors give Camilla effective? Does it work well? Why?* [Click 1 on WA3 to reveal the first prompt.] *Turn to your partner.*

WA3

effective3

**PROMPT 1:** The medicine [is/is not] **effective** because . . .

12345

**PROMPT 1:** “The medicine [is/is not] effective because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students' attention and have a few volunteers use the prompt to share their thinking with the class.

Explain that the medicine is not effective. Tell the students that another word for "not effective" is *ineffective* and that *ineffective* is the last word the students will learn today. Explain that something ineffective does not work well or produce the result that is wanted.

Direct the students' attention to word cards 2–3 (WA3) and click to reveal word card 3. Have the students say the word *ineffective*.

## 9 Introduce the Prefix *in-* and Antonyms

Point to the prefix *in-* in *ineffective* and explain that *in-* is a prefix. Tell the students that a *prefix* is a "letter or group of letters that is added to the beginning of a word to make a new word."

Explain that the prefix *in-* means "not." Point out that when *in-* is added to the word *effective*, it makes the word *ineffective*, which means "not effective." Point out that *effective* and *ineffective* are antonyms, and explain that *antonyms* are "words with opposite meanings."

## 10 Play the Game "Effective or Ineffective?"

Tell the students that partners will play a game called "Effective or Ineffective?" Explain that you will describe someone who has a problem and then describe the person's solution. When you say "Turn to your partner," partners will discuss whether they think the person's solution will be effective or ineffective and explain why they think so. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Tell the students that before they play the game in pairs, they will practice playing as a class. Then read the following scenario aloud twice:

- *Mr. Chan is very, very cold. He drinks a cup of cold tea to help him warm up.*

Ask:

**Q** *Will drinking the cold tea be effective or ineffective in helping Mr. Chan warm up? Why?*

Click **2** on word cards 2–3 (WA3) to reveal the prompt.

**PROMPT 2:** "Drinking the cold tea will be [effective/ineffective] because . . ."

Have one or two volunteers use the prompt to share their thinking with the class.

Then discuss as a class:

**Q** *What might Mr. Chan do that would be an effective way to warm up?*

Click **3** to reveal the next prompt.

### Teacher Note

You might explain that the letters *in* at the beginning of a word are not always the prefix *in-*. Explain that when a group of letters is a prefix, there is a real word left when you remove the letters. Removing the letters *in* from *ineffective* leaves *effective*, which is a real word, so *in-* is a prefix. Point out, however, that if you remove the letters *in* from the beginning of the word *invention*, you are left with *vention*. Explain that *vention* is not a real word, so the letters *in* at the beginning of *invention* are not a prefix.

### Technology Tip

To find web-based activities that focus on using prefixes to determine word meanings, you might search online using the keywords "whiteboard prefixes activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).



### Technology Tip

To find web-based activities that focus on recognizing antonyms, you might search online using the keywords "whiteboard antonyms activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).



## Teacher Note

You might say “blank” for the missing word or words and explain that this is where the students use their own words to answer the question.

## Teacher Note

Send home with each student a copy of the introductory family letter (BLM1). Encourage the students to talk about ways in which they are learning new words with their families.

**PROMPT 3:** “\_\_\_\_\_ would be an effective way to warm up because . . .”

Have one or two volunteers use the prompt to share their thinking with the class.

## 11 Play “Effective or Ineffective?” in Pairs

Continue to play the game with the students in pairs, using the scenario that follows. Read the scenario aloud twice:

- *Marta finds a bird with a broken wing. She needs to take the bird to a veterinarian (a doctor who treats sick or injured animals). Marta finds a box that has a lid she can poke holes in.*

Ask:



**Q** *Will the box with holes in the lid be an effective or ineffective way to take the bird to the veterinarian? Why? [Click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “The box will be [effective/ineffective] because . . .”

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

Then discuss as a class:

**Q** *What else might Marta use that would be an effective way to take the bird to the veterinarian?*

Click 5 to reveal the next prompt.

**PROMPT 5:** “\_\_\_\_\_ would be an effective way to take the bird to the veterinarian because . . .”

Have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *effective* and ask:

**Q** *What’s the new word we are learning that means “works well or produces the result that is wanted”?*

Point to the word *ineffective* and ask:

**Q** *What’s the new word we are learning that is an antonym of effective and means “does not work well or produce the result that is wanted”?*

Tell the students that tomorrow they will talk more about the words they learned today.

## MORE STRATEGY PRACTICE

More Strategy Practice activities provide the students with additional opportunities to review and use an independent word-learning strategy. The activities are optional and can be done at the end of a lesson or at another time.

### Start an Antonym Chart

Help the students develop an understanding of antonyms by starting an antonym chart. Write the title “Antonyms” on a sheet of chart paper and post the chart where everyone can see it. Remind the students that *antonyms* are “words with opposite meanings” and that earlier they discussed the antonyms *effective* and *ineffective*. Review the meanings of *effective* and *ineffective* and write the words on the chart.

Invite the students to suggest other antonyms and add them to the chart. (If the students have trouble thinking of antonyms, stimulate their thinking by providing a few more examples such as *awake* and *asleep*, *clean* and *dirty*, and *wide* and *narrow*.) Throughout the year, encourage the students to share other antonyms they think of with the class; then add the antonyms the students suggest to the chart.

**ELPS 4.C.i**  
More Strategy Practice (all)

#### Materials

- Chart paper and a marker

#### Teacher Note

Post the “Antonyms” chart to use throughout the year.

## Review *Bizarre, Effective, and Ineffective*

## Day 2

#### In this lesson, the students:

- Review and practice using the words *bizarre*, *effective*, and *ineffective* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

#### Words Reviewed

##### **bizarre**

*Bizarre* means “very strange or odd.”

##### **effective**

Something effective works well or produces the result that is wanted.

##### **ineffective**

Something ineffective is not effective. It does not work well or produce the result that is wanted.

#### Materials

- Daily review cards (WA4)

## REVIEW THE WORDS

### 1 Briefly Review the Words

If necessary, review the procedure for gathering on the rug. Have the students move to the rug with partners sitting together, facing you.

Display the daily review cards (11 WA4) and remind the students that yesterday they learned three words from or about the story *A Bad Case of Stripes*. Point to each of the following words as you review the pronunciation and meaning: *bizarre*, *effective*, and *ineffective*. Explain that today they will talk more about the words.

Discuss as a class:

**Q** Which of the words we learned yesterday do you think was especially fun to talk about? Why do you think that?

Click 1 on the daily review cards (WA4) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA4

bizarre effective ineffective

**PROMPT 1:** The word \_\_\_\_\_ was especially fun to talk about because . . .

1 2 3 4

**PROMPT 1:** “The word [*bizarre*] was especially fun to talk about because . . .”

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Make a Choice”

Tell the students that partners will use the words to play a game called “Make a Choice.” Explain that you will ask a question that gives two choices. Then partners will discuss which one they would choose and explain why. Tell the students that before they play the game in pairs, they will practice playing the game as a class.

Point to the word *effective* and explain that the students will use the word *effective* to play the first round of the game.

**ELPS 1.A.i**  
Step 2 and Step 3  
(all, beginning on page 14  
and continuing on to  
page 15)

Ask:

**Q** Which of these is an effective way to cool off if you are very hot: jumping in a swimming pool or wrapping yourself in a blanket? Why?

Give the students a few moments to think about the questions. Then click **2** to reveal the prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[Jumping in a swimming pool] is an effective way to cool off because . . .”

### 3 Play “Make a Choice” in Pairs

Tell the students that they will now play the game in pairs. Point to the word *bizarre* and ask:

 **Q** Which of these is bizarre: a sandwich made with turkey, lettuce, and tomato or a sandwich made with lizard tongues and swamp grass? Why? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “A sandwich made with [lizard tongues and swamp grass] is bizarre because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, point to the word *ineffective* and ask:

 **Q** Which of these would be an ineffective shelter in a storm: a sturdy, well-built house or a house that is falling down and has holes in the roof? Why? [Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “[A house that is falling down and has holes in the roof] would be an ineffective shelter because . . .”

Tell the students that tomorrow they will learn and talk about three new words.



## MORE ELL SUPPORT

**ELPS 1.C.i**

More ELL Support (all)

### Explore Antonyms

Briefly review the meanings of *effective* and *ineffective*. Remind the students that *effective* and *ineffective* have opposite meanings and that words with opposite meanings are called *antonyms*. If you started an antonym chart, review other antonyms from the chart.

Explain that you will say a word and the students will say its antonym. Ask:

**Q** What is the antonym of [tall]?



### ELL Note

Rather than having the students choose between options, you might have them discuss each option individually by asking, “Is jumping in a swimming pool an effective way to cool off? Why?” and then asking, “Is wrapping yourself in a blanket an effective way to cool off? Why?”



### ELL Note

More ELL Support activities provide English Language Learners with additional opportunities to build vocabulary and oral language skills. For more information about English Language Learners and how to support them, see “Support for English Language Learners (ELLs)” in the Introduction.

### Teacher Note

If you did not start an antonym chart earlier (see the more strategy practice activity “Start an Antonym Chart” on page 13), you may want to start a chart now. The students can suggest antonyms to add to the chart.

Have one or two volunteers share their thinking with the group. You might support the students by providing a sentence starter, such as “The antonym of [*tall*] is [*short*].”

Continue with several other antonyms such as *off/on*, *lost/found*, *wet/dry*, and *fast/slow*.

# Day 3

## Introduce “Get-up-and-go,” *Sag*, and *Creak*

### Materials

- *The Old Woman Who Named Things*
- Word card 4 (WA5)
- Word card 5 (WA6)
- Word card 6 (WA7)

### In this lesson, the students:

- Learn and use the words *sag* and *creak* and the idiom “get-up-and-go”
- Discuss idioms
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Taught

**get-up-and-go** (p. 8)

“Get-up-and-go” means “energy.”

**sag** (p. 8)

*Sag* means “droop or hang down.”

**creak** (p. 8)

*Creak* means “make a sharp, squeaking sound.”

### ABOUT RECOGNIZING IDIOMS

In this lesson, the students are introduced to idioms through the expression “get-up-and-go.” They learn that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” They also learn that idioms can make speech and writing more interesting because they are a way to say ordinary things in funny or unusual ways. In subsequent lessons, the students will discuss other idioms, including “sidesplitting,” “nosing around,” and “lend a hand.” We suggest that you start an idioms chart this week and add to it during the year (see the more strategy practice activity “Discuss Idioms” on page 22). For a complete table of the idioms taught in grade 4, see Appendix C. For more information about recognizing idioms and other independent word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

# INTRODUCE AND USE “GET-UP-AND-GO”

## 1 Introduce and Define “Get-up-and-go”

Gather the class with partners sitting together, facing you.

Review with the students that earlier in the week they learned three words from or about the book *A Bad Case of Stripes*. Explain that today they will learn words from another story they heard earlier, *The Old Woman Who Named Things*.

Show the cover of *The Old Woman Who Named Things* and briefly review that the old woman is worried that she will outlive her friends and will not have anyone she can call by name. Show page 8 and read it aloud, emphasizing the words “get-up-and-go.”

Tell the students that the first word they will learn today is actually a phrase—“get-up-and-go.” Explain that “get-up-and-go” means “energy.” Point out that even though Betsy is an old car, she runs well and gets the old woman where she needs to go. Betsy has lots of get-up-and-go, or energy.

Display word card 4 (🌍 WA5) and have the students say “get-up-and-go.”

## 2 Introduce Idioms

Point to “get-up-and-go” and tell the students that “get-up-and-go” is an idiom. Explain that an *idiom* is “an expression or phrase that means something different from what it appears to mean.”

Explain that when the old woman describes Betsy as having get-up-and-go, she does not mean that the car actually gets up and goes somewhere. Instead, she means that the car has lots of energy and power and is ready to go out on the road.

## 3 Discuss Times When the Students Have Get-up-and-go

Give examples of times when you have get-up-and-go.

### You might say:

“On Saturday after a good night’s sleep, I have lots of get-up-and-go, or energy, to do the things I don’t have time for during the week. I do the laundry, go grocery shopping, and make a special dinner. When I am on vacation, I have a lot of get-up-and-go because I’m not tired from working. I like to go sightseeing, take hikes, swim, and go out to eat.”

Ask:



**Q** *When do you have get-up-and-go? What do you like to do when you have get-up-and-go?* [Click 1 on WA5 to reveal the prompt.] Turn to your partner.

### ELPS 2.C.ii

Steps 1–3

(all, beginning on page 17 and continuing on to page 18)

### Teacher Note

Frequently repeating a word when you introduce it reinforces its pronunciation and meaning.

### ELL Note

Idioms can be especially challenging for English Language Learners to understand and use. To help make the meaning of “get-up-and-go” clearer, you might invite volunteers to act out what they like to do when they have get-up-and-go. Alternatively, you might ask the students to draw pictures of what they like to do when they have get-up-and-go and then write about their pictures.

get-up-and-go

**PROMPT 1:**I have **get-up-and-go** when . . .**and**When I have **get-up-and-go**, I like to . . .

1

**PROMPT 1:** “I have get-up-and-go when . . .” and “When I have get-up-and-go, I like to . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the idiom “get-up-and-go” and ask:

**Q** *What’s the idiom we are learning that means “energy”?*

## INTRODUCE AND USE SAG

### 4 Introduce and Define *Sag*

Show page 8 of *The Old Woman Who Named Things* again. Read the following sentence aloud, emphasizing the word *sagged*: “Her chair, Fred, had never sagged a day in his life.”

Tell the students that *sag* is the next word they will learn today, and explain that *sag* means “droop or hang down.”

Point to the chair in the illustration and explain that the cushion is firm (strong and solid). It is not sagging, or sinking, as cushions sometimes do when they have been sat on a lot.

Display word card 5 (🗉 WA6) and have the students say the word *sag*.

### 5 Introduce the Activity “Imagine That!”

Tell the students that they will do an activity called “Imagine That!” Explain that you will describe a scene and ask them to visualize, or make pictures in their minds, about what they hear. Then they will use the word *sagging* to talk about what they visualized. Tell the students that before they do the activity in pairs, they will practice it as a class.

### Teacher Note

Some students may be familiar with the word *sag* or other words you introduce. If so, tell the students that thinking about the word gives them a chance to learn more about it and practice using it.

Have the students close their eyes and picture the following scenario as you read it aloud:

- *You are trying to fall asleep on a bed with a mattress that sags.*

Ask:

**Q** *How does the sagging mattress look? How does it feel?*

Give the students a few moments to think about the questions; then have them open their eyes. Click **1** on word card 5 (WA6) to reveal the first prompt.

sag

**PROMPT 1:** The **sagging** mattress [looks/feels] like . . .

1 2 3

WA6

**PROMPT 1:** “The sagging mattress [looks/feels] like . . .”

Have a few volunteers use the prompt to share their thinking with the class.

## **6** Do the Activity in Pairs

Continue the activity with the students in pairs. Using the same procedure, have the students picture and discuss this scenario:

- *It is snowing heavily outside. Snow is piling up on the branches of the old pine tree in your front yard, and the branches are sagging.*

Ask:

 **Q** *How do the sagging branches look? [Pause.] Open your eyes. [Click **2** on WA6 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “The sagging branches look like . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to share their thinking with the class.

## 7 Act Out Sagging

Tell the students that people can sometimes sag. Explain that when people are tired or are disappointed because something did not turn out as they wish, their shoulders might sag, or droop. Demonstrate the way sagging shoulders look by standing with your back straight and shoulders raised and then letting your shoulders sag.

Tell the students that people's heads can also sag. Explain that people sometimes fall asleep when they are sitting up, and their heads sag. Tell the students that partners will take turns showing each other how their heads might sag if they were falling asleep sitting up. Then you will ask one or two volunteers to share what they saw their partners do.



Have partners take turns demonstrating how their heads might sag. Then ask:

**Q** *What happened when your partner's head sagged?*

Click **3** to reveal the prompt. Have one or two volunteers use the prompt to share what they saw their partners do with the class.

**PROMPT 3:** "When my partner's head sagged . . ."

Point to the word *sag* and ask:

**Q** *What's the new word we are learning that means "droop or hang down"?*

## INTRODUCE AND USE CREAK

### 8 Introduce and Define Creak

Show page 8 of *The Old Woman Who Named Things* again. Read the following sentence aloud, emphasizing the word *creak*: "Not one creak or moan had she ever heard out of her old bed, Roxanne."

Tell the students that *creak* is the last word they will learn today, and explain that *creak* means "make a sharp, squeaking sound." Display word card 6 (WA7) and have the students say the word *creak*.

Describe the way that old furniture, such as a bed or a chair, sometimes creaks, or makes sharp, squeaking sounds, when you lie or sit on it. Then make a creaking sound to demonstrate how a chair or bed might creak. Point out that the old lady's bed does *not* creak, even though it is old.

Explain that some old wooden staircases creak when they are stepped on and that some wooden floors creak when they are walked on. Point out that a door or gate can also creak.

Ask:



**Q** *When might a door or gate creak? How might it sound?* [Click **1** on WA7 to reveal the first prompt.] *Turn to your partner.*

creak

**PROMPT 1:** A \_\_\_\_\_ might **creak** when  
\_\_\_\_\_. It might sound like . . .

1
2

**PROMPT 1:** “A [door/gate] might creak when [someone opens it]. It might sound like . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

## 9 Do the Activity “Imagine That!”

Tell the students that partners will again do the activity “Imagine That!” Review that the students will imagine a scenario in which something is creaking. Then partners will discuss what might be creaking and explain why they think that.

Ask the students to close their eyes and imagine the following situation as you read it aloud:

- *You and a friend are exploring an old, empty house. You hear a creaking sound somewhere behind you. [Make a creaking sound.]*

Ask:



**Q** *Who or what is making the creaking sound? [Pause.] Open your eyes. [Click 2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “[My little brother] is making the creaking sound . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *creak* and ask:

**Q** *What’s the new word we are learning that means “make a sharp, squeaking sound”?*

Tell the students that tomorrow they will talk more about the words they learned today.

### Teacher Note

Listen as the partners talk. If the students struggle to suggest what might make the creaking sound, call for their attention and think aloud about what might be making it. For example, say “My little brother is making the creaking sound. He followed us into the house, and the floor is creaking as he walks across it.” Then ask the question again.

## Materials

- Chart paper and a marker

### Teacher Note

For a list of common idioms, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Idioms” list in the General Resources section.

### Teacher Note

Post the “Idioms” chart to use throughout the year.

## MORE STRATEGY PRACTICE

### Discuss Idioms

Write the phrase “get-up-and-go” where everyone can see it. Remind the students that “get-up-and-go” is an idiom and that an *idiom* is “an expression or phrase that means something different from what it appears to mean.” Review that when we say that someone has get-up-and-go, we do not mean that the person gets up and goes somewhere. Instead, we mean that the person is full of energy.

Explain that there are thousands of idioms in the English language and that people use idioms because they are a way to say ordinary things in interesting or unusual ways. For example, if someone is feeling great because something wonderful has happened to him, he might say, “I’m on top of the world.” Explain that “on top of the world” is an idiom that means “feeling terrific!”

Explain that “hot under the collar” is another idiom people use to describe how they are feeling.

Discuss as a class:

**Q** *What do you think someone means when she says, “I was really hot under the collar”?*

Have a few volunteers share their thinking with the class. If necessary, explain that “hot under the collar” means “angry—so angry that you feel flushed and hot.”

Explain that “put on your thinking cap” is an idiom that students sometimes hear teachers use at school.

Ask and discuss as a class:

**Q** *What do you think it means if a teacher asks you to put on your thinking cap? (think hard)*

Write the title “Idioms” on a sheet of chart paper and post where everyone can see it. Write the idioms “get-up-and-go,” “hot under the collar,” and “put on your thinking cap” on the chart. Ask the students to listen for other idioms and to look for them in their reading. Throughout the year, encourage the students to share other idioms they think of with the class; then add the idioms the students suggest to the chart.

# Review “Get-up-and-go,” Sag, and Creak

# Day 4

## In this lesson, the students:

- Review and practice using the words *sag* and *creak* and the idiom “get-up-and-go” from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### get-up-and-go

“Get-up-and-go” means “energy.”

### sag

*Sag* means “droop or hang down.”

### creak

*Creak* means “make a sharp, squeaking sound.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (🔊 WA8). Remind the students that yesterday they learned three words from the story *The Old Woman Who Named Things*. Point to the following words as you review the pronunciation and meaning: “get-up-and-go,” *sag*, and *creak*. Tell the students that today they will think more about these words.

Ask:

**Q** Which of yesterday’s words might you use in your writing? How might you use the word?

Give the students a few moments to think. Then click 🔊 on the daily review cards (WA8) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

## Materials

- Daily review cards (WA8)
- Daily review activity (WA9)
- Copy of this week’s family letter (BLM2) for each student

### ELPS 2.C.iii

#### Step 1

(all, beginning on page 23  
and continuing on to  
page 24)

**ELPS 1.B.i**

(Teacher Notes in green margin on page 24)

**Teacher Note**

If a student uses a word ungrammatically, restate the student's sentence using correct grammar. For example, say "What you said shows that you know the meaning of the word, but we usually say . . ."

**Teacher Note**

Each sentence on the daily review activity (WA9) has a corresponding number: the first sentence is ❶; the second sentence is ❷; the third sentence is ❸. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the missing word in place.
- The fourth click clears the screen.

**ELPS 2.C.iii**

Step 2 and Step 3  
(all, beginning on page 24 and continuing on to page 25)

**Teacher Note**

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

get-up-and-go

sag

creak

**PROMPT 1:** I might use the word \_\_\_\_\_ in my writing. I might write . . .

❶

**PROMPT 1:** "I might use the word [creak] in my writing. I might write . . ."

## PRACTICE USING THE WORDS

### 2 Introduce the Game "What's the Missing Word?"

Tell the students that they will play a game called "What's the Missing Word?" Explain that you will read some sentences aloud and that a word will be missing from each one. Explain that the students will decide which vocabulary word could replace the missing word and explain why they think so. Tell the students that they will discuss the first sentence as a class, and then you will ask partners to discuss the other sentences with each other and share their thinking with the class.

Display the daily review activity (🎧 WA9) and begin playing the game:

1. Point to the words "get-up-and-go," *sag*, and *creak*. Then click ❶ to reveal the first sentence and read it aloud. Point out that a word is missing.

- Sentence 1: *It was easy to see that the old man was tired by the way his body \_\_\_\_\_.*

2. Give the students a few moments to think about the sentence. Then ask:

**Q** *What's the missing word? Why do you think so?*

Click ❶ again to reveal the prompt. Point to the prompt and read it aloud.

**PROMPT:** "I think [*sagged*] is the missing word because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this sentence by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

WA9

creak	sag	get-up-and-go
-------	-----	---------------

**SENTENCE 1:** It was easy to see that the old man was tired by the way his body sagged.

❶   ❷   ❸

4. Click ❶ to clear the screen.

### 3 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Click ❷ to reveal the second sentence. Read the sentence aloud twice, slowly and clearly.
  - Sentence 2: “I cleaned my room,” Jorge said to his mom. “What else do you want me to do? I’m full of \_\_\_\_\_.”
2. Give the students a few moments to think about the sentence. Then ask:



**Q** What’s the missing word? Why do you think so? [Click ❷ again and read the prompt aloud.] Turn to your partner.

**PROMPT:** “I think [‘get-up-and-go’] is the missing word because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and have one or two volunteers share their thinking with the class.

3. Conclude the discussion of this sentence by clicking ❷ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Click ❷ to clear the screen.

Using the same procedure, discuss the following sentence:

- Sentence 3: *The rusty gate \_\_\_\_\_ when I opened it. (creaked)*

Tell the students that tomorrow they will talk more about some of the words they have been learning.

#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM2). Encourage the students to talk about this week’s words with their families.

**TEKS 3.D.i**  
Student/Teacher Narrative  
Extension (all)

**TEKS 3.D.i**  
Student/Teacher Activity  
Extension  
(last sentence in paragraph)

### Teacher Note

For a list of common homophones, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Homophones” list in the General Resources section.

## EXTENSION

### Discuss Homophones

Write the words *creak* and *creek* where everyone can see them. Ask the students what they notice about the words. Tell the students that the words are homophones and explain that *homophones* are “words that sound the same but have different spellings and meanings.” Point to *creak* and review that *creak* means “make a sharp, squeaking sound.” Point to *creek* and explain that a *creek* is “a stream.” Discuss other examples of homophones, such as *bare* and *bear*, *know* and *no*, and *be* and *bee*. Ask the students for additional examples of homophones and discuss the different meanings of each pair of words.

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA10)

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

**bizarre**

*Bizarre* means “very strange or odd.”

**creak**

*Creak* means “make a sharp, squeaking sound.”

**effective**

Something effective works well or produces the result that is wanted.

**get-up-and-go**

“Get-up-and-go” means “energy.”

**ineffective**

Something ineffective is not effective. It does not work well or produce the result that is wanted.

**sag**

*Sag* means “droop or hang down.”

## ABOUT ONGOING REVIEW

Research shows that it is critical for students to use a word repeatedly over an extended period of time if the word is to become a permanent part of their vocabularies. Each week we provide an activity for reviewing words. The words reviewed today are the six words the students learned this week. Beginning next week, the review will include words from the most recent week and previous weeks. For more information about Ongoing Review and helping the students retain vocabulary, see “Retaining the Words” in the Introduction.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (🕒 WA10). Remind the students that they learned these words from and about *A Bad Case of Stripes* and *The Old Woman Who Named Things*. Explain that today they will talk more about the words.

Point to the word *bizarre*, pronounce it, and have the students say it.

Ask:

Q *What do you know about the word bizarre?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *bizarre* as they share their ideas.

Use the same procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Which Word Am I?”

Tell the students that partners will play a game called “Which Word Am I?” Direct the students’ attention to the ongoing review cards (🕒 WA10) and point to the words. Explain that you will give a clue about one of the words. Partners will figure out which word it is and explain why they think so. Then you will ask a few pairs to share their thinking with the class. Explain that a clue may describe more than one word.

Tell the students that before they do the activity in pairs, they will practice as a class. Begin by reading the following clue aloud twice:

- *I’m how you would describe a sore throat treatment that makes your throat feel better.*

Then ask:

Q *Which word am I? Why do you think that?*

### Teacher Note

Even when the students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question “What does the word *bizarre* mean?” Instead we ask them what they know about the word, giving them an opportunity to show their understanding of the word’s meaning in various ways (for example, by using the word in a sentence, giving an example of a situation in which the word might be used, or acting out the word). If the students do not recall the meaning of the word, tell them.

Click ❶ on the ongoing review cards (WA10) to reveal the prompt.

WA10

bizarre	creak	effective
get-up-and-go	ineffective	sag

**PROMPT 1:** I think the word is \_\_\_\_\_ because . . .

❶

**PROMPT 1:** “I think the word is [*effective*] because . . .”

Give the students a few moments to think; then have one or two volunteers use the prompt to share their thinking with the class.

### 3 Continue Playing the Game in Pairs

Now play the game in pairs. Read the following clue aloud twice:

- *I'm what you are full of when you are feeling energetic.*

Point to the words on the ongoing review cards (WA10) and ask:

 **Q** Which word am I? Why do you think that? [Point to prompt 1.] Turn to your partner.

**PROMPT 1:** “I think the word is [*‘get-up-and-go’*] because . . .”

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for their attention and have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

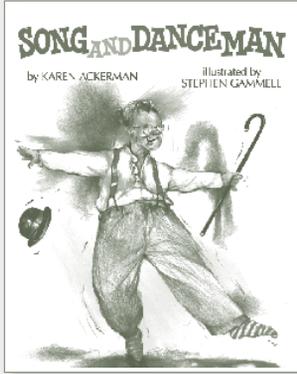
- *I'm what an old, worn-out sofa does. (sag/creak)*
- *I'm the sound an old floor makes when you walk on it. (creak)*
- *I'm the opposite of effective. (ineffective)*
- *I'm how you would describe a purple cow that oinks like a pig. (bizarre)*

Tell the students that next week they will learn more new words.



# Week 2

## RESOURCES



### Read-aloud

- *Song and Dance Man* by Karen Ackerman, illustrated by Stephen Gammell

### More Strategy Practice

- “Talk More About the Meanings of *Trim*”
- “Review the Prefix *in-*”

### Assessment Resource Book

- Week 2 vocabulary assessment



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 2 family letter (BLM1)
- (Optional) “Week 2 Word Cards” (BLM2)
- (Optional) “Week 2 Crossword Puzzle” (BLM3)

### Professional Development Media

- “Using ‘Think, Pair, Share’” (AV8)
- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

*reminisce*

*trim*

*transform*

*sidesplitting*

*enthusiastic*

*adore*

## Words Reviewed

bizarre

effective

get-up-and-go

ineffective

sag

## Word-learning Strategies

- Recognizing words with multiple meanings
- Recognizing synonyms
- Recognizing idioms (review)
- Using the prefix *in-* to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students discuss words with multiple meanings.
- Students discuss synonyms.
- Students review idioms and the prefix *in-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students practice the procedure for “Think, Pair, Share.”
- Students share their partners’ thinking with the class.
- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skill of explaining their thinking.

## DO AHEAD

- ✓ This week the students use “Think, Pair, Share” to discuss their thinking in pairs. You may wish to review the procedure for “Think, Pair, Share” prior to Day 1 (see Step 1 in Unit 1, Week 2, Day 1 of the *Teacher’s Manual*). To see an example of how to use this strategy with your students, view “Using ‘Think, Pair, Share’” (AV8).
- 
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Talk More About the Meanings of *Trim*” on page 38.
  - ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
  - ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 151 of the *Assessment Resource Book*.
  - ✓ (Optional) Prior to Day 5, review the more strategy practice activity “Review the Prefix *in-*” on page 51.
  - ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 2 Word Cards” (BLM2) and “Week 2 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.

# Introduce *Reminisce, Trim, and Transform*

# Day 1

## In this lesson, the students:

- Learn and use the words *reminisce*, *trim*, and *transform*
- Discuss words with multiple meanings
- Discuss synonyms
- Practice using “Think, Pair, Share”
- Develop the skill of explaining their thinking

## Words Taught

### **reminisce**

*Reminisce* means “think or talk about events in the past.”

### **trim** (p. 9)

*Trim* means “decorate or add ornaments to something.” *Trim* also means “cut or clip something to make it tidy or make it fit.”

### **transform**

*Transform* means “change completely.”

## ABOUT RECOGNIZING WORDS WITH MULTIPLE MEANINGS

This week we introduce the students to recognizing words with multiple meanings, another strategy that they can use to figure out word meanings as they read independently. The students learn that many words have more than one meaning and that the meanings are often very different. They learn that when they encounter a word with multiple meanings in their reading, they can usually figure out the correct meaning by thinking about how the word is used. This week the students explore the multiple meanings of the word *trim*. In subsequent lessons and in More Strategy Practice activities, they will discuss other multiple-meaning words such as *establish*, *boost*, and *focus*. For a complete table of the multiple-meaning words taught in grade 4, see Appendix C. For more information about recognizing words with multiple meanings and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## ABOUT RECOGNIZING SYNONYMS

In this lesson, the students are introduced to *synonyms*, or “words that mean the same thing or almost the same thing.” Connecting a new word to a known word that is a synonym helps the students remember the new word. Synonyms also provide the students with words that can replace overused words in their writing, making the writing more interesting. For a complete table of the synonyms discussed in the program, see Appendix C. For more information about recognizing synonyms and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## Materials

- *Song and Dance Man*
- Word card 7 (WA1)
- Word card 8 (WA2)
- Word card 9 (WA3)

### Teacher Note

Incorporate this week's social development focuses into the lessons by encouraging the students to listen respectfully to one another and to take responsibility for their learning and behavior. At the end of a lesson, you might ask the students what they did to be good listeners. For more about social development in the vocabulary lessons, see "Social Development and Cooperative Structures" in the Introduction.

### Teacher Note

If the students struggle with the pronunciation of *reminisce*, you might have them say the word two or three times as you point to the syllables in the word.

### Teacher Note

To review the procedure for "Think, Pair, Share," see Step 1 in Unit 1, Week 2, Day 1 of the *Teacher's Manual*.

### Teacher Note

Listen as partners talk. If the students struggle to remember events, stimulate their thinking by asking questions such as "What is something fun you have done with your family or friends that you like to remember and talk about?" and "What place have you visited that you like to talk about with your family or friends?"

## INTRODUCE AND USE *REMINISCE*

### 1 Introduce and Define *Reminisce*

Gather the students with partners sitting together, facing you. If necessary, review the procedure and your expectations for how the students will gather.

Show the cover of *Song and Dance Man*, read the title and the name of the author aloud, and remind the students that they heard this story earlier. Explain that the words they will learn this week are from or about this story. Show pages 4–5 and review that Grandpa was an entertainer who sang and danced when he was a younger man. Read page 5 aloud.

Point out that when his grandchildren visit, Grandpa reminisces, or tells them about the "good old days." Tell the students that *reminisce* is the first word they will learn today, and explain that *reminisce* means "think or talk about events in the past." Point out that when Grandpa thinks and talks about the days long ago when he was a song and dance man, he reminisces.

Display word card 7 (🗉 WA1) and have the students say the word *reminisce*.

### 2 Talk About Reminiscing

Explain that we usually use the word *reminisce* to talk about pleasant or enjoyable events from the past, rather than about unhappy memories. Give an example of something pleasant you reminisce about.

#### You might say:

"I often reminisce with my family about fun trips we have taken together. One of my favorite memories is a trip we took to an amusement park. There was a huge roller coaster at the park. I went on the roller coaster with my children, and we had a wonderful time."

Use "Think, Pair, Share" to discuss:



**Q** *What is something pleasant in your past that you reminisce about with your family or friends?*

Give the students a few moments to think about the question.

Click 1 on word card 7 (WA1) to reveal the first prompt. Then say "Turn to your partner." Have partners take turns using the prompt to answer the questions.

reminisce

**PROMPT 1:** I **reminisce** about . . .

1

**PROMPT 1:** “I reminisce about . . .”

When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *reminisce* and ask:

**Q** *What’s the new word we are learning that means “think or talk about events in the past”?*

## INTRODUCE AND USE *TRIM*

### 3 Introduce and Define *Trim*

Show pages 8–9 of *Song and Dance Man* and review that Grandpa takes the children to the attic where he keeps the clothes he wore when he was a song and dance man. Read page 9 aloud, emphasizing the word *trimmed*.

Tell the students that *trim* is the next word they will learn today, and explain that *trim* means “decorate or add ornaments to something.” Point to the trunk in the illustration on page 8 and explain that Grandpa’s old trunk is trimmed, or decorated, in leather and brass. Point to the leather straps, the brass buckles, and the brass corners on the trunk. Then point to the banjo case in the illustration, and point out that it is also trimmed, or decorated, around the edges in leather.

Display word card 8 (🌐 WA2) and have the students say the word *trim*.

### 4 Discuss Trimming a Birthday Card

Explain that when tailors or dressmakers make coats or dresses, they sometimes trim, or decorate, the collars or cuffs with fur or velvet. Explain that when teachers or students make a holiday bulletin board, they sometimes trim, or decorate, the edges of the bulletin board with colorful designs or drawings such as snowflakes or Valentine’s Day

### Teacher Note

Follow this procedure for all subsequent “Think, Pair, Share” activities.

### 🌐 ELL Note

English Language Learners may struggle to understand verbal definitions. Using illustrations in a book to introduce a word provides the students with critical visual support for the word’s meaning.

### Teacher Note

Listen as partners talk. If the students struggle to think of ways to trim the card, support them by asking questions such as “How might you color the edges of the card to decorate it?” or “What might you draw along the edges of the card to decorate it?”

### ELL Note

You might make a quick sketch of a birthday card and use a student’s suggestions to trim the edges.

### Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords “whiteboard multiple-meaning words activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### Teacher Note

Repeating the definitions of the word and having the students pronounce the word are additional opportunities for the students to hear the word and think about its meanings.

For more practice with the meanings of *trim*, see the more strategy practice activity “Talk More About the Meanings of *Trim*” on page 38.

hearts. Point out that when people make greeting cards, they sometimes trim, or decorate, the edges of the cards.

Ask the students to imagine they are making a birthday card for a friend. Have them suppose that they want to make the card extra nice by trimming, or decorating, the edges of the card.

Use “Think, Pair, Share” to discuss:



**Q** *What might you do to trim the edges of your friend’s birthday card?*  
[Pause; click ❶ on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “To trim the edges of the card, I might . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

## 5 Introduce Words with Multiple Meanings

Tell the students that some words have more than one meaning and that the meanings may be very different. Point to the word *trim* on word card 8 (WA2) and review that in the story, *trim* means “decorate or add ornaments to something.” Explain that *trim* has another meaning.

Discuss as a class:

**Q** *What else do you know about the word trim?*

Click ❷ to reveal the prompt.

**PROMPT 2:** “I think *trim* also means . . .”

Have one or two volunteers use the prompt to share their thinking with the class. Then discuss the following question:

**Q** *What do you do when you trim hair or trim grass?*

Click ❸ to reveal the next prompt.

**PROMPT 3:** “When you trim [hair/grass], you . . .”

Have one or two volunteers use the prompt to share their thinking with the class. Tell the students that *trim* can also mean “cut or clip something to make it tidy or make it fit.” Explain that people trim their hair and nails to keep them tidy or cut them shorter. They trim grass and bushes in their yards to keep them short and tidy. Point out that they might also trim a picture to fit into a frame.

Point to the word *trim* and ask:

**Q** *What’s the new word we are learning that means “decorate or add ornaments to something” or “cut or clip something to make it tidy or make it fit”?*

# INTRODUCE AND USE *TRANSFORM*

## 6 Introduce and Define *Transform* and Introduce Synonyms

Show pages 14–15 of *Song and Dance Man* and review that Grandpa puts on a show for the children. Read page 14 aloud. Explain that when Grandpa dances, the children “forget that it’s Grandpa dancing” because he transforms before the children’s eyes from a slow-moving old man into a singing and dancing entertainer.

Tell the students that *transform* is the last word they will learn today, and explain that *transform* means “change completely.” Point out that *transform* and *change* are synonyms, and explain that *synonyms* are “words that mean the same thing or almost the same thing.” Tell the students that thinking about a word they know—like *change*—can help them understand and remember a new word they are learning—like *transform*.

Display word card 9 (🌐 WA3) and have the students say the word *transform*.

## 7 Discuss Transforming

Explain that some animals transform, or change completely, as they develop. For example, caterpillars transform into butterflies and tadpoles transform into frogs. Explain that in stories or movies, ordinary people sometimes transform into superheroes. Ask the students to name a few stories they know in which a character transforms into someone or something else.

Use “Think, Pair, Share” to discuss:

 **Q** *If you could transform into something or someone else, what would it be? Why?* [Pause; click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I would transform into a [bird] because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *transform* and ask:

**Q** *What’s the new word we are learning that means “change completely”?*

Tell the students that tomorrow they will talk more about the words they learned today.

**ELPS 1.D.i**  
Step 6 and Step 7 (all)

### **ELL Note**

The Spanish cognate of *transform* is *transformar*.

### **Technology Tip**

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords “whiteboard synonyms activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



**ELPS 2.E.iii**  
Step 7  
(all, including the Teacher Note next to Step 7 in the green margin)

### **Teacher Note**

Frequently repeating a word when you introduce it reinforces its pronunciation and meaning.

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## MORE STRATEGY PRACTICE

### Talk More About the Meanings of *Trim*

Remind the students that words can have more than one meaning and that the meanings are often very different. Write the word *trim* where everyone can see it. Review that *trim* means “decorate or add ornaments to something” and “cut or clip something to make it tidy or make it fit.”

Tell the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a scenario, or imaginary situation, that includes the word *trim*. Partners will decide whether *trim* means “decorate or add ornaments to something” or “cut or clip something to make it tidy or make it fit.”

Read the following scenario aloud twice:

- *Mrs. Temple wanted her daughter’s wedding dress to be special, so she trimmed the sleeves and hem of the dress with beautiful white lace.*

Ask:

**Q** *Does trim mean “decorate or add ornaments to something” or “cut or clip something to make it tidy or make it fit”? Why? Turn to your partner.*

Write the following prompt where everyone can see it. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “*Trim* means [decorate or add ornaments to something] because . . .”

Using the same procedure, discuss the following scenario:

- *Mr. Juarez looked around his yard. “My goodness,” he thought. “The apple tree has grown too tall. It’s time to trim it.”*

# Review *Reminisce*, *Trim*, and *Transform*

# Day 2

## In this lesson, the students:

- Review and practice using the words *reminisce*, *trim*, and *transform* from Day 1
- Develop the skill of explaining their thinking
- Work in a responsible way

## Words Reviewed

### **reminisce**

*Reminisce* means “think or talk about events in the past.”

### **trim**

*Trim* means “decorate or add ornaments to something.” *Trim* also means “cut or clip something to make it tidy or make it fit.”

### **transform**

*Transform* means “change completely.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA4), and remind the students that yesterday they learned three words from or about the story *Song and Dance Man*. Explain that today they will think more about these words.

Point to the word *reminisce* and use “Think, Pair, Share” to discuss:



**Q** *With whom do you like to reminisce? Why do you like to reminisce with that person?* [Pause; click 1 on WA4 to reveal the first prompt.] Turn to your partner.

reminisce trim transform

**PROMPT 1:** I like to **reminisce** with \_\_\_\_\_  
because . . .

1 2 3 4 5 6

WA4

## Materials

- Daily review cards (WA4)

### Teacher Note

When a word is shown in square brackets, point to the word before you ask the question.

**ELPS 2.E.iii**  
Step 2  
(all, including the  
Teacher Note next  
to Step 2 in the  
green margin)

### Teacher Note

If the students struggle to answer the questions, call for their attention. Reread the scenario aloud, and explain that *reminisce* does not make sense in the scenario because it says that Tim “calls his friends to reminisce about all the fun they will have at the party.” Explain that the party is in the future and *reminisce* means “think or talk about events in the past.”

**PROMPT 1:** “I like to reminisce with [my sister] because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure to review the remaining words, using the following questions:

[trim]



**Q** *What might you use to trim weeds? Why?* [Pause; click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “To trim weeds, I might use . . .”

[transform]



**Q** *If you wanted to transform the appearance of your bedroom, what might you do?* [Pause; click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I might transform the appearance of my bedroom by . . .”

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Does That Make Sense?”

Tell the students that partners will play a game called “Does That Make Sense?” Explain that you will read a scenario, or imaginary situation, that includes one of the vocabulary words. Partners will decide whether or not the word makes sense in the scenario and explain why they think so.

Tell the students that before they play the game in pairs, they will practice playing as a class. Point to the word *reminisce* on the daily review cards (WA4) and tell the students that the first scenario includes the word *reminisce*. Read the following scenario aloud twice:

- *Next week is Tim’s birthday, and he is planning to have a party. He calls his friends to reminisce about all the fun they will have at the party.*

Ask:

**Q** *Does the word reminisce make sense in the scenario? Why do you think that?*

Give the students a few moments to think about the questions. Then click 4 to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 4:** “The word *reminisce* [does/does not] make sense because . . .”

### 3 Play the Game in Pairs

Have the students play the game in pairs. Point to the word *trim* on the daily review cards (WA4) and explain that the next scenario includes the word *trim*. Remind the students that as they listen to the scenario, they are to think about whether or not the word *trim* makes sense in the scenario. Then partners will share their thinking.

Read the following scenario aloud twice:

- *The students in Mrs. Keene’s class decide to make a Thanksgiving bulletin board. They trim the bulletin board with drawings of pumpkins and turkeys.*

Ask:



**Q** *Does the word trim make sense in the scenario? Why do you think that?* [Pause; click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “The word *trim* [does/does not] make sense because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

**[transform]**

- *Ramon worked hard on his yard. What was once dry, bare earth became a beautiful garden filled with colorful flowers. When his neighbors walk by, they tell him, “You’ve done a wonderful job, Ramon. Your yard is transformed.”*

Ask:



**Q** *Does the word transform make sense in the scenario? Why do you think that?* [Pause; click 6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** “The word *transform* [does/does not] make sense because . . .”

Tell the students that tomorrow they will learn and talk about three new words.

# Day 3

## Introduce *Sidesplitting*, *Enthusiastic*, and *Adore*

### Materials

- *Song and Dance Man*
- Word card 10 (WA5)
- Word card 11 (WA6)
- Word card 12 (WA7)

### In this lesson, the students:

- Learn and use the idiom *sidesplitting* and the words *enthusiastic* and *adore*
- Review idioms
- Share their partners' thinking with the class
- Develop the skill of explaining their thinking

### Words Taught

#### *sidesplitting*

*Sidesplitting* means "extremely funny."

#### *enthusiastic*

When you are enthusiastic about something, you are excited about it or interested in it.

#### *adore*

*Adore* means "love or be very fond of someone or something."

## INTRODUCE AND USE *SIDESPLITTING*

### 1 Introduce and Define *Sidesplitting* and Review Idioms

Gather the class with partners sitting together, facing you.

Show the cover of *Song and Dance Man* to the students and review that earlier they learned three words from or about the story. Explain that today they will learn three more words about the story.

Show pages 20–21 and review that Grandpa is entertaining his grandchildren with a comedy routine. Read pages 20–21 aloud. Point to the illustration on page 21 and tell the students that the children think Grandpa's comedy routine is *sidesplitting*. Tell the students that *sidesplitting* is the first word they will learn today, and explain that *sidesplitting* means "extremely funny."

Display word card 10 (🌍 WA5) and have the students say the word *sidesplitting*.

Point to the word *sidesplitting* and explain that *sidesplitting* is an idiom. Review that the students learned the idiom "get-up-and-go" earlier and that an *idiom* is "an expression or phrase that means something different from what it appears to mean." Explain that when the children see Grandpa's funny routine, their sides do not actually split open from

### ELL Note

Idioms can be especially difficult for English Language Learners to understand and use. To help make the meaning of *sidesplitting* clearer, you might act out the way someone might hold his sides while laughing very hard.

laughing, but they are laughing so hard it *seems* like their sides might split open. Explain that sometimes people hold their sides when they laugh very hard because it can be painful.

## 2 Talk About Things That Are Sidesplitting

Use “Think, Pair, Share” to discuss:

-  **Q** *When have you seen or heard something sidesplitting, or something so funny that you laughed really, really hard?* [Pause; click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

sidesplitting

**PROMPT 1:** It was **sidesplitting** when . . .

1

WA5

**PROMPT 1:** “It was sidesplitting when . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *sidesplitting* and ask:

- Q** *What’s the new idiom we are learning that means “extremely funny”?*

## INTRODUCE AND USE ENTHUSIASTIC

### 3 Introduce and Define *Enthusiastic*

Show pages 26–27 of *Song and Dance Man* and review that in this part of the story Grandpa finishes his performance.

Read page 26 aloud. Point to the illustration on page 26 and explain that the children are enthusiastic about Grandpa’s performance. Tell the students that *enthusiastic* is the next word they will learn today. Explain that when you are enthusiastic about something, you are excited about it or interested in it.

### Teacher Note

If you started an idiom chart, add the word *sidesplitting* to it.

### ELL Note

The Spanish cognate of *enthusiastic* is *entusiasta*.

## Teacher Note

If the students struggle with the pronunciation of *enthusiastic*, you might have them say the word two or three times as you point to the syllables on the chart. You might also mention that the word *enthusiastic* is related to the word *enthusiasm* and that *enthusiasm* is “great excitement or interest.”

## ELL Note

Using illustrations in a book to introduce a word provides the students with critical visual support for the word’s meaning.

Display word card 11 (🌐 WA6) and have the students say the word *enthusiastic*.

Point to the illustration on page 26 again, and discuss as a class:

**Q** *What are the children doing that shows they are enthusiastic, or excited, about Grandpa’s performance?*

Click ❶ on word card 11 (WA6) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The children show they are enthusiastic by . . .”

If necessary, explain that the children show they are enthusiastic by standing, clapping, and shouting. Their big smiles also show they are enthusiastic.

## 4 Talk About Being Enthusiastic

Remind the students that when you are enthusiastic about something, you are excited about it or interested in it. Give a few examples of things you or people you know are enthusiastic about.

### You might say:

“I am enthusiastic about running. Every morning I run three miles no matter what the weather is like. My husband is enthusiastic about gardening. He spends a lot of time outdoors, taking care of the lawn and garden. My son is enthusiastic about movies. He goes to lots of movies and watches many others at home.”

Explain that partners will talk about things they are enthusiastic about, and then some students will share their partners’ thinking with the class.

Ask:

 **Q** *What is something you are enthusiastic about? What do you do that shows you are enthusiastic?* [Click ❷ on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I am enthusiastic about [baseball]. I show I am enthusiastic by [playing baseball with my friends and watching baseball games on TV].”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention. Then click ❸ to reveal the next prompt. Have a few volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 3:** “My partner is enthusiastic about [baseball]. She shows she is enthusiastic by [playing baseball with her friends and watching baseball games on TV].”

Point to the word *enthusiastic* and ask:

Q *What's the new word we are learning that means "feeling excited about or interested in something"?*

## INTRODUCE AND USE ADORE

### 5 Introduce and Define Adore

Show pages 28–29 of *Song and Dance Man* and review that at the end of the story Grandpa hugs the children. Read page 28 aloud. Point to the illustration on page 28 and explain that Grandpa adores the children and they adore him. Tell the students that *adore* is the last word they will learn today, and explain that *adore* means “love or be very fond of someone or something.”

Display word card 12 (🎧 WA7) and have the students say the word *adore*.

### 6 Talk About People and Things We Adore

Explain that partners will talk about people they adore, and then some students will share their partners' thinking with the class.

Ask:



Q *Who is someone you adore? Why?* [Click 1 on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I adore [my mother] because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students' attention. Then click 2 to reveal the next prompt. Have a few volunteers use the prompt to share their partners' thinking with the class.

**PROMPT 2:** “My partner adores [her mother] because . . .”

Explain that people can also adore *things*, such as favorite foods, animals, or places. For example, some people adore pizza and other people adore spaghetti. Some people adore puppies and other people adore kittens. Some people adore a day at the beach and other people adore a day at the zoo.

Tell the students that partners will talk about things they adore, and then some students will share their partners' thinking with the class.

Ask:



Q *What is something you adore? Why?* [Click 1 to reveal prompt 1.] *Turn to your partner.*

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students' attention. Then click 2



#### ELL Note

The Spanish cognate of *adore* is *adorar*.

# Day 4

## Review *Sidesplitting*, *Enthusiastic*, and *Adore*

### Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 2 Crossword Puzzle" (BLM3) for each student

### Teacher Note

Rather than giving the meaning yourself, you might have the students tell what they know about the word.

to reveal prompt 2. Have a few volunteers use the prompt to share their partners' thinking with the class.

Point to the word *adore* and ask:

**Q** *What's the new word we are learning that means "love or be very fond of someone or something"?*

Tell the students that tomorrow they will talk more about the words they learned today.

### In this lesson, the students:

- Review and practice using the words *sidesplitting*, *enthusiastic*, and *adore* from Day 3
- Develop the skill of explaining their thinking
- Work in a responsible way

### Words Reviewed

#### ***sidesplitting***

*Sidesplitting* means "extremely funny."

#### ***enthusiastic***

When you are enthusiastic about something, you are excited about it or interested in it.

#### ***adore***

*Adore* means "love or be very fond of someone or something."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA8) and remind the students that yesterday they learned three words about the story *Song and Dance Man*. Point to each of the following words as you review the pronunciation and meaning: *sidesplitting*, *enthusiastic*, and *adore*. Tell the students that today they will think more about the words.

Then discuss as a class:

**Q** *Would you find it sidesplitting if someone you adored slipped on the ice and fell? Why?*

Click ❶ on the daily review cards (WA8) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA8

sidesplitting enthusiastic adore

**PROMPT 1:** I [would/would not] find it **sidesplitting** if someone I **adored** slipped and fell because . . .

❶ ❷ ❸ ❹ ❺

**PROMPT 1:** “I [would/would not] find it sidesplitting if someone I adored slipped and fell because . . .”

Then ask:

**Q** *Would you be enthusiastic about going to a place you adore? Why?*

Click ❷ to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I [would/would not] be enthusiastic about going to a place I adore because . . .”

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “Which Word Goes With?”

Tell the students that partners will do an activity called “Which Word Goes With?” Tell them that you will write a word like *fun*, *friend*, or *play* where everyone can see it. Explain that they are to think about which of yesterday’s vocabulary words goes with the word you write. Tell the students that when you say “Turn to your partner,” partners will discuss which word goes with the word you wrote and explain why they think so. Then you will ask some pairs to share their thinking with the class.

Point out that the word you write might go with more than one of the vocabulary words. Explain that partners may not always agree and that is fine. What is important is that they explain their thinking.

## Teacher Note

If the students struggle to make associations, think aloud about associations you might make and why. For example, say “I think *enthusiastic* goes with *fun* because if I think something is fun, I’m enthusiastic about it. I think *sidesplitting* goes with *fun*, too, because if something is sidesplitting, it is really funny. I also think *adore* can go with *fun*. If something is fun, you adore doing it.” Then continue the activity by discussing the word *friend* as a class, rather than in pairs.

## Teacher Note

If the students continue to have trouble making associations, think aloud about questions such as “How might the word *adore* go with *friend*? Who is a friend that you adore? Why do you adore your friend?” “How might the word *enthusiastic* go with *friend*? What is something you are enthusiastic about doing with a friend?” and “How might the word *sidesplitting* go with *friend*? What is something sidesplitting you have seen a friend do or heard a friend say?”

## Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

## Teacher Note

To provide students with additional review of words taught during Weeks 1 and 2, you might distribute a copy of the “Week 2 Crossword Puzzle” (BLM3) to each student.

Tell the students that before they do the activity in pairs, they will practice doing it as a class. Write the word *fun* where everyone can see it, and read the word aloud. Then point to the daily review cards (WA8) and ask:

**Q** Which of yesterday’s words do you think goes with fun? Why do you think that?

Give the students a few moments to think about the questions. Then click **3** to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I think [*enthusiastic*] goes with *fun* because . . .”

## 3 Do the Activity in Pairs

Now have the students do the activity in pairs. Write the word *friend* where everyone can see it and pronounce the word.

Ask:



**Q** Which of yesterday’s words do you think goes with friend? Why do you think that? [Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think [*adore*] goes with *friend* because . . .”

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for the students’ attention. Have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the word *play*.



**Q** Which of yesterday’s words do you think goes with play? Why do you think that? [Click **5** to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “I think [*enthusiastic*] goes with *play* because . . .”

Tell the students that tomorrow they will talk more about some of the words they have been learning.

## In this lesson, the students:

- Review words learned earlier
- Develop the skill of explaining their thinking
- Work in a responsible way

## Words Reviewed

### bizarre

*Bizarre* means “very strange or odd.”

### effective

Something effective works well or produces the result that is wanted.

### get-up-and-go

“Get-up-and-go” means “energy.”

### ineffective

Something ineffective is not effective. It does not work well or produce the result that is wanted.

### sag

*Sag* means “droop or hang down.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA9). Remind the students that they learned these words earlier. Tell the students that today they will talk more about the words.

Point to the word *bizarre* and ask:

**Q** *What do you know about the word bizarre?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *bizarre* as they share their ideas.

Use the same procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Tell the students that you will ask some questions about the words. Explain that first partners will talk about each question. Then you will ask a few volunteers to share their thinking with the class.

## Materials

- Ongoing review cards (WA9)
- “Class Vocabulary Assessment Record” sheet (CA1)

### ELPS 2.I.iii

#### Step 2

(all, beginning on page 49 and continuing on to page 50)

Point to the words *bizarre* and *sag* on the ongoing review cards (WA9) and ask:

-  **Q** *Would you think it was bizarre if a friend wore a pair of pants that sagged? Why?* [Click **1** on WA9 to reveal the first prompt.] *Turn to your partner.*

WA9

bizarre      effective      get-up-and-go  
ineffective      sag

**PROMPT 1:** I [would/would not] think it was **bizarre** if a friend wore a pair of pants that **sagged** because . . .

**1**   **2**   **3**   **4**

**PROMPT 1:** “I [would/would not] think it was bizarre if a friend wore a pair of pants that sagged because . . .”

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for the students’ attention. Have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

**[effective, sag]**

-  **Q** *Would you say that an effective way to fix a sagging mattress is to put a board under it? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] say that an effective way to fix a sagging mattress is to put a board under it because . . .”

**[bizarre, ineffective]**

-  **Q** *Would you say that doing bizarre things is an ineffective way to make friends? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] say that doing bizarre things is an ineffective way to make friends because . . .”

**[effective, get-up-and-go]**

-  **Q** *Would you say that eating a good breakfast is an effective way to have get-up-and-go in the morning? Why?* [Click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I [would/would not] say that eating a good breakfast is an effective way to have get-up-and-go in the morning because . . .”

Tell the students that next week they will learn more new words.

## MORE STRATEGY PRACTICE

### Review the Prefix *in-*

Prepare a sheet of chart paper titled “Words with the Prefix *in-*.” Below the title, write the sentence *The prefix in- means “not.”* Review that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Post the chart where everyone can see it and write the word *ineffective* on the chart.

Point to the letters *in* in *ineffective* and review that *in-* is a prefix that means “not.” Review that when the prefix *in-* is added to the word *effective*, it makes the word *ineffective*, which means “not effective.” Remind the students that when something is ineffective, it is does not work well or produce the result that is wanted.

Name a few other familiar words with the prefix *in-*, discuss their meanings, and add them to the chart; for example: *inaccurate*, *infrequent*, and *insane*. Invite the students to listen and watch for more examples of words that use the prefix *in-*. Add any new examples that students suggest to the chart.



### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses show that they understand what the words mean?
- Do the students have difficulty explaining their thinking when responding to the questions? (Note the words with which they have difficulty.)
- Do they enjoy learning and using new words?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 151 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

For more information about reviewing and practicing the words, see “Retaining the Words” in the Introduction.

### Materials

- Chart paper and a marker

### Teacher Note

For a complete table of words in the vocabulary lessons that use the prefix *in-*, see Appendix C. For a list of common prefixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Prefixes” list in the General Resources section.

### Teacher Note

Post the “Words with the Prefix *in-*” chart to use throughout the year.

### Teacher Note

For more information about whole-class assessment, see “Class Vocabulary Assessment” in the Assessment Overview of the *Assessment Resource Book*.

# Week 3

## RESOURCES



### Read-aloud

- *Shattering Earthquakes* by Louise and Richard Spilsbury

### More Strategy Practice

- “Use the Clues”

### Extension

- “Explore Similes in *Shattering Earthquakes*”



## Online Resources

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

### Whiteboard Activities

- WA1–WA11

### Reproducibles

- Week 3 family letter (BLM1)
- (Optional) “Week 3 Word Cards” (BLM2)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

slight  
topple  
severe  
landscape  
tilt  
rubble

## Words Reviewed

adore  
enthusiastic  
reminisce  
transform  
trim

## Word-learning Strategies

- Recognizing synonyms (review)
- Using context to determine word meanings

## Vocabulary Focus

- Students learn and use six words from the book.
- Students review synonyms.
- Students use context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students share their partners' thinking with the class.

## 1 DO AHEAD

- ✓ Prior to Day 1, draw a simple picture where everyone can see it. (For example, you might draw a single tree with only two or three limbs or a house with few details.) You will ask the students to suggest slight changes to the picture.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Use the Clues” on page 60.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 3 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.

# Introduce *Slight*, *Topple*, and *Severe*

# Day 1

## In this lesson, the students:

- Learn and use the words *slight*, *topple*, and *severe*
- Review synonyms
- Use context to determine word meanings
- Develop the skill of explaining their thinking

## Words Taught

### **slight** (p. 4)

*Slight* means “small in amount or not serious, important, or noticeable.”

### **topple** (p. 9)

*Topple* means “fall over or make something fall over.”

### **severe** (p. 12)

*Severe* means “causing great damage or pain.”

## Materials

- *Shattering Earthquakes*
- Word card 13 (WA1)
- Word card 14 (WA2)
- “Sentences from *Shattering Earthquakes*” chart (WA3)
- Word card 15 (WA4)

## ABOUT USING CONTEXT TO DETERMINE WORD MEANINGS

This week the students explore using context to determine word meanings, an important word-learning strategy that they can use in their independent reading. In this lesson, the students learn that they can sometimes figure out the meaning of a word by reading the sentence that includes the word, or the sentence that comes before or after that sentence, and looking for clues. In subsequent lessons, the students will review and practice the strategy. (For a list of the weeks in which using context to determine word meanings is reviewed, see Appendix C.) In this program, the students practice the strategy only when the text of a read-aloud provides explicit clues to a word’s meaning. If you wish to use other texts to provide the students with more practice using context to determine word meanings, we suggest you look for words that are clearly defined or explained by the context, so that the students will not have to guess at the meanings. For more information about using context to determine word meanings and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## INTRODUCE AND USE *SLIGHT*

### 1 Introduce and Define *Slight*

Gather the students with partners sitting together, facing you.

Show pages 4–5 of *Shattering Earthquakes* and review that this chapter explains what an earthquake is and what happens during earthquakes.

Read the second paragraph on page 4 aloud, beginning with the sentence “An earthquake is when the surface of the Earth moves.” Emphasize the word *slight* when you come to it.

Tell the students that *slight* is the first word they will learn today. Explain that *slight* means “small in amount or not serious, important, or noticeable.” Explain that most earthquakes are small and that people may only feel a slight, or barely noticeable, trembling during a small earthquake.

Display word card 13 (C WA1) and have the students say the word *slight*.

## 2 Make a Slight Change to a Picture

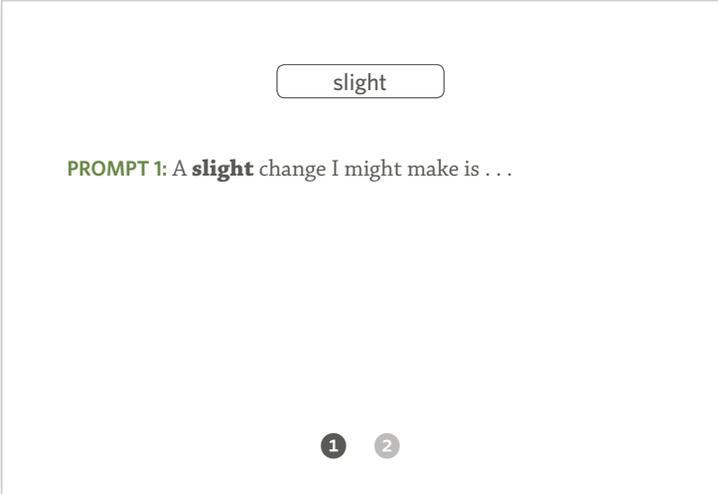
Tell the students that when people make a slight change to something, the change is small and not very important or noticeable. Give examples of slight changes you have made recently.

### You might say:

“I made a slight change to our schedule today by starting science 15 minutes earlier than our usual time. It was a small change that I don’t think many of you noticed. I usually eat cold cereal with blueberries for breakfast, but this morning I made a slight change and had cold cereal with bananas instead.”

Direct the students’ attention to the picture you drew before beginning the lesson. Tell the students to think about a slight change they might make to the picture. Explain that the change might be something they add or take away—but it must be slight. Use “Think, Pair, Share” to discuss:

 **Q** *What is a slight change you might make to this picture?* [Pause; click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*



slight

**PROMPT 1:** A **slight** change I might make is . . .

1 2

WA1

**PROMPT 1:** “A slight change I might make is . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class. Then discuss as a class:

**Q** *Is [Jessica’s] change slight? Why?*

Click **2** on word card 13 (WA1) to reveal the next prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[Jessica]’s change [is/is not] slight because . . .”

Point to the word *slight* and ask:

**Q** *What’s the new word we are learning that means “small in amount or not serious, important, or noticeable”?*

## INTRODUCE AND USE *TOPPLE*

### 3 Introduce and Define *Topple* and Review Synonyms

Show pages 6–7 of *Shattering Earthquakes* and review that this chapter describes both the causes of earthquakes and the destructive effects that earthquakes can have. Show pages 8–9, and remind the students that an earthquake’s strength is measured on a scale from 1 to 10. Point to the description of the Richter scale ratings on page 9, and ask the students to listen carefully as you read the description of an earthquake that measures over 7.0. Then read the description aloud, emphasizing the word *topple*: “Major earthquake that causes severe damage and can topple buildings over a wide area.”

Tell the students that *topple* is the next word they will learn today. Explain that *topple* means “fall over or make something fall over.” Point out that the words *topple* and *fall* are synonyms. Point to the photograph on page 9, and explain that a very strong earthquake in Turkey caused the building in the photo to topple, or fall.

Display word card 14 (WA2) and have the students say the word *topple*.

### 4 Discuss Toppling

Remind the students that strong earthquakes can be very dangerous and can cause buildings to topple. Discuss as a class:

**Q** *What other structures might topple in an earthquake?*

Click **1** on word card 14 (WA2) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “[A bridge] might topple in an earthquake.”

#### Teacher Note

If you started a synonym chart, add the words *topple* and *fall* to it. Remind the students that they can use a word like *topple* in their writing to replace an overused word like *fall*.

#### Technology Tip

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords “whiteboard synonyms activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



**TEKS 3.B.i**  
**TEKS 3.B.ii**  
Student/Teacher Narrative  
Step 5  
(all, beginning on page 58 and  
continuing on to page 59)

### Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords “whiteboard context clues activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### Teacher Note

Alternatively, you may wish to write the context sentences where everyone can see them.

### Teacher Note

If the students do not immediately determine the meaning of *severe* from the context, give them the definition rather than having them guess.

Tell the students that sometimes you can see a tree that has toppled. Discuss as a class:

**Q** *What might cause a tree to topple?*

Click **2** to reveal the next prompt, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[A hurricane] might cause a tree to topple.”

Explain that we can also use the word *topple* to talk about people falling, especially from high places. For example, people sometimes topple from ladders or from chairs or footstools they are standing on. Children sometimes topple from trees or bikes.

Use “Think, Pair, Share” to discuss:



**Q** *When have you toppled or seen someone topple?* [Pause; click **3** on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I toppled [from my bike] when . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *topple* and ask:

**Q** *What’s the new word we are learning that means “fall over or make something fall over”?*

## INTRODUCE AND USE SEVERE

### **5** Introduce Severe and Introduce Using Context to Determine Word Meanings

Show pages 12–13 of *Shattering Earthquakes* and review that this chapter tells what happens during a powerful earthquake. Read the first paragraph on page 12 aloud, emphasizing the word *severe*.

Tell the students that *severe* is the last word they will learn today. Display the “Sentences from *Shattering Earthquakes*” chart ( WA3), and explain that these are the sentences you just read. Point to the word *severe* and underline it. Tell the students that they can sometimes figure out the meaning of an unfamiliar word—like *severe*—by reading the sentence that includes the word or the sentence that comes before or after it and looking for clues. Tell the students that as you read the sentences again, you want them to think about what the word *severe* might mean and which words in the sentences are clues to the meaning of *severe*.

Read the sentences on the chart aloud. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word severe might mean?*

Point to the first prompt and read it aloud.

WA3

### Sentences from *Shattering Earthquakes*

Earthquakes usually do most damage at the epicenter, but shock waves can make land for miles around shake and tremble. In a severe earthquake, the ground can rise and fall like waves in the sea. In the worst cases, the entire shape of the land can be changed.

**PROMPT 1:** I think *severe* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *severe*.

**PROMPT 1:** “I think *severe* might mean . . .”

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *severe* means “causing great damage or pain.” Point out that powerful earthquakes can be severe, or cause great damage. Then ask:

**Q** *What clues help you figure out the meaning of the word severe?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “The clues [‘the ground can rise and fall like waves in the sea’ and ‘the entire shape of the land can be changed’] help me figure out the meaning of the word *severe*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that “the ground can rise and fall like waves in the sea” and “the entire shape of the land can be changed” are clues that help us figure out that a severe earthquake is one that causes great damage.

Display word card 15 (WA4) and have the students say the word *severe*.

## 6 Play “Is It Severe?”

Tell the students that partners will play a game called “Is It Severe?” Explain that you will describe something; then partners will discuss whether what you described is severe or not severe and explain why they think so. Begin with the following scenario:

- *Yoni has a headache that is worse than ever before. His head is throbbing, he has trouble seeing clearly, and he needs to lie down for several hours.*

Ask:

-  **Q** *Is Yoni's headache severe or not? Why do you think so?* [Click **1** on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** "I think it [is/is not] severe because . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have partners discuss the following scenarios:

- *Mari skins her knee while playing softball. It hurts, but she can keep playing, and she later scores the winning run.*
-  **Q** *Is Mari's injury severe or not? Why do you think so?* [Point to the prompt.] *Turn to your partner.*
- *The weatherman predicts extremely hot temperatures all week. He says that people should drink a lot of water and he warns them not to spend too much time outside.*
-  **Q** *Is the weather severe? Why do you think so?* [Point to the prompt.] *Turn to your partner.*

Point to the word *severe* and ask:

- Q** *What's the new word we are learning that means "causing great damage or pain"?*

## Materials

- Chart paper and a marker

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## MORE STRATEGY PRACTICE

### Use the Clues

Write the following sentences on a sheet of chart paper, leaving blanks as shown below:

- *Sam is enthusiastic about going to camp this summer. He's talked about nothing else for weeks. As he waves goodbye to his parents, he feels \_\_\_\_\_.*
- *When Sam comes home, he says, "Camp was \_\_\_\_\_. I learned to swim, ride horses, and live in the woods. I want to go back next year."*

Remind the students that when they are reading and come to a word they do not know, they can sometimes figure out the meaning of the word by rereading the sentence that includes the word, or the sentence that comes before or after it, and looking for clues. Tell the students that today partners will play a game called “Use the Clues.” Explain that partners will look for clues to a word that is missing from a sentence.

Direct the students’ attention to the first example. Point to the blank and explain that as you read the sentences aloud, you want the students to think about what the missing word might be and what words in the sentences are clues to the missing word. Tell the students that more than one word might make sense in a sentence and that the word does not need to be a vocabulary word. Explain that partners may not always agree about what the missing word should be, and that is fine. What is important is that the students explain their thinking.

Read the first example aloud twice, saying “blank” for the missing word.

Use “Think, Pair, Share” to discuss:

**Q** *What’s the missing word? What words are clues to the missing word?*  
[Pause.] *Turn to your partner.*

Write the following prompt where everyone can see it, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “I think the missing word is [*excited*] because . . .”

If necessary, explain that the missing word might be *excited* or *happy* and that “enthusiastic” and “he’s talked about nothing else for weeks” are clues.

Use the same procedure to discuss the second example.

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### Teacher Note

You might review that when you are enthusiastic about something, you are excited about it or interested in it.

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### Teacher Note

Accept all the words that the students can support with context clues from the sentences. If the students cannot suggest a word or suggest words that are not supported by the context, provide a word and point out the context clues. Then have the students discuss the second example.

---

### Teacher Note

Possible responses include *fun*, *terrific*, and *interesting*.

# Day 2

## Review *Slight*, *Topple*, and *Severe*

### Materials

- Daily review cards (WA5)

### In this lesson, the students:

- Review the words *slight*, *topple*, and *severe* from Day 1
- Explain their thinking
- Work in a responsible way

### Words Reviewed

#### **slight**

*Slight* means “small in amount or not serious, important, or noticeable.”

#### **topple**

*Topple* means “fall over or make something fall over.”

#### **severe**

*Severe* means “causing great damage or pain.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

If necessary, review the procedure for gathering on the rug; then gather the class with partners sitting together, facing you.

Display the daily review cards (WA5). Remind the students that yesterday they learned three words from the book *Shattering Earthquakes*. Point to each of the following words as you review the pronunciation and meaning: *slight*, *topple*, and *severe*. Explain that today they will talk more about the words.

Ask:



**Q** Which of the words we learned yesterday do you think was interesting to talk about? Why? [Click 1 on WA5 to reveal the first prompt.]  
Turn to your partner.

slight

topple

severe

**PROMPT 1:** I think \_\_\_\_\_ was interesting to talk about because . . .

1

2

3

4

**PROMPT 1:** “I think [*severe*] was interesting to talk about because . . .”

Have the students use the prompt to share their thinking. After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “What Might You Say or Do?”

Tell the students that they will do an activity called “What Might You Say or Do?” Explain that you will describe an imaginary situation and then partners will use the vocabulary words to talk about what they might say or do in that situation. Tell the students that before they do the activity in pairs, they will practice as a class.

Ask the students to listen carefully as you read the following scenario aloud twice:

- *You and your family are just about to leave the house to go on a picnic when you hear a weather report on the radio that there is a slight chance that it will rain.*

**Q** *What might you say or do? Why?*

Click **2** on the daily review cards (WA5) to reveal the next prompt.

**PROMPT 2:** “If there were a slight chance of rain, I might . . .”

Have one or two volunteers use the prompt to share their thinking with the class.

**ELPS 1.A.i**  
Step 2 and Step 3  
(all, beginning on page 63  
and continuing on to  
page 64)

### 3 Do the Activity “What Might You Say or Do?” in Pairs

Continue the activity in pairs, having partners discuss the following scenario:

- *You are helping your younger sister build a castle out of blocks. The castle’s tower is very tall, and it looks like it could topple.*



**Q** *What might you say or do? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “If the tower looked like it could topple, I might . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class. Discuss the following scenario, using the same procedure:

- *You are playing basketball with your friends after school. One of your friends sprains his ankle and says that he is in severe pain.*



**Q** *What might you say or do? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “If my friend were in severe pain, I might . . .”

Tell the students that tomorrow they will learn and talk about three new words.

# Introduce *Landscape, Tilt,* and *Rubble*

# Day 3

## In this lesson, the students:

- Learn and use the words *landscape, tilt,* and *rubble*
- Explain their thinking
- Share their partners' thinking with the class

## Words Taught

### **landscape** (p. 13)

A *landscape* is a "large area of natural scenery that you can see from one place." A landscape might include hills, trees, mountains, lakes, or rivers.

### **tilt** (p. 13)

*Tilt* means "lean or tip to one side."

### **rubble** (p. 13)

*Rubble* is "broken pieces of brick, stone, or other material from a building that has been destroyed or demolished."

## Materials

- *Shattering Earthquakes*
- Word card 16 (WA6)
- Word card 17 (WA7)
- Word card 18 (WA8)

## INTRODUCE AND USE LANDSCAPE

### 1 Introduce and Define *Landscape*

Gather the class with partners sitting together, facing you.

Review that earlier the students learned three words from the book *Shattering Earthquakes*. Tell the students that today they will learn three more words from the book.

Show pages 12–13 of the book. Point to page 13 and review that this part of the book describes a huge earthquake that hit Mexico in 1985. Explain that the first paragraph reminds us that a severe earthquake can change the shape of the land. Read the first paragraph on page 13 aloud, emphasizing the word *landscapes*.

Tell the students that *landscape* is the first word they will learn today. Explain that a *landscape* is a "large area of natural scenery that you can see from one place." Tell the students that a landscape might include such natural scenery as hills, trees, mountains, lakes, or rivers. Point out that a powerful earthquake can change a landscape, or large area of natural scenery, by opening cracks in the Earth or changing the level of the land.

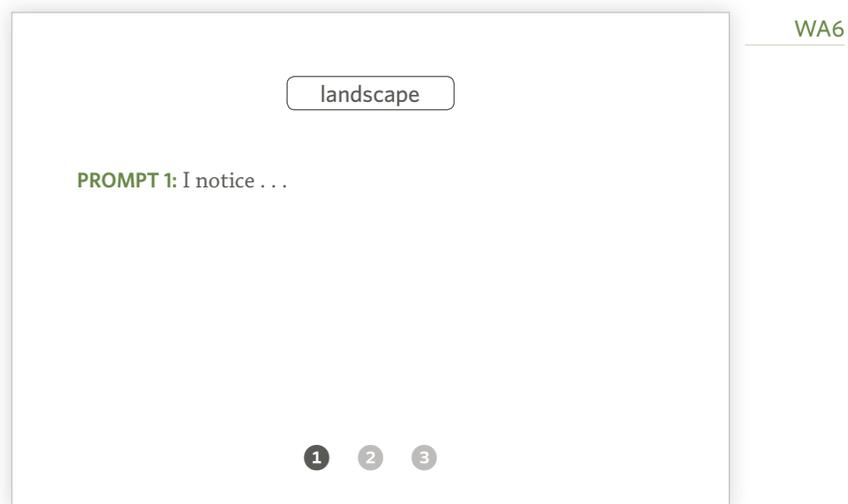
Display word card 16 (WA6) and have the students say the word *landscape*.

## 2 Discuss Landscapes

Show pages 6–7 of the book and direct the students’ attention to the photograph on page 7. Explain that it shows the landscape, or natural scenery, of an area near the West Coast of North America. Point to the fault line in the photograph, and explain that one thing you notice in this landscape is the fault line, or crack, caused by the rubbing together of plates beneath the Earth. Ask:

**Q** *What else do you notice about this landscape?*

Click **1** on word card 16 (WA6) to reveal the first prompt, and have one or two volunteers use the prompt to share their thinking with the class.



landscape

**PROMPT 1:** I notice . . .

1 2 3

WA6

**PROMPT 1:** “I notice [rocky hills and mountains and flat brown areas].”

Ask the students to imagine that they are flying in an airplane. They look out the window and see a rainforest landscape below them. Then ask the following:

 **Q** *What might you see in a rainforest landscape? What kind of natural scenery might you see in a rainforest?* [Click **2** on WA6 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “In a rainforest landscape, I might see [trees and bushes].”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

 **Q** *What might you see in a desert landscape? What kind of natural scenery might you see in a desert?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “In a desert landscape, I might see [sand dunes and different kinds of cactus].”

Point to the word *landscape* and ask:

**Q** *What's the new word we are learning that means a "large area of natural scenery that you can see from one place"?*

## INTRODUCE AND USE *TILT*

### 3 Introduce and Define *Tilt*

Show pages 12–13 of *Shattering Earthquakes* again, and remind the students that a huge earthquake struck Mexico City in 1985. Read the description of this earthquake on page 13 aloud: "The earthquake was so bad because the city sits on soil made of soft sand and clay. The shock waves shook the soil grains apart, turning it into quicksand. This caused buildings to tilt, shift, or even sink into it."

Tell the students that *tilt* is the next word they will learn today, and explain that *tilt* means "lean or tip to one side." Explain that the powerful earthquake in Mexico City turned the soil under buildings to quicksand, causing the buildings to tilt, or lean or tip to one side.

Display word card 17 (🗉 WA7) and have the students say the word *tilt*.

### 4 Talk About Tilting

Have a volunteer stand next to you. Then ask the volunteer to tilt his head. (Leave it up to the volunteer to tilt his head in whatever way he wants. He might tilt his head backward or forward or to the left or right. If the volunteer is not sure what to do, whisper an instruction into his ear.)

Discuss:

**Q** *What did you see [Milo] do when he tilted his head?*

Click 1 on word card 17 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** "When [Milo] tilted his head, he . . ."

Then ask the volunteer to tilt his head in a different way than he did before. Ask:



**Q** *What did you see [Milo] do when he tilted his head this time? [Point to prompt 1.] Turn to your partner.*

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students' attention. Have a few volunteers use the prompt to share their thinking with the class.

Then discuss as a class:

**Q** *What other things besides buildings and heads can tilt? When have you seen something tilt?*

Click ❷ to reveal the next prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[A telescope] can tilt. I saw [a telescope] tilt when [I went to the observatory with my grandfather].”

Point to the word *tilt* and ask:

**Q** *What’s the new word we are learning that means “lean or tip to one side”?*

## INTRODUCE AND USE RUBBLE

### 5 Introduce and Define *Rubble*

Show page 13 of *Shattering Earthquakes* again. Read this sentence from the photo caption aloud, emphasizing the word *rubble*: “Once the dust clouds had cleared, it became obvious that much of Mexico City had been reduced to rubble.”

Tell the students that *rubble* is the last word they will learn today. Explain that *rubble* is “broken pieces of brick, stone, or other material from a building that has been destroyed or demolished.” Direct the students’ attention to the photo on page 13, and point out that the earthquake turned much of Mexico City to rubble, or broken pieces of buildings that had been destroyed.

Display word card 18 (WA8) and have the students say the word *rubble*.

### 6 Talk About Rubble

Tell the students that they will now discuss rubble with their partners and then share their partners’ thinking with the class. Ask:



**Q** *Why might you see rubble after an earthquake?* [Click ❶ on WA8 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “You might see rubble after an earthquake because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and click ❷ on word card 18 (WA8) to reveal the next prompt. Have a few volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 2:** “My partner said that you might see rubble after an earthquake because . . .”

Using the same procedure, have partners discuss the following:



**Q** *When else might you see rubble? Why might you see it then?* [Click ❸ to reveal the prompt.] *Turn to your partner.*

#### Teacher Note

Support struggling students by reviewing the meaning of *rubble* and providing examples of when they might see rubble, such as after a fire, hurricane, or tornado, or at a demolition site.

**PROMPT 3:** “You might see rubble [during/after] [a fire] because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and click 4 to reveal the next prompt. Have one or two volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 4:** “My partner said that you might see rubble [during/after] [a fire] because . . .”

Point to the word *rubble* and ask:

**Q** *What’s the new word we are learning that means “broken pieces of brick, stone, or other material from a building that has been destroyed or demolished”?*

Tell the students that tomorrow they will talk more about the words they learned today.

---

## EXTENSION

### Explore Similes in *Shattering Earthquakes*

Direct the students’ attention to pages 6–7 of *Shattering Earthquakes*. Remind the students that this chapter of the book describes the way the layers of the Earth are formed and what causes earthquakes. Ask the students to listen carefully as you read from this page. Then read the second paragraph on page 6 aloud.

Point out that the authors of the book, Louise and Richard Spilsbury, help readers picture what happened to the layers of rock under the earth by writing, “Millions of years ago, this rock cracked, like the shell of an egg.” Tell the students that “this rock cracked, like the shell of an egg” is a simile. Explain that a *simile* is a “comparison of one thing to another using the word *like*, *as*, or *than*.” Point out that by saying the layer of rock cracked like an eggshell, the authors help readers picture how this layer broke apart into pieces—like an eggshell might break into pieces.

Show pages 8–9 and explain that, in this part of the book, the authors describe the ways in which earthquakes are strongest near the epicenter and explain that shock waves spread out in all directions. Tell the students that as you read from this part of the book, you want them to listen for what the shock waves are compared to. Then read the following sentence from page 8 aloud: “Shock waves ripple through the rocks all around the epicenter like ripples on a pond when you throw in a stone.” Ask:

**Q** *In the sentence you just heard, what are the shock waves in an earthquake compared to?*

**Q** *How does comparing these shock waves to ripples on a pond help you picture the way the force from an earthquake spreads out through an area?*

Tell the students that good writers like Louise and Richard Spilsbury use similes to help readers picture in their minds what they are describing. Ask the students to listen and watch for other similes in books that they hear and read.

# Day 4

## Review *Landscape, Tilt,* and *Rubble*

### Materials

- Daily review cards (WA9)
- Copy of this week's family letter (BLM1) for each student

### In this lesson, the students:

- Review the words *landscape*, *tilt*, and *rubble* from Day 3
- Explain their thinking
- Work in a responsible way

### Words Reviewed

#### landscape

A *landscape* is a "large area of natural scenery that you can see from one place." A landscape might include hills, trees, mountains, lakes, or rivers.

#### tilt

*Tilt* means "lean or tip to one side."

#### rubble

*Rubble* is "broken pieces of brick, stone, or other material from a building that has been destroyed or demolished."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Remind the students that yesterday they learned three words from *Shattering Earthquakes*. Display the daily review cards (WA9). Point to each of these words as you review the pronunciation and meaning: *landscape*, *tilt*, and *rubble*. Tell the students that today they will think more about the words.

Use "Think, Pair, Share" to discuss the following:



**Q** *If you were writing a story about a famous photographer, which of yesterday's words might you use? How might you use the word? [Pause; then click 1 on WA9 to reveal the first prompt.] Turn to your partner.*

landscape

tilt

rubble

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1
2
3
4

**PROMPT 1:** “I might use the word [*landscape*]. I might write . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “What Do You Think About?”

Tell the students that partners will do an activity called “What Do You Think About?” Direct the students’ attention to the words on the daily review cards (WA9) and explain that you want the students to describe what they think about, or what pictures come into their minds, when they hear each of the words.

Tell the students that before they do the activity in pairs, they will practice as a class. Point to and pronounce the word *tilt* and explain that *tilt* is the first word the students will think about.

Model the activity by closing your eyes and describing what comes into your mind when you hear the word *tilt*.

**You might say:**

“When I hear the word *tilt*, I think about the Leaning Tower of Pisa in Italy. When the tower was first built, it stood upright. Over time, it started tilting, or leaning, to one side.”

Have the students close their eyes, and then ask:

**Q** *What do you think about when you hear the word tilt? Why?*

Give the students a few moments to think about the questions; then have them open their eyes. Click **2** on the daily review cards (WA9) to

#### Teacher Note

If the students struggle to make associations, support them by asking questions such as “What object do you picture in your mind when you hear the word *tilt*? What might cause something or someone to tilt?”

reveal the prompt, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “When I hear the word *tilt*, I think about . . .”

### 3 Do the Activity “What Do You Think About?” in Pairs

Point to and pronounce the word *landscape*. Have the students close their eyes; then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word landscape? Why?* [Pause.] *Open your eyes.* [Click 3 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 3:** “When I hear the word *landscape*, I think about . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:



**Q** *What do you think about when you hear the word rubble? Why?* [Pause.] *Open your eyes.* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “When I hear the word *rubble*, I think about . . .”

Tell the students that tomorrow they will talk more about some of the words they have been learning.

#### Teacher Note

If the students struggle to make associations, support them by asking questions such as “What kind of landscape do you think is beautiful to look at? What would you see in a mountain landscape?”

#### Teacher Note

If the students struggle to make associations, support them by asking questions such as “When have you seen rubble? What causes rubble?”

#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

## In this lesson, the students:

- Review words learned earlier
- Develop the skill of explaining their thinking
- Work in a responsible way

## Words Reviewed

### adore

*Adore* means “love or be very fond of someone or something.”

### enthusiastic

When you are enthusiastic about something, you are excited about it or interested in it.

### reminisce

*Reminisce* means “think or talk about events in the past.”

### transform

*Transform* means “change completely.”

### trim

*Trim* means “decorate or add ornaments to something.” *Trim* also means “cut or clip something to make it tidy or make it fit.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA10). Remind the students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the word *adore* and ask:

**Q** *What do you know about the word adore?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *adore* when they share their ideas.

Repeat this procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Review the Game “What’s the Missing Word?”

Tell the students that partners will play “What’s the Missing Word?” Review that you will read a sentence that has one word missing; then partners will decide which of the vocabulary words best fits the sentence and explain why they think it is that word.

## Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)

### ELPS 4.C.i

Step 1 and Step 2  
(all, beginning on page 73 and continuing on to page 75)

## Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

## Teacher Note

Each sentence on the ongoing review activity (WA11) has a corresponding number: the first sentence is ①; the second sentence is ②; the third sentence is ③; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the missing word in place.
- The fourth click clears the screen.

Display the ongoing review activity (WA11) and begin playing the game:

1. Click ① to reveal the first sentence. Point to the sentence and read it aloud.

- Sentence 1: *The bride's dress was \_\_\_\_\_ in satin and lace.*

2. Give the students a few moments to think about the sentence and the missing word. Then point to the five word choices and ask:



**Q** *What's the missing word in this sentence? Why do you think so? Turn to your partner.*

Click ① again to reveal the prompt.

**PROMPT:** "I think [*trimmed*] is the missing word because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ① a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

WA11

4. Click ① to clear the screen.

Using the same procedure, discuss the remaining sentences:

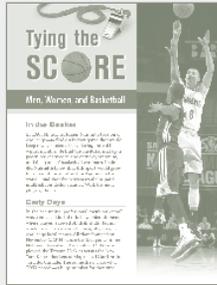
- Sentence 2: *The \_\_\_\_\_ crowd cheered loudly when their team ran onto the field.* (enthusiastic)
- Sentence 3: *Morgan always listens closely to her grandfather's stories. She loves to hear him \_\_\_\_\_ about his life when he was younger.* (reminisce)

- Sentence 4: *The wig, makeup, and costume completely \_\_\_\_\_ the actor's appearance.* (transform, transformed)
- Sentence 5: *"I \_\_\_\_\_ cheese," exclaimed Maggie Mouse. "It's my favorite food."* (adore)
- Sentence 6: *"Please \_\_\_\_\_ my moustache," Al said to his barber. "I must look my best."* (trim)

Tell the students that next week they will learn more new words.

# Week 4

## RESOURCES



### Read-alouds

- “Tying the Score: Men, Women, and Basketball” (see pages 100–101)
- “Food for Thought: Cafeteria Menus Shape Up” (see pages 102–103)

### More Strategy Practice

- “Discuss Other Words with the Suffix *-er*”
- “Start a Synonym Chart”

### More ELL Support

- “Discuss Favorite Fruits and Vegetables”

### Assessment Resource Book

- Week 4 vocabulary assessments



## Online Resources

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

### Whiteboard Activities

- WA1–WA12

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 4 family letter (BLM1)
- (Optional) “Week 4 Word Cards” (BLM2)
- (Optional) “Week 4 Crossword Puzzle” (BLM3)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)
- “Using the Individual Vocabulary Assessment” (AV51)

# OVERVIEW

## Words Taught

rowdy  
*rowdier*  
impressive  
*analyze*  
trend  
boost

## Words Reviewed

creak  
reminisce  
severe  
sidesplitting  
topple

## Word-learning Strategies

- Using the suffix *-er* to determine word meanings
- Recognizing synonyms (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the articles.
- Students use the suffix *-er* to determine word meanings.
- Students review words with multiple meanings.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of explaining their thinking.
- Students share their partners' thinking with the class.

## **J** DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Other Words with the Suffix *-er*” on page 82.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Start a Synonym Chart” on page 91.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 152 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1); see page 156 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself. Also, make a class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1); see page 224 of the *Assessment Resource Book*. Use this sheet to record each student’s scores from Word Checks 1–7 over the course of the year. You might also make a copy of the “Individual Vocabulary Assessment Class Record” sheet (CR1); see page 226 of the *Assessment Resource Book*. Use this sheet to record the scores of all of the students in the class across the year.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 159 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 4 Word Cards” (BLM2) and “Week 4 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.

# Introduce *Rowdy, Rowdier,* and *Impressive*

## Day 1

### In this lesson, the students:

- Learn and use the words *rowdy*, *rowdier*, and *impressive*
- Use the suffix *-er* to determine word meanings
- Develop the skill of explaining their thinking

### Words Taught

#### **rowdy** (p. 100)

*Rowdy* means “wild and noisy.”

#### **rowdier**

*Rowdier* means “more rowdy, or more wild and noisy.”

#### **impressive** (p. 101)

Something impressive has a strong effect on your mind. You notice and remember it.

### Materials

- “Tying the Score: Men, Women, and Basketball” (see pages 100–101)
- Word card 19 (WA1)
- Word card 20 (WA2)
- Word card 21 (WA3)

## INTRODUCE AND USE ROWDY

### 1 Introduce and Define *Rowdy*

Gather the class with partners sitting together, facing you.

Tell the students that the words they will learn today are from or about the article “Tying the Score: Men, Women, and Basketball,” which they heard earlier. Review that the article compares men’s and women’s professional basketball. Remind the students that the article begins by telling how the game of basketball started.

Read the first two sentences aloud, emphasizing the word *rowdy*. Tell the students that *rowdy* is the first word they will learn today, and explain that *rowdy* means “wild and noisy.” Review that physical education teacher James Naismith tried to find a game that rowdy, or wild and noisy, students could play indoors during the winter.

Display word card 19 (WA1) and have the students say the word *rowdy*.

### 2 Talk About Being Rowdy

Explain that people sometimes become rowdy, or wild and noisy, when they are excited or having fun. For example, people might become rowdy when they are playing games with their friends or when they are at a party or sporting event such as a basketball or baseball game.

### Teacher Note

You might have the students bring their *Student Response Books* to the rug and turn to page 8 to follow along as you read from the article.

## Teacher Note

Listen as partners talk. If the students struggle to recall times they have been rowdy, support them by asking questions such as “When have you played a noisy game with your friends?” and “When have you been so excited you couldn’t keep still or keep quiet?” If the students cannot recall times they have been rowdy, ask, “When have you seen other people being rowdy?”



## Technology Tip

To find web-based activities that focus on using suffixes to determine word meanings, you might search online using the keywords “whiteboard suffixes activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



## Teacher Note

You might point out that when you add the suffix *-er* to *rowdy*, you change the *y* to an *i* to spell *rowdier*.

Use “Think, Pair, Share” to discuss:



**Q** *When have you been rowdy? What were you doing?* [Pause; click 1 on WA1 to reveal the prompt.] *Turn to your partner.*

WA1

rowdy

**PROMPT 1:** I was **rowdy** when . . .

1

**PROMPT 1:** “I was rowdy when . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *rowdy* and ask:

**Q** *What’s the new word we are learning that means “wild and noisy”?*

## INTRODUCE AND USE ROWDIER

### 3 Introduce *Rowdier* and Discuss the Suffix *-er*

Display word card 20 (WA2) and have the students say the word *rowdier*. Tell the students that this is the next word they will learn today.

Point to the letters *er* in *rowdier* and tell the students that *-er* is a suffix. Explain that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the suffix *-er* often means “more” and that when *-er* is added to the word *rowdy*, it makes the word *rowdier*, which means “more rowdy, or more wild and noisy.”

### 4 Discuss Times the Students Might Be Rowdier

Explain that we use the word *rowdier* to make comparisons. For example, a group of children who are running, jumping, and shouting are rowdier than a group of children who are playing more quietly.

Ask:



**Q** *At what time of the day are you likely to be rowdier: in the morning or in the evening? Why?* [Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I’m likely to be rowdier [in the morning] because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *rowdier* and ask:

**Q** *What’s the new word we are learning that means “more rowdy, or more wild and noisy”?*

## INTRODUCE AND USE IMPRESSIVE

### 5 Introduce and Define *Impressive*

Remind the students that in the article they learned that basketball programs for men developed earlier than programs for women, but that by the 1950s women’s programs were beginning to grow.

Read the second paragraph of the section called “Early Days” on page 101 aloud, emphasizing the word *impressive*.

Tell the students that *impressive* is the last word they will learn today, and explain that something impressive has a strong effect on your mind. You notice and remember it.

Explain that in the 1950s, few women basketball players were as tall as Nera White, so her height was impressive. People noticed how tall she was and remembered watching her play.

Display word card 21 (🌐 WA3) and have the students say the word *impressive*.

### 6 Discuss Impressive Things and People

Remind the students that impressive things have a strong effect on your mind and that you notice and remember them. Provide some examples of impressive things that you have seen.

**You might say:**

“When I was whale watching in Hawaii, a huge whale surfaced near the boat. I had never seen a whale that close, so it was a very impressive sight. I’ll never forget it. On TV the other night, I saw a story about a young man who can speak six languages. That’s impressive! Not many people can do that. I thought the stories you wrote about our trip to the recycling center were impressive. They had so many details, and they were extremely clear and interesting. Your stories had a strong effect on me.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you seen something impressive? Why was it impressive?*  
[Pause; click 1 on WA3 to reveal the first prompt.] *Turn to your partner.*

#### ELL Note

The Spanish cognate of *impressive* is *impressionante*.

#### Teacher Note

You might explain that *impressive* is a form of the word *impress*. Something that impresses you has a strong effect on you.

#### Teacher Note

Listen as partners talk. If the students struggle to recall impressive things, support them by asking questions such as “When have you seen something that made you say ‘Wow!’?” “When have you seen something you’ll never forget?” or “When have you seen something at a museum, on TV, or in a movie that was impressive?”

## Teacher Note

If the students struggle to recall an impressive person, ask questions such as “Who is someone that you respect or admire?” and “Who did something that caused you to say, ‘Wow!’?”

### ELPS 1.D.i

More Strategy Practice (all)

## Materials

- Chart paper and a marker

## Teacher Note

For a complete table of the words that end with the suffix *-er* taught in grade 4 and the weeks in which they are introduced, see Appendix C.

## Teacher Note

You might explain that when you add the suffix *-er* to *healthy* and *silly*, you change the *y* to *i* to spell *healthier* and *sillier*.

**PROMPT 1:** “I saw [a big dinosaur skeleton at the natural history museum]. It was impressive because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Remind the students that people can be impressive, too. For example, Nera White was impressive because of her height and her skills as a basketball player.

Discuss as a class:

**Q** *Who is a person you think is impressive? Why?*

Click **2** on word card 21 (WA3) to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think [my Uncle Gene] is impressive because . . .”

Point to the word *impressive* and ask:

**Q** *What’s the new word we are learning that means “having a strong effect on your mind”?*

## MORE STRATEGY PRACTICE

### Discuss Other Words with the Suffix *-er*

Prepare a sheet of chart paper titled “Words with the Suffix *-er*.” Under the title write, “The suffix *-er* means ‘more.’” Write the word *rowdier* on the chart.

Remind the students that earlier they learned the word *rowdier*. Point to the letters *er* in *rowdier* on the chart, and review that *-er* is a suffix that means “more.” Review that when *-er* is added to the word *rowdy*, it makes the word *rowdier*, which means “more rowdy, or more wild and noisy.”

Write the word *sharp* on the chart and ask:

**Q** *What word do you make when you add the suffix *-er* to the word sharp?*

**Q** *What does the word sharper mean?*

Using the same procedure, have the students add the suffix *-er* to the words *healthy* and *silly* and discuss their meanings.

# Review *Rowdy, Rowdier,* and *Impressive*

## Day 2

### In this lesson, the students:

- Review the words *rowdy*, *rowdier*, and *impressive* from Day 1
- Develop the skill of explaining their thinking
- Work in a responsible way

### Words Reviewed

#### **rowdy**

*Rowdy* means “wild and noisy.”

#### **rowdier**

*Rowdier* means “more rowdy, or more wild and noisy.”

#### **impressive**

Something impressive has a strong effect on your mind. You notice and remember it.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the daily review cards (WA4). Remind the students that yesterday they learned three words from the article “Tying the Score.” Point to each of the following words as you review the pronunciation and meaning: *rowdy*, *rowdier*, and *impressive*. Explain that today they will learn more about the words.

Point to the word *rowdy* and ask:

 **Q** *What might you do if the person sitting next to you at a school assembly is being rowdy?* [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

rowdyrowdierimpressive

**PROMPT 1:** If the person next to me is being **rowdy**,  
I might . . .

1 2 3

WA4

### Materials

- Daily review cards (WA4)
- “Tell Me a Story” chart (WA5)

**PROMPT 1:** “If the person next to me is being rowdy, I might . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions to review the remaining words:

[rowdier]

 **Q** *Are you likely to be rowdier when you play a game with your friends outside or inside? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I’m likely to be rowdier when I play a game with my friends [outside/inside] because . . .”

[impressive]

 **Q** *How might you feel if someone read a story you wrote and said, “I think your story is impressive”? Why?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 3:** “If someone said my story was impressive, I might feel [good] because . . .”

## PRACTICE USING THE WORDS

### 2 Review the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Review that you will tell the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (🗨️ WA5) and show story 1 and its accompanying prompt. Tell the students that story 1 uses the word *impressive*. Then read the story aloud, slowly and clearly.

- **Story 1:** *Tomiko and Peter were hiking in the woods. Tomiko stopped and pointed. “Look at that, Peter!” she exclaimed. “Wow!” Peter whistled. “That’s impressive!” The impressive thing the children saw in the woods was . . .*

Use “Think, Pair, Share” to discuss:

 **Q** *How might you finish the story? What impressive thing did they see?* [Pause; point to prompt 1.] *Turn to your partner.*

### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *impressive* and think aloud about a possible ending. For example, say “The impressive thing they saw was a beautiful waterfall.” Then reread the beginning of the story and repeat the questions.

### Tell Me a Story

Tomiko and Peter were hiking in the woods. Tomiko stopped and pointed. “Look at that, Peter!” she exclaimed. “Wow!” Peter whistled. “That’s impressive!” The impressive thing the children saw in the woods was . . .

**PROMPT 1:** The **impressive** thing the children saw was . . .

**PROMPT 1:** “The impressive thing the children saw was . . .”

Have partners use the prompt to take turns answering the questions. When most pairs have finished talking, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following stories on the chart (WA5):

- Story 2: *David and his brother went to a baseball game, but they came home early because the crowd was too rowdy. “What did the rowdy crowd do?” their sister asked. David explained. “The rowdy crowd . . .”*



**Q** How might you finish the story? What did the rowdy crowd do? [Pause; point to prompt 2.] Turn to your partner.

**PROMPT 2:** “The rowdy crowd . . .”

- Story 3: *“I’m exhausted,” Mrs. Johnson moaned to her husband. “Yesterday the children were rowdy. They ran through the house jumping and shouting. But today they were even rowdier. They . . .”*



**Q** How might you finish the story? What did the children do that was rowdier than running, jumping, and shouting through the house? [Pause; point to prompt 3.] Turn to your partner.

**PROMPT 3:** “Mrs. Johnson’s children were rowdier because they . . .”

Explain that tomorrow the students will learn three new words.

# Day 3

## Introduce *Analyze*, *Trend*, and *Boost*

### Materials

- “Food for Thought: Cafeteria Menus Shape Up” (see pages 102–103)
- Word card 22 (WA6)
- “Analyze Evidence” list (WA7)
- Word card 23 (WA8)
- Word card 24 (WA9)

### Teacher Note

You might have the students bring their *Student Response Books* to the rug and turn to page 10 to follow along as you read from the article.

### ELL Note

The Spanish cognate of *analyze* is *analizar*.

### In this lesson, the students:

- Learn and use the words *analyze*, *trend*, and *boost*
- Review synonyms
- Review words with multiple meanings
- Share their partners’ thinking with the class
- Develop the skill of explaining their thinking

### Words Taught

#### **analyze**

*Analyze* means “study or examine carefully.”

#### **trend** (p. 102)

A *trend* is “the way in which something is changing.”

#### **boost** (p. 103)

*Boost* means “increase or improve.” *Boost* also means “push up from below.”

## INTRODUCE AND USE ANALYZE

### 1 Introduce and Define *Analyze* and Review Synonyms

Gather the class with partners sitting together, facing you.

Review that earlier the students learned three words from the article “Tying the Score.” Explain that today they will learn three words from another article they heard earlier, “Food for Thought.”

Review that the article tells how cafeteria menus in many schools have changed, with healthy foods replacing foods high in sugar and fat.

Read the first two sentences in the second paragraph of “Lighten Up” aloud:

**p. 102** “More than half of elementary and secondary students in the United States eat lunches provided by their schools. The increase in health problems such as diabetes and obesity made many people look closely at what students were eating.”

Explain that the increase in children’s health problems led many people to analyze what students eat for lunch at school. Tell the students that *analyze* is the first word they will learn today, and explain that *analyze* means “study or examine carefully.” Point out that the words *analyze*, *study*, and *examine* are synonyms, and remind the

students that *synonyms* are “words that mean the same thing or almost the same thing.”

Display word card 22 (🗨️ WA6) and have the students say the word *analyze*. Then discuss as a class:

**Q** *What is one profession in which someone analyzes people or things? What do the people doing that job analyze?*

Give the students a few moments to think. Then click 1 on word card 22 (WA6) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “One profession in which someone analyzes people or things is [doctor]. People doing that job analyze [patients to help them recover from illnesses or injuries].”

## 2 Analyze Evidence

Remind the students that when you analyze something, you study or examine it carefully. Explain that when police officers arrive at the scene of a crime, they analyze, or carefully study, the evidence to see if they can figure out what happened.

Ask the students to imagine that they are police officers who have been called to the home of Mrs. Rose O’Hara. Mrs. O’Hara says that someone has stolen a TV from her living room.

Display the “Analyze Evidence” list (🗨️ WA7). Explain that this list describes the evidence the police discover at Mrs. O’Hara’s house. Then read the list of evidence aloud.

### Analyze Evidence

- An open living room window with one shattered pane of glass
- A brick on the living room floor
- Two sets of muddy footprints on the ground outside the living room window
- One set of muddy footprints on the living room floor

**PROMPT 1:** After **analyzing** the evidence, I think . . .

WA7

Tell the students that you want them to quietly analyze, or carefully study, the evidence. Then, after analyzing the evidence, partners will discuss what they think happened. Give the students a few moments to analyze the evidence.

Then ask:



**Q** *After analyzing the evidence, what do you think happened at Mrs. O’Hara’s house? [Point to the prompt on WA7.] Turn to your partner.*

**PROMPT 1:** “After analyzing the evidence, I think . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *analyze* and ask:

**Q** *What’s the new word we are learning that means “study or examine carefully”?*

## INTRODUCE AND USE TREND

### 3 Introduce and Define *Trend*

Review that the increase in children’s health problems caused people to analyze school lunch options.

Finish reading the second paragraph under the heading “Lighten Up” on page 102 aloud, emphasizing the word *trend*.

Tell the students that *trend* is the next word they will learn today, and explain that a *trend* is “the way in which something is changing.” Explain that analyzing school lunches has led to a trend, or change, toward healthier menus. Menus are changing to include healthier foods.

Display word card 23 (🗨️ WA8) and have the students say the word *trend*.

### 4 Play “What’s the Trend?”

Tell the students that partners will play a game called “What’s the Trend?” Explain that Milton is the name of an imaginary boy in fourth grade. Tell the students that you will describe a trend, or the way in which something is changing, at Milton’s school. Partners will figure out what the trend is. Then a few students will share with the class what their partners said.

Begin by reading the following scenario aloud twice:

- *Last year hardly any of the students in Milton’s class brought their lunches to school. Instead they bought lunch in the cafeteria. But this year, almost all of Milton’s classmates bring their lunches to school. Only a few students are buying lunch.*

Ask:

 **Q** *What is the trend in Milton’s class? What is changing and how is it changing?* [Click ❶ on WA8 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “The trend in Milton’s class is . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention. Then click ❷ on

#### Teacher Note

Milton is an imaginary character who appears in activities periodically. If any of your students or their friends is named Milton, you may want to choose another name for the character.

word card 23 (WA8) to reveal the next prompt, and have a few volunteers use the prompt to share their partners' thinking with the class.

**PROMPT 2:** "My partner said that the trend in Milton's class is . . ."

Using the same procedure, discuss the following scenarios:

- *At the beginning of the year, just about everyone in Milton's class was reading mysteries. But now hardly anyone is reading mysteries. Instead almost everyone is reading science fiction stories.*
- *For a while, most of the students in Milton's class were walking to school each day. But as the weather got colder, more and more students began to take the bus to school.*

Point to the word *trend* and ask:

**Q** *What's the new word we are learning that means "the way in which something is changing"?*

## INTRODUCE AND USE BOOST

### 5 Introduce and Define *Boost* and Review Synonyms

Remind the students that eating healthy food can help them focus better on their schoolwork. Read the first bullet under the heading "Food for Focus" aloud, emphasizing the word *boost*:

**p. 103** "Although foods high in sugar—such as soda and cookies—will give you an energy boost, it won't last long. It's better to eat foods such as whole-wheat bread, whole-wheat pasta, and fresh fruit. These foods help keep your energy level consistent all day."

Tell the students that *boost* is the last word they will learn today. Explain that *boost* means "increase or improve" and point out that the words *boost*, *increase*, and *improve* are synonyms.

Explain that food that is high in sugar will boost, or increase, your energy—but the boost in energy will not last long. Foods like whole-wheat bread and fruit keep energy levels consistent.

Display word card 24 (WA9) and have the students say the word *boost*.

### 6 Review the Activity "Imagine That!"

Tell the students that partners will do the activity "Imagine That!" Remind the students that they will imagine a scene that you describe. Then they will use the word *boost* to talk about what they imagined. Ask the students to imagine the following scenario as you read it aloud:

- *You play on a neighborhood softball team. You are a good player, but you want to be even better.*

### Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords “whiteboard multiple-meaning words activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### Teacher Note

If the students struggle to recall times they have boosted someone or been boosted, ask alternative questions such as “When have you seen someone being boosted?” or “When might you need to boost someone?”

Ask:

-  **Q** *What might you do to boost, or improve, your skills as a softball player?* [Click **1** on WA9 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “I might boost my skills by . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

- *Your best friend is on your softball team. In this week’s game, your friend strikes out twice. After the game, she says to you, “I’m just not any good. I shouldn’t play at all.”*

Ask:

-  **Q** *What might you say or do to boost your friend’s confidence?* [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “To boost my friend’s confidence, I might . . .”

## **7** Discuss Another Meaning of *Boost*

Remind the students that many words have more than one meaning and that often the meanings are very different.

Direct the students’ attention to word card 24 (WA9) and review that in the article the word *boost* means “increase or improve.” Explain that the word *boost* has another meaning; *boost* can also mean “push up from below.” Explain that when you boost someone, you push or hold him up, usually so that the person can reach something high or climb up onto something.

Discuss as a class:

- Q** *When have you boosted someone, or when has someone boosted you?*

Click **3** on word card 24 (WA9) to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I boosted [my friend Raymond] when . . .”

Point to the word *boost* and ask:

- Q** *What’s the new word we are learning that means “increase or improve” or “push up from below”?*

Tell the students that tomorrow they will talk more about the words they learned today.

---

## MORE STRATEGY PRACTICE

### Start a Synonym Chart

Help the students develop an understanding of synonyms by starting a synonym chart. Write the title “Synonyms” at the top of a sheet of chart paper and post the chart where everyone can see it. Remind the students that *synonyms* are “words that mean the same thing or almost the same thing.” Review that thinking about the synonyms of a word can help them remember the word and its meaning.

Write the synonyms *boost*, *increase*, and *improve* on the chart, and remind the students that they learned these synonyms this week. Invite the students to add other synonyms they know to the chart. If the students have trouble thinking of synonyms, stimulate their thinking by reminding them that they learned the synonyms *transform* and *change* during Week 2, and add the words to the chart.

Explain that when they write stories, the students can use the synonyms they are learning in their writing. For example, instead of using the word *improve* in a story, they can use the word *boost*. Explain that using a synonym helps them avoid using the same word over and over again and makes their writing more interesting. During writing time, remind the students to use synonyms, and refer them to the chart for examples of synonyms they might use.

Throughout the year, encourage the students to share other synonyms they think of with the class; then add the synonyms the students suggest to the chart.



## MORE ELL SUPPORT

### Discuss Favorite Fruits and Vegetables

Review that the article “Food for Thought: Cafeteria Menus Shape Up” tells how cafeteria menus in schools have changed, with healthy foods such as fresh fruits and vegetables replacing foods high in sugar and fat. Ask:

**Q** *What is your favorite fruit? What do you like about it? Turn to your partner.*

Have the students use the following prompt to share their thinking with a partner:

**PROMPT:** “[Grapes] are my favorite fruit because [they are easy to put into your mouth and they taste sweet and juicy].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the group. Then ask:

**Q** *What is your favorite vegetable? How do you like it cooked or served?*

### Materials

- Chart paper and a marker

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### Teacher Note

Post the “Synonyms” chart to use throughout the year.

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### Teacher Note

You may want to ask these and the following questions one at a time, giving the students time to respond to the first question before asking the second question.

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### Teacher Note

You may want to bring in three or more types of fruits or vegetables for the children to taste, compare, and discuss.

# Day 4

## Review *Analyze, Trend,* and *Boost*

### Materials

- Daily review cards (WA10)
- Daily review activity (WA11)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 4 Crossword Puzzle” (BLM3) for each student

Have the students use the prompt to share their thinking with a partner:

**PROMPT:** “[Potatoes] are my favorite vegetable. I like them [mashed].”

Have volunteers use the prompt to share their thinking with the group.

### In this lesson, the students:

- Review the words *analyze*, *trend*, and *boost* from Day 3
- Develop the skill of explaining their thinking
- Work in a responsible way

### Words Reviewed

#### **analyze**

*Analyze* means “study or examine carefully.”

#### **trend**

A *trend* is “the way in which something is changing.”

#### **boost**

*Boost* means “increase or improve.” *Boost* also means “push up from below.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA10). Remind the students that yesterday they learned three words from the article “Food for Thought.” Point to each of the words as you review the pronunciation and meaning: *analyze*, *trend*, and *boost*. Explain that today they will learn more about the words.

Ask the students to imagine that they are writing a TV commercial for a new health drink called “Wowie Kapowie.”

Discuss as a class:

**Q** Which of yesterday’s words might you use in your commercial? How might you use the word?

Click 1 on the daily review cards (WA10) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

analyze

trend

boost

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1

**PROMPT 1:** “I might use the word [*boost*]. I might write . . .”

## PRACTICE USING THE WORDS

### 2 Play “What’s the Missing Word?”

Tell the students that partners will play “What’s the Missing Word?” Review that you will read a sentence that has one word missing; then partners will decide which of the vocabulary words best fits the sentence and explain why they think it is that word.

Display the daily review activity (🕒 WA11) and begin playing the game with students in pairs:

1. Click **1** to reveal the first sentence. Point to the sentence and read it aloud.
  - Sentence 1: *People complained when the restaurant \_\_\_\_\_ its prices.*

2. Give the students a few moments to think about the sentence and the missing word. Then point to the five word choices and ask:



**Q** *What’s the missing word in this sentence? Why do you think so? Turn to your partner.*

Click **1** again to reveal the prompt.

**PROMPT:** “I think [*boosted*] is the missing word because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking **1** a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

#### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

#### Teacher Note

Each sentence on the daily review activity (WA11) has a corresponding number: the first sentence is **1**; the second sentence is **2**; the third sentence is **3**; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the missing word in place.
- The fourth click clears the screen.

analyze

trend

boost

**SENTENCE 1:** People complained when the restaurant boosted its prices.

1 2 3 4

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 3 and 4, you might distribute a copy of the "Week 4 Crossword Puzzle" (BLM3) to each student.

4. Click 1 to clear the screen.

Using the same procedure, discuss the remaining sentences:

- Sentence 2: *Because of high gas prices, there is a \_\_\_\_\_ toward buying smaller cars.* (trend)
- Sentence 3: *Duquane \_\_\_\_\_ the problem and figured out how to solve it.* (analyzed)
- Sentence 4: *Ellen \_\_\_\_\_ her friend over the fence.* (boosted/boosts)

Tell the students that tomorrow they will talk more about some of the words they have been learning.

**In this lesson, the students:**

- Review words learned earlier
- Develop the skill of explaining their thinking
- Work in a responsible way

**Words Reviewed****creak**

*Creak* means “make a sharp, squeaking sound.”

**reminisce**

*Reminisce* means “think or talk about events in the past.”

**severe**

*Severe* means “causing great damage or pain.”

**sidesplitting**

*Sidesplitting* means “extremely funny.”

**topple**

*Topple* means “fall over or make something fall over.”

**REVIEW THE WORDS****1** Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA12). Remind the students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the word *sidesplitting*, pronounce it, and have the students say it.

Ask:

**Q** *What do you know about the word sidesplitting?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *sidesplitting* as they share their ideas.

Repeat the procedure to review the remaining words.

**Materials**

- Ongoing review cards (WA12)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “What Do You Think Will Happen?”

Tell the students that partners will do an activity called “What Do You Think Will Happen?” Explain that you will read a scenario that includes one of the vocabulary words. Then partners will use their imaginations and what they know about the word to tell what they think will happen next.

Explain that before they do the activity in pairs, the students will practice as a class. Then read the following scenario aloud twice:

- *Emma buys a box of ice pops for her sisters during a severe heat wave. She accidentally leaves the ice pops in her car all afternoon.*

Ask:

Q *What do you think will happen to the ice pops during the severe heat wave?*

Give the students a few moments to think about the question. Then click 1 on the ongoing review cards (WA12) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA12

PROMPT 1: “During the severe heat wave, the ice pops will . . .”

### 3 Do the Activity “What Do You Think Will Happen?” in Pairs

Continue the activity in pairs using the following scenario:

- *Kwan tiptoes into the bedroom to see if his baby sister is asleep. As he gets near her crib, the floor creaks.*

Use “Think, Pair, Share” to discuss:



**Q** *What do you think will happen when the floor creaks?* [Pause; click **2** on WA12 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “When the floor creaks . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Karen has a trained monkey named Coco. “Watch,” Karen tells her friend Nate. “When I say, ‘Go, Coco,’ she’ll do a sidesplitting trick.”*



**Q** *What do you think will happen? What sidesplitting trick will Coco do?* [Pause; click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “When Coco does a sidesplitting trick, she . . .”

- *Lisa removes a can of peaches from the bottom of the stack at the grocery store. The entire stack of cans begins to topple.*



**Q** *What do you think will happen when the stack of cans begins to topple?* [Pause; click **4** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 4:** “When the stack of cans begins to topple . . .”

- *David’s father said he had a story to tell him. Then he started to reminisce.*



**Q** *What do you think will happen? What will David’s father reminisce about?* [Pause; click **5** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 5:** “When David’s father reminisces, he . . .”

Tell the students that next week they will learn more new words.



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ predictions show that they understand what the words mean?
- Do the students have difficulty using any of the words to explain their predictions? (Note the words with which they have difficulty.)
- Are they using the vocabulary words outside of the vocabulary lessons?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 152 of the *Assessment Resource Book*.

*(continues)*

### Teacher Note

For more information about the vocabulary assessments, see “About Vocabulary Assessments” in the Assessment Overview of the *Assessment Resource Book*.

## Assessment Notes *(continued)*

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences. For example, if the students are struggling with the word *reminisce*, ask questions such as "What events in the past do you like to reminisce about?"

For more information about reviewing and practicing the words, see "Retaining the Words" in the Introduction.

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 5 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 1–4 using the "Individual Vocabulary Assessment: Word Check 1" answer sheet (IA1) on page 156 of the *Assessment Resource Book*. You might record the progress of individual students and the progress of your students as a whole using the "Individual Vocabulary Assessment Student Record" sheet (SR1) and the "Individual Vocabulary Assessment Class Record" sheet (CR1); see pages 224–226 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 153 of the *Assessment Resource Book*.

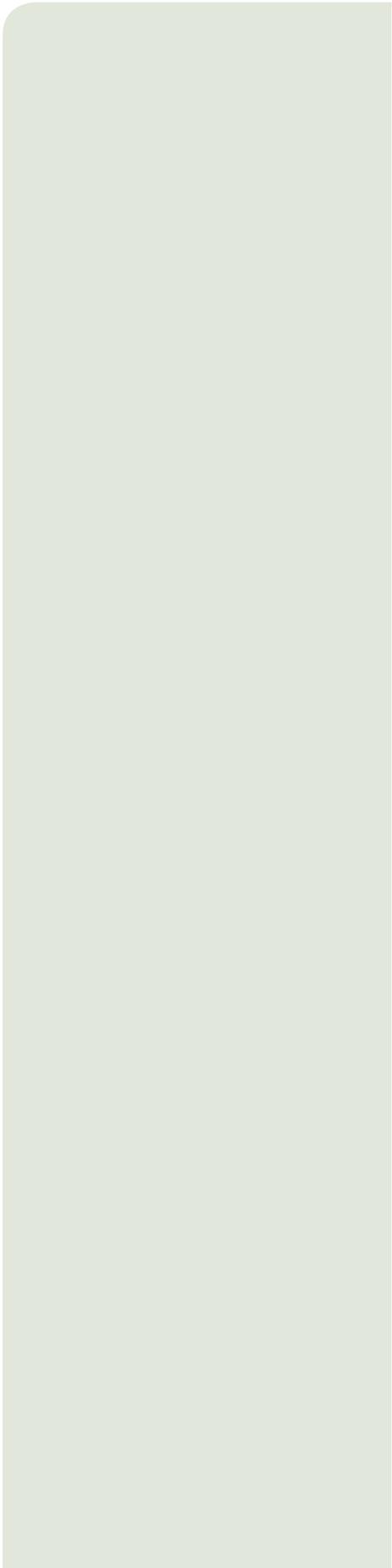
### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 1–4 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 157 of the *Assessment Resource Book*.

#### Teacher Note

For more information, view "Using the Individual Vocabulary Assessment" (AV51).







# Tying the SCORE

## Men, Women, and Basketball

### In the Basket

In 1891, PE teacher James Naismith took on a challenge—to find an indoor game that would keep rowdy students busy during the cold winter months. He had the caretaker nail up a peach basket at each end of the gymnasium, and the game of basketball was born. Little did Naismith know that this sport would grow to be one of the most watched games in the world—and that the players would be paid multimillion-dollar salaries. Well, the male players, that is!

### Early Days

In the beginning, professional men's basketball was seen as a kind of sideshow entertainment where players showed off their skills. Teams would travel from town to town, stopping to challenge local teams. All that changed on November 1, 1946, when the first game in the National Basketball Association (NBA) was played: the Toronto Huskies versus the New York Knickerbockers at Maple Leaf Gardens in Toronto, Canada. The game drew a crowd of 7,090 people—a huge number for that time.

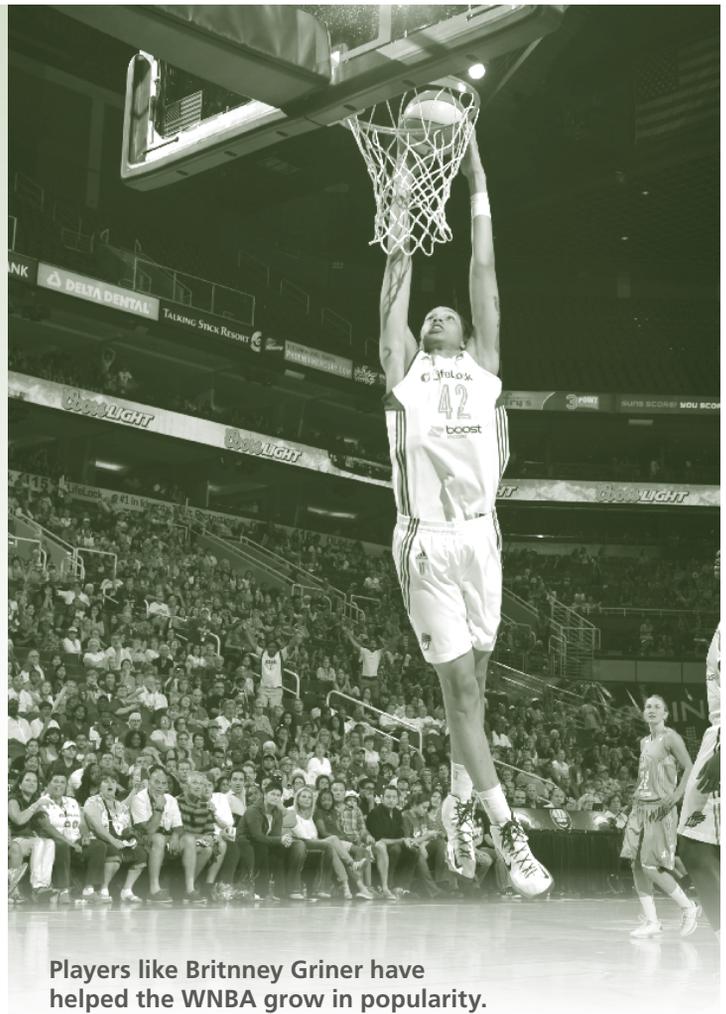


Women’s basketball got off to a slower start, but by the 1950s, women’s college basketball was going strong. Women even had their own superstar player—the extraordinary Nera White. Standing at an impressive 6 feet, 1 inch, White regularly sank baskets from center court. Fast-forward to 1996: hot on the heels of the U.S. women’s team winning a gold medal at the Olympics, the Women’s National Basketball Association (WNBA) was formed. Women finally had a national league of their own.

## A Numbers Game

The WNBA is not yet as financially successful as the NBA, but that’s probably because men’s basketball had a 50-year head start. However, the number of WNBA fans keeps growing. In 2013, the WNBA signed a 10-year extension on its television contract with one of the largest sports networks, ESPN. Many WNBA players have become household names and have huge fan clubs.

Today, the NBA and WNBA are the same in some ways but very different in others. Both are exciting to watch, and they attract large crowds. However, an NBA player can earn close to 100 times



Players like Brittney Griner have helped the WNBA grow in popularity.

more than a player in the WNBA. That’s something women players want to see changed. As more people watch WNBA games and advertisers pay higher prices for TV time slots, women players may just get their wish.

## League Stats

NBA	WNBA
<b>Founded:</b> 1946	<b>Founded:</b> 1996
<b>Number of teams:</b> 30	<b>Number of teams:</b> 12
<b>Countries involved:</b> United States, Canada	<b>Countries involved:</b> United States
<b>Ball circumference:</b> 29.5 inches	<b>Ball circumference:</b> 28.5 inches
<b>Duration of game:</b> four 12-minute quarters	<b>Duration of game:</b> four 10-minute quarters
<b>Average player’s salary:</b> \$5 million	<b>Average player’s salary:</b> \$72,000
<b>Average game attendance (2013):</b> around 17,000	<b>Average game attendance (2013):</b> around 7,500

# Food for Thought

## Cafeteria Menus Shape Up

It's your favorite time of day. In the cafeteria line, you're on the hunt for hot dogs, but you can't find them anywhere. No fries or Hawaiian pizza are in sight, either. Your stomach's growling. So what's on the menu today?



### Lighten Up

School lunches aren't what they used to be. Before, you might have been able to fill your tray with foods such as pizza, hot dogs, or fries. Now, your lunch tray is more likely to include foods like grilled chicken, whole-wheat pasta, fresh fruits and vegetables, and low-fat yogurt. Your school isn't the only one that's changing its menu. Schools across the United States and around the world are replacing their high-fat, high-sugar lunches with healthier ones.

More than half of elementary and secondary students in the United States eat lunches provided by their schools. The increase in health problems such as diabetes and obesity made many people look closely at what students were eating. Schools realized that healthier lunch options could help stop some of the health problems from getting worse, so a trend toward healthier lunches began. Finally, in 2012, the government released guidelines that require schools to serve meals that limit calories and include whole grains, fruits, and a variety of vegetables.



A healthy lunch includes a variety of tasty foods.

## Food for Focus

Research shows that food affects your concentration. Eating a healthy meal may help you to focus better on your schoolwork. Here are some food facts for thought:

- Although foods high in sugar—such as soda and cookies—will give you an energy boost, it won't last long. It's better to eat foods such as whole-wheat bread, whole-wheat pasta, and fresh fruit. These foods help keep your energy level consistent all day.
- Your brain does need a good supply of fat to work well, but not the kind of fat found in foods such as cheeseburgers and hot dogs. By eating foods containing healthier fats—like fish, nuts, and seeds—you'll be helping to keep your brain in good shape.
- Chocolate and many sodas contain caffeine, which can give you energy but also leave you feeling jittery, making it hard to concentrate on your work.

Switching from eating high-fat, high-sugar foods to healthier choices might not be easy, but the benefits are certain—you'll have more energy to get you through the day and the ability to concentrate when you need to.

## Changes Schools Are Making

In school cafeterias across the United States, healthy foods have replaced foods high in sugar and fat. Here are some simple changes schools are making to provide healthy and delicious lunches for their students:

### Increasing Whole Grains

- Replacing foods made with white flour—such as white bread, flour tortillas, and saltine crackers—with foods made with whole grains—such as whole-wheat or rye bread, whole-wheat tortillas, and whole-grain crackers
- Replacing white rice with brown rice, wild rice, or quinoa (KEEN-wah)

### Reducing Sugar

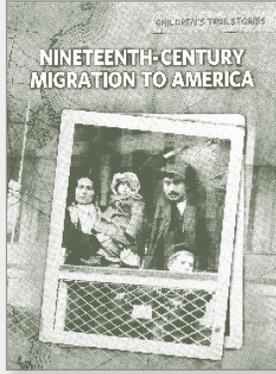
- Replacing chocolate milk with plain, low-fat milk
- Replacing canned fruit with fresh fruit

### Reducing Unhealthy Fat

- Replacing deep-fried foods like chicken nuggets and french fries with roasted chicken and root vegetables such as sweet potatoes, parsnips, carrots, and rutabagas
- Replacing potato chips and onion dip with raw vegetables and hummus dip

# Week 5

## RESOURCES



### Read-aloud

- *Nineteenth-Century Migration to America* by John Bliss

### More Strategy Practice

- “Discuss Using a Glossary”
- “Discuss Shades of Meaning with *Plead* and *Ask*”



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 5 family letter (BLM1)
- (Optional) “Week 5 Word Cards” (BLM2)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

*hardship*

*seek*

*yearn*

*plead*

*experience*

*custom*

## Words Reviewed

*impressive*

*landscape*

*rowdy*

*slight*

*trend*

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing shades of meaning
- Using a dictionary, glossary, or thesaurus

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review synonyms.
- Students recognize shades of meaning.
- Students use a print dictionary and a glossary to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students analyze why it is important to be respectful.
- Students develop the skill of explaining their thinking.
- Students share their partners' thinking with the class.

## 1 DO AHEAD

- ✓ Prior to Day 3, collect enough dictionaries so that each pair of students will have one to share. Pairs of students will learn how to use the dictionary to determine a word's meaning.
- ✓ Prior to Day 3, read aloud pages 26–27 of *Nineteenth-Century Migration to America*. Note that these pages were not read during the *Making Meaning* lesson. You will want to familiarize the students with this text before discussing the word *custom*.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Using a Glossary” on page 118.
- ✓ (Optional) Prior to Day 4, review the more strategy practice activity “Discuss Shades of Meaning with *Plead* and *Ask*” on page 121.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 5 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Hardship*, *Seek*, and *Yearn*

# Day 1

## In this lesson, the students:

- Learn and use the words *hardship*, *seek*, and *yearn*
- Discuss synonyms
- Explain their thinking

## Words Taught

### **hardship**

A *hardship* is “something that causes difficulty, pain, or suffering.”

### **seek**

Seek means “try to find.”

### **yearn** (p. 5)

*Yearn* means “wish or long for something very strongly, especially something difficult to get.”

## Materials

- *Nineteenth-Century Migration to America*
- Word card 25 (WA1)
- Word card 26 (WA2)
- Word card 27 (WA3)

## INTRODUCE AND USE *HARDSHIP*

### 1 Introduce and Define *Hardship*

Gather the students with partners sitting together, facing you.

Show the cover of *Nineteenth-Century Migration to America* and remind the students that they heard the book earlier. Explain that the new words they will learn this week are from or about the book. Show pages 4–5 and review that the first chapter of the book explains that the United States is a country of immigrants, and that people migrated to the United States for different reasons. Then read these sentences from page 4 aloud: “Some, like the Chinese, went to work on the railroads and in the mines. Irish and Jewish immigrants went because of troubles at home.”

Tell the students that people from Ireland and Jewish people from many countries came to this country because they faced hardships in their homelands. Tell the students that *hardship* is the first word they will learn today, and explain that a *hardship* is “something that causes difficulty, pain, or suffering.” Tell the students that some people in Ireland did not have enough food to eat, which is a terrible hardship, or difficulty. They came to America to escape starvation. Jewish people were sometimes mistreated in their homelands because of their religion, and they came to the United States to escape this hardship, or difficulty.

Display word card 25 (WA1) and have the students say the word *hardship*.

## 2 Talk About Hardships

Tell the students that natural disasters, such as earthquakes, hurricanes, and floods, often can cause hardships for people. A hurricane, for example, can destroy people's homes and cause great difficulty, pain, and suffering.

Use "Think, Pair, Share" to discuss the following:

-  **Q** *What other hardships might people face after a hurricane? [Pause; click 1 on WA1 to reveal the prompt.] Turn to your partner.*

hardship

**PROMPT 1:** One **hardship** people might face is . . .

1

WA1

**PROMPT 1:** "One hardship people might face is [not having enough food]."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *hardship* and ask:

- Q** *What's the new word we are learning that means "something that causes difficulty, pain, or suffering"?*

## INTRODUCE AND USE SEEK

### 3 Introduce and Define Seek

Tell the students that the next word they will learn today is *seek*, and explain that *seek* means "try to find." Explain that because of the hardships they faced at home, millions of people came to the United States to seek, or try to find, a better life.

Display word card 26 (C WA2) and have the students say the word *seek*.

#### Teacher Note

Many students will be familiar with the word *seek* from playing "Hide and Seek." Explain that thinking and talking about a familiar word gives the students a chance to learn more about it and practice using it.

## 4 Discuss Seeking

Explain that we often use the word *seek* when we talk about trying to find things such as safety, pleasure, or peace and quiet. For example, we might seek, or try to find, safety from a storm by going to a shelter. We might seek pleasure, or fun, by going to a movie with a friend. Ask:



**Q** *If you are seeking, or trying to find, peace and quiet at home, where do you go?* [Click ❶ on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “When I’m seeking peace and quiet, I . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

**Q** *If you had a problem and were seeking advice, whom would you talk to? Why?*

Click ❷ on word card 26 (WA2) to reveal the prompt.

**PROMPT 2:** “If I were seeking advice, I would talk to [my brother] because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *seek* and ask:

**Q** *What’s the new word we are learning that means “try to find”?*

## INTRODUCE AND USE YEARN

### 5 Introduce and Define *Yearn* and Review Synonyms

Direct the students’ attention to page 5 of the book, and remind them that the Statue of Liberty was the first thing many immigrants saw when they arrived in the United States. Review that the poem on the Statue of Liberty includes the following lines:

**p. 5** Give me your tired, your poor  
Your huddled masses yearning to breathe free

Tell the students that the last word they will learn today is *yearn*. Explain that *yearn* means “wish or long for something very strongly, especially something difficult to get.” Point out that *yearn*, *wish*, and *long for* are synonyms.

Explain that the statue and the poem were meant to welcome the immigrants, many of whom were poor and yearned, or strongly wished, to be free and find a better life in the United States.

Display word card 27 (❸ WA3) and have the students say the word *yearn*.

### Teacher Note

If you started a synonym chart, add the word *yearn* and its synonyms to it. Remind the students that they can use synonyms—like *yearn*—in their writing to replace overused words—like *wish*—to make their writing more interesting.

### Teacher Note

Support struggling students by asking questions such as “What is something you *really, really* want to do? To buy? To see? To try?” and “What is something that you *really, really* want but that is hard or impossible to get?” If the students continue to struggle, ask alternative questions such as “What is something you have yearned for in the past? Did you get what you yearned for?”

## 6 Discuss Things We Yearn For

Explain that all of us yearn, or wish very strongly, for something at some time in our lives. For example, we might yearn to see people we have not seen in a long time, or we might yearn to go to places we have never been before. We might yearn to do things that are new or exciting.

Use “Think, Pair, Share” to discuss:



**Q** *What is something you yearn for? Why?* [Pause; click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I yearn to [go skiing with my dad] because . . .”

Point to the word *yearn* and ask:

**Q** *What’s the new word we are learning that means “wish or long for something very strongly, especially something difficult to get”?*

# Day 2

## Review *Hardship*, *Seek*, and *Yearn*

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review the words *hardship*, *seek*, and *yearn* from Day 1
- Share their partners’ thinking with the class
- Explain their thinking

### Words Reviewed

#### **hardship**

A *hardship* is “something that causes difficulty, pain, or suffering.”

#### **seek**

Seek means “try to find.”

#### **yearn**

*Yearn* means “wish or long for something very strongly, especially something difficult to get.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the daily review cards (WA4). Remind the students that yesterday they learned three words from or about the book *Nineteenth-Century Migration to America*. Explain that they will learn more about the words today.

Tell the students that you will ask them some questions about the words, which they will discuss with their partners. Ask them to listen carefully to what their partners say so that they can share their partners' thinking with the class.

Point to the word *hardship* and ask:



**Q** *Why would it be a hardship to be without electricity for several days?* [Click **1** on WA4 to reveal the first prompt.] *Turn to your partner.*

hardshipseekyearn

**PROMPT 1:** It [would/would not] be a **hardship** because . . .

12345678

WA4

**PROMPT 1:** “It [would/would not] be a hardship because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention. Then click **2** on the daily review cards (WA4) to reveal the next prompt. Have a few volunteers use the prompt to share their partners' thinking with the class.

**PROMPT 2:** “My partner thinks it [would/would not] be a hardship because . . .”

Using the same procedure, review and discuss the following:

[seek]



**Q** *If you were having trouble with a homework assignment, from whom would you seek help? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I would seek help from [my mom] because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention. Then click **4** to reveal the next prompt. Have a few volunteers use the prompt to share their partners' thinking with the class.

**PROMPT 4:** “My partner would seek help from [her mom] because . . .”

[yearn]



**Q** *If you hated dancing, would you yearn to take ballet lessons? Why?*  
[Click 5 to reveal the next prompt.] Turn to your partner.

**PROMPT 5:** “I [would/would not] yearn to take ballet lessons because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention. Then click 6 to reveal the next prompt, and have one or two volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 6:** “My partner [would/would not] yearn to take ballet lessons because . . .”

## PRACTICE USING THE WORDS

### 2 Review the Activity “Which Word Goes With?”

Tell the students that partners will do the activity “Which Word Goes With?” Review that you will write a word where everyone can see it. Then partners will discuss which of yesterday’s vocabulary words goes with the word you wrote and explain why.

Explain that the word you wrote might go with more than one of the vocabulary words. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Tell the students that before they do the activity in pairs, they will practice as a class. Write the word *food* where everyone can see it and read the word aloud. Then point to the daily review cards (WA4) and ask:

**Q** *Which of yesterday’s words do you think goes with food? Why do you think that?*

Give the students a few moments to think about the questions. Then click 7 on the daily review cards (WA4) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 7:** “I think [yearn] goes with *food* because . . .”

### 3 Do the Activity “Which Word Goes With?” in Pairs

Write the word *winter* where everyone can see it and read it aloud.

Use “Think, Pair, Share” to discuss:



**Q** *Which of yesterday’s words do you think goes with winter? Why do you think that?* [Pause; click 8 to reveal the prompt.] Turn to your partner.

**PROMPT 8:** “I think [*hardship*] goes with *winter* because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Explain that tomorrow the students will learn three new words.

### Teacher Note

If the students have trouble making associations, think aloud about associations you might make, or ask questions such as “How might the word *seek* go with *food*? When might you seek food? What foods do you seek when you’re hungry?” “How might the word *yearn* go with *food*? When might you most yearn for something to eat?” and “How might the word *hardship* go with *food*? Why would not having enough food be a hardship?”

# Introduce *Plead, Experience,* and *Custom*

# Day 3

## In this lesson, the students:

- Learn and use the words *plead, experience,* and *custom*
- Discuss shades of meaning
- Use print dictionaries to determine word meanings
- Explain their thinking

## Words Taught

### ***plead***

*Plead* means “beg.” When you plead, you ask for something in a strong or serious way.

### **experience** (p. 17)

An *experience* is “something you have done, seen, or taken part in.”

### **custom** (p. 26)

A custom is “something that has been done for a long time and has become widely accepted.”

## ABOUT RECOGNIZING SHADES OF MEANING

This week the students begin an exploration of shades of meaning that continues throughout the program. In this lesson, they are introduced to recognizing shades of meaning among verbs that differ in manner through a discussion of the words *plead* and *ask*. In later lessons, they will discuss shades of meaning among other verbs that differ in manner and among adjectives that differ in intensity (for example, *enraged* and *angry*). Recognizing differences among words helps the students remember the words and enables them to use more precise and interesting words in conversation and in their writing. For a complete table of the words with shades of meaning discussed in the vocabulary lessons, see Appendix C. For more information about recognizing shades of meaning and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## ABOUT USING A DICTIONARY, GLOSSARY, AND THESAURUS

In lessons and More Strategy Practice activities across the year, the students explore using print and digital dictionaries and thesauruses, and print glossaries. On Day 3 of this lesson, the students are introduced to using a print dictionary (through the word *experience*) and to using a glossary. For a complete list of lessons or More Strategy Practice activities in which dictionaries, glossaries, and thesauruses are explored, see Appendix C. For more information about using a dictionary, glossary, and thesaurus and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## Materials

- *Nineteenth-Century Migration to America*
- Word card 28 (WA5)
- Dictionaries, collected ahead
- Word card 29 (WA6)
- Word card 30 (WA7)

# INTRODUCE AND USE PLEAD

## 1 Introduce and Define *Plead*

Gather the class with partners sitting together, facing you.

Review that earlier the students learned three words from or about the book *Nineteenth-Century Migration to America*. Explain that today they will learn three more words from or about the book.

Show pages 12–13 of the book and remind the students that this chapter tells about Lee Chew, who dreamed of going from China to the United States. Show page 14 and read the paragraph aloud.

Tell the students that the first word they will learn today is *plead*, and explain that *plead* means “beg.” Explain that when you plead, you ask for something in a strong or serious way. Review that Lee pleaded with, or begged, his parents to let him go to America. He wanted to go very badly, so he asked his parents for permission in a very strong or serious way.

Display word card 28 (WA5) and have the students say the word *plead*.

## 2 Introduce Shades of Meaning and Act Out Pleading

Remind the students that when you plead for something, you do not simply ask for it, you beg for it, or ask for it in a very strong or serious way. Ask the students to listen and watch as you ask for a drink of water and then plead for a drink. Then ask the following question twice, first in a non-pleading voice and then in a pleading voice: “May I please have a drink of water?”

Discuss as a class:

Q *What did you notice about the way I looked and sounded when I asked for a drink of water?*

Click 1 on word card 28 (WA5) to reveal the first prompt.

plead

**PROMPT 1:** When you asked for a drink of water, you . . .

1 2 3

WA5

### Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords “whiteboard shades of meaning activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



**ELPS 2.C.i**  
**Step 2**  
**(all, beginning on page 114 and continuing on to page 115)**

**PROMPT 1:** “When you asked for a drink of water, you . . .”

Have one or two volunteers use the prompt to share their thinking with the class. Then ask:

**Q** *What did you notice about the way I looked and sounded when I pleaded for a drink of water?*

Click **2** to reveal the next prompt.

**PROMPT 2:** “When you pleaded for a drink of water, you . . .”

Use “Think, Pair, Share” to discuss:



**Q** *When have you pleaded with someone? What did you say when you pleaded, and how did you say it? [Pause; click **3** on WA5 to reveal the next prompt.] Turn to your partner.*

**PROMPT 3:** “I pleaded when \_\_\_\_\_. When I pleaded, I said . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class. Ask each volunteer to repeat what he or she said in a pleading voice.

Point to the word *plead* and ask:

**Q** *What’s the new word we are learning that means “beg”?*

## INTRODUCE AND USE EXPERIENCE

### 3 Introduce Using a Dictionary

Tell the students that the next word they will learn is also from the book *Nineteenth-Century Migration to America*. Explain that they will do something different to learn about this word—they will use a dictionary. Show the cover of the dictionary, read the title aloud, and ask:

**Q** *What is a dictionary? When have you used a dictionary?*

Have a few volunteers share their thinking with the class. If necessary, explain that a *dictionary* is a “book that lists words in alphabetical (A-B-C) order and gives their meanings and other information.” Point out that any time the students are not sure what a word means, they can look it up in the dictionary.

Distribute a dictionary to each pair of students. Have partners open their dictionaries to the second page of word entries. Point out the guide words at the top of the page and explain that the guide words are the first and last words found on the page. Explain that the guide words can help them find the page that has the word they are looking for. Also point out that the words are listed alphabetically (A-B-C order) on the page and that each word is followed by its meaning or meanings. Discuss as a class:

**Q** *What other information about the words is provided on this page?*

Have a few volunteers share their thinking with the class. As necessary and appropriate, point out that a dictionary gives the spelling of each word; its division into syllables; the pronunciation; the part of speech (whether the word is a noun, verb, adjective, or other part of speech); and other forms of the word, such as the *-ing* and *-ed* forms of a verb. Point out that, for some words, a sentence that shows how one might use the word is also provided.

#### 4 Use the Dictionary to Discuss the Word *Experience*

Show pages 16–17 of *Nineteenth-Century Migration to America*. Read the first paragraph on page 17 aloud, emphasizing the word *experiences*. Tell the students that *experience* is the next word they will learn today, and explain that they will use the dictionary to find the meaning of *experience*. Display word card 29 (WA6) and have the students say the word *experience*.



Give partners a few minutes to find the word *experience* in their dictionaries.

When most pairs have finished talking, ask a volunteer to read the definition of *experience* aloud. If necessary, remind the students that an *experience* is “something you have done, seen, or taken part in.” Explain that after arriving in the United States, Lee’s experiences, or the things that he did, included working at several different jobs and living in both San Francisco and New York City.

#### 5 Discuss the Students’ Experiences

Tell the students that every day we have experiences—we see things, or do things, or things happen to us. Explain that we forget most of these experiences because they are ordinary and not important to us, but that some experiences are so special and important that we remember them clearly, even if they happened a long time ago. Provide a few examples of experiences that you remember from long ago and an example of a recent experience you consider important.

##### You might say:

“I remember the experience of graduating from high school. I was both excited and nervous, and I could tell how proud my parents were. I also remember the experience of traveling outside of the country for the first time. I didn’t know the language that people spoke, and I was often confused, but I had a wonderful time. Recently, I was jogging and got chased by a large, scary dog. I got away, but that’s an experience I think I’ll remember for quite a while!”

Ask:



**Q** *What is an experience that you remember clearly? It might be a recent experience or one that happened a long time ago.* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

#### Teacher Note

Circulate as the students are looking up the word. If many students are struggling, call for their attention. Model using the guide words in your copy of the dictionary to find the word. Then give the students another minute or two to find the word.

**PROMPT 1:** “I remember the experience of . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following:



**Q** *What experience in the future are you looking forward to? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I am looking forward to the experience of [visiting my grandparents this summer] because . . .”

Point to the word *experience* and ask:

**Q** *What’s the new word we are learning that means “something that you have done, seen, or taken part in”?*

## INTRODUCE AND USE CUSTOM

### 6 Introduce and Define *Custom*

Show pages 26–27 of *Nineteenth-Century Immigration to America*. Tell the students that this chapter explains that people continue to migrate to the United States from many different countries. Point to the photograph on page 26 and read the caption aloud: “People from around the world bring new customs and ideas to the United States.” Tell the students that *custom* is the last word they will learn today. Explain that a *custom* is “something that has been done for a long time and has become widely accepted.” Explain that immigrants bring their customs, or ways of doing things, with them and that these customs become part of life in America.

Display word card 30 (WA7) and have the students say the word *custom*.

### 7 Discuss Customs

Tell the students that the customs of a country often are associated with holidays and other special occasions that are festive and fun. For example, in the United States it is a custom for people to celebrate the Fourth of July by watching fireworks. This is something that Americans have done for many years, and it has become widely accepted. During the Thanksgiving holiday, it is a custom for families to enjoy a turkey dinner together. On May 5, it is a custom for Mexican Americans to celebrate Cinco de Mayo by gathering with friends and family members for food, music, and dancing.

Explain that families often have their own special customs for celebrating holidays or other festive occasions. Give some examples of customs in your family or in other families you know.

#### Teacher Note

Pages 26–27 of *Nineteenth-Century Migration to America* were not taught as part of the *Making Meaning* lesson. Be sure to read these pages aloud before teaching and discussing the word *custom* in this lesson.

**You might say:**

“To celebrate birthdays in my family, it is our custom to send each other funny cards or gifts. It is also a family custom for all of us to gather at my parents’ house on their wedding anniversary and share a wonderful meal.”

Use “Think, Pair, Share” to discuss:



**Q** *What is a custom your family has for celebrating holidays or other festive occasions?* [Pause; click 1 on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “A custom my family has is [giving money in red envelopes to celebrate the new year].”

Point to the word *custom* and ask:

**Q** *What’s the new word we are learning that means “something that has been done for a long time and has become widely accepted”?*

Tell the students that tomorrow they will talk more about the words they learned today.

## Materials

- *Nineteenth-Century Migration to America*

## Teacher Note

You might explain that words defined in a glossary may appear in the text in colored type or in italics (slanted type) instead of in bold type. Review that such words are called *keywords*.

## MORE STRATEGY PRACTICE

### Discuss Using a Glossary

Direct the students’ attention to the glossary on page 30 of *Nineteenth-Century Migration to America*. Tell the students that a *glossary* is a “list of words the author thinks readers might need to know to understand the book.” Explain that a glossary is usually found at the end of a book and is organized like a dictionary—it lists the words in alphabetical order and tells what each word means.

Tell the students that if they come across a word in a nonfiction book that they do not understand, they can often look it up in the glossary to find out what it means. Explain that authors will often use bold type to help readers know which words in a book can be found in the glossary.

Show page 14 and point out the term *steerage*. Point out that *steerage* appears in bold type, which tells readers that they can look up its meaning in the glossary. Turn back to the glossary and model using it by looking up *steerage* alphabetically and reading the definition.

Then show page 16 and ask:

**Q** *What words on this page might we find in the glossary? Why do you say that?*

If necessary, point out that we can find the words *quarter* and *laundry* in the glossary. We know that because they are in bold type. Invite volunteers to turn to the glossary on page 30 of the book and read the definitions of *quarter* and *laundry*.

# Review *Plead, Experience,* and *Custom*

# Day 4

## In this lesson, the students:

- Review the words *plead*, *experience*, and *custom* from Day 3
- Explain their thinking

## Words Reviewed

### ***plead***

*Plead* means “beg.” When you plead, you ask for something in a strong or serious way.

### ***experience***

An *experience* is “something you have done, seen, or taken part in.”

### ***custom***

A *custom* is “something that has been done for a long time and has become widely accepted.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the daily review cards (WA8). Remind the students that yesterday they learned three words from or about *Nineteenth-Century Migration to America*. Point to each of these words as you review the pronunciation and meaning: *plead*, *experience*, and *custom*. Explain that today they will think more about the words.

Discuss as a class:

**Q** Which of yesterday’s words do you think was especially interesting to talk about? Why?

Click 1 on the daily review cards (WA8) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

## Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student

plead      experience      custom

**PROMPT 1:** The word \_\_\_\_\_ was especially interesting to talk about because . . .

1   2

**PROMPT 1:** “The word [*custom*] was especially interesting to talk about because . . .”

## PRACTICE USING THE WORDS

### 2 Review the Game “Which Word Am I?”

Tell the students that partners will play the game “Which Word Am I?” Point to the vocabulary words on the daily review cards (WA8), and review that you will give a clue about one of these words; partners will figure out which word they think the clue is about and discuss why they think that. Then you will ask a few pairs to share their thinking with the class.

Begin by reading the following clue aloud twice:

- *I’m what you would do if you asked your sister for help in a very serious way.*

Ask:



**Q** *Which word am I? Why do you think that?* [Click 2 on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I think the word is [*plead*] because . . .”

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for their attention. Have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following clues:

- *I'm something that people have done for a long time, like wearing green clothes on Saint Patrick's Day.* (custom)
- *I'm something that you have done, like going on a sleepover or finding a four-leaf clover.* (experience)
- *I'm what you might do if you really want to do something and your parents have said no.* (plead)

Tell the students that tomorrow they will talk more about some of the words they have been learning.

---

## MORE STRATEGY PRACTICE

### Discuss Shades of Meaning with *Plead* and *Ask*

Write the words *plead* and *ask* where everyone can see them. As a class, discuss:

**Q** *How are the words plead and ask alike? How are they different?*

If necessary, review that *plead* and *ask* mean about the same thing, with one important difference: if you plead for something, you don't calmly ask for it, you ask for it in a very strong and serious way; you beg for it.

Ask:

**Q** *If you desperately needed to go to the library to finish your report for school, would you plead for a ride there or simply ask for it? Why? Turn to your partner.*

After partners have talked, have one or two volunteers briefly share their thinking with the class. Then ask:

**Q** *If you were eating dinner and wanted some more broccoli, would you plead for it or simply ask for it? Why? Turn to your partner.*

After partners have talked, have one or two volunteers share their thinking.

Tell the students that now that they know the word *plead*, they have just the right word to use in their writing when they want to describe begging or asking for something in a very strong and serious way.

---

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

**ELPS 2.C.i**  
**More Strategy Practice (all)**

---

### Teacher Note

You might start a chart of words with shades of meaning entitled "Just the Right Word." Write the word *plead* on the chart, along with its definition, "beg."

### Materials

- Ongoing review cards (WA9)

### In this lesson, the students:

- Review words learned earlier
- Explain their thinking

### Words Reviewed

#### **impressive**

Something impressive has a strong effect on your mind. You notice and remember it.

#### **landscape**

A *landscape* is a “large area of natural scenery that you can see from one place.” A landscape might include hills, trees, mountains, lakes, or rivers.

#### **rowdy**

*Rowdy* means “wild and noisy.”

#### **slight**

*Slight* means “small in amount or not serious, important, or noticeable.”

#### **trend**

A *trend* is “the way in which something is changing.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA9) and remind the students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the word *impressive*, pronounce it, and have the students say it.

Ask:

**Q** *What do you know about the word impressive?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *impressive* as they share their ideas.

Repeat the procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Review “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Review that you will read a scenario that includes one of the vocabulary words. Partners will decide whether or not the word makes sense in the scenario and explain why they think so.

Direct the students' attention to the ongoing review cards (WA9) and point to the word *impressive*. Explain that the first scenario includes the word *impressive*. Then read the following scenario aloud twice:

- *Vicki and her mother are at the circus. A little car races around the ring and stops. Out of the car steps a clown, then another, and another, and another, until twenty clowns appear. "Wow! That's impressive!" Vicki shouts.*

Ask:



**Q** Does the word *impressive* make sense in the scenario? Why do you think that? [Click 1 on WA9 to reveal the prompt.] Turn to your partner.

WA9

impressivelandscaperowdy

slighttrend

**PROMPT 1:** The word \_\_\_\_\_ [does/does not] make sense because . . .

1

**PROMPT 1:** "The word [*impressive*] [does/does not] make sense because . . ."

Using the same procedure, discuss the following scenarios:

**[landscape]**

- *Jack and Erica have been hiking up a mountain all day. When they get to the top, they can see for miles around. "Look at that," says Erica. "From up here, you can really see the whole landscape."*

**[rowdy]**

- *Jen and her sister are quietly writing stories in their room. Their mother walks into the room and scolds them, saying, "You are much too rowdy!"*

**[slight]**

- *Victor accidentally drops his camera on the floor. There is a small scratch on the side, but it still works well and nothing is broken. "I'm glad that the damage is so slight," says Victor.*

**[trend]**

- *On Monday it was hot. On Tuesday it was hotter. On Wednesday it was hotter still. "Wow!" said Mr. Garcia. "I don't like this trend in the weather."*

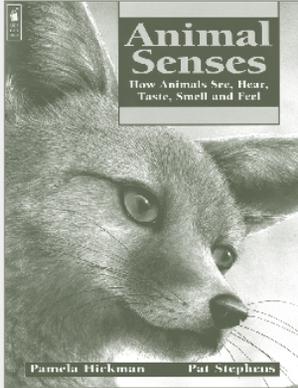
Tell the students that next week they will learn more new words.

### Teacher Note

Listen as partners talk. If the students struggle to answer the questions, call for their attention. Reread the scenario aloud, and explain that the word *impressive* does make sense because it is impressive that twenty clowns fit into a little car. It is something that would have a strong effect on your mind. You would notice and remember it.

# Week 6

## RESOURCES



### Read-aloud

- *Animal Senses: How Animals See, Hear, Taste, Smell and Feel* by Pamela Hickman, illustrated by Pat Stephens

### More Strategy Practice

- “Discuss Another Meaning of *Critical*”

### Extensions

- “Discuss the Prefix *un-*”
- “Discuss the Prefix *dis-*”

### Assessment Resource Book

- Week 6 vocabulary assessment



## Online Resources

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

### Whiteboard Activities

- WA1–WA11

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 6 family letter (BLM1)
- (Optional) “Week 6 Word Cards” (BLM2)
- (Optional) “Week 6 Crossword Puzzle” (BLM3)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

*dissimilar*

focus

*function*

sensitive

*critical*

obstacle

## Words Reviewed

custom

experience

hardship

rowdier

tilt

## Word-learning Strategies

- Recognizing antonyms (review)
- Recognizing words with multiple meanings (review)
- Using context to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review antonyms.
- Students review words with multiple meanings.
- Students use context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of explaining their thinking.

## ① DO AHEAD

- ✓ Prior to Day 4, review the more strategy practice activity “Discuss Another Meaning of *Critical*” on page 142.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 160 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 6 Word Cards” (BLM2) and “Week 6 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Dissimilar*, *Focus*, and *Function*

# Day 1

## In this lesson, the students:

- Learn and use the words *dissimilar*, *focus*, and *function*
- Review antonyms
- Review words with multiple meanings
- Explain their thinking

## Words Taught

### *dissimilar*

*Dissimilar* means “not similar, or not alike.” If two things are dissimilar, they are different.

### *focus* (p. 10)

*Focus* means “adjust the eyes to see something clearly.” *Focus* also means “concentrate your attention or effort on something.”

### *function*

A *function* is a “purpose, role, or job.”

## ABOUT ABBREVIATED LESSONS

Beginning this week, parts of the lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated part, if you wish to review it. For more information about abbreviated lessons, see “Full and Abbreviated Lessons” in the Introduction.

## INTRODUCE AND USE *DISSIMILAR*

### 1 Introduce and Define *Dissimilar* and Review Antonyms

Briefly review *Animal Senses*.

Show pages 6–7, read the chapter title on page 6 aloud, and review that this part of the book gives information about how humans and animals use their eyes to see. Read page 6 aloud.

Tell the students that the first word they will learn today is *dissimilar*. Display word card 31 (WA1) and have the students say the word *dissimilar*. Explain that *dissimilar* means “not similar, or not alike” and that *dissimilar* and *similar* are antonyms.

Explain that if two things are dissimilar, they are different. Tell the students that, as you reread part of page 6 aloud, you want them to

## Materials

- *Animal Senses*
- Word card 31 (WA1)
- Word card 32 (WA2)
- Word card 33 (WA3)

### TEKS 7.F.i

Student/Teacher Activity Step 1 (all, beginning on page 127 and continuing on to page 128)

### Teacher Note

For an example of how to introduce the week's vocabulary words and review the read-aloud text, see Week 2, Day 1, Step 1.

### Teacher Note

If you started an antonym chart, add the words *similar* and *dissimilar* to it.



### Technology Tip

To find web-based activities that focus on recognizing antonyms, you might search online using the keywords “whiteboard antonyms activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### Teacher Note

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 4.

**ELPS 1.A.ii**  
Step 2 (all)

listen for ways that humans and birds are dissimilar, or different, in the way they use their eyes to see around them.

Read the first three sentences on page 6 aloud, stopping after “A bird has to turn its whole head to look around.”

Discuss as a class:

**Q** *In what way are humans and birds dissimilar in how they use their eyes to see around them?*

Click **1** on word card 31 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

dissimilar

**PROMPT 1:** The way that humans and birds are **dissimilar** is . . .

1
2
3

WA1

**PROMPT 1:** “The way that humans and birds are dissimilar is . . .”

## **2** Discuss Ways That Things and People Are Dissimilar

Remind the students that if two things are dissimilar, they are different.

Use “Think, Pair, Share” to discuss:



**Q** *In what ways are third grade and fourth grade dissimilar? [Pause; click **2** on WA1 to reveal the next prompt.] Turn to your partner.*

**PROMPT 2:** “One way that third grade and fourth grade are dissimilar is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Tell the students that one reason people might become friends is that they are similar in certain ways. For example, they might have similar interests or similar personalities. Point out that good friends can also be dissimilar, or different, in certain ways.

Discuss as a class:

**Q** *What is one way that you and your best friend are dissimilar?*

Click 3 to reveal the prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “One way that my best friend and I are dissimilar is . . .”

Have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *dissimilar* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *FOCUS*

### 3 Introduce and Define *Focus*

Show pages 10–11 of *Animal Senses*, read the section title on page 10 aloud, and review that this part of the book gives information about animals’ sense of sight. Read the first two sentences on page 10 aloud, emphasizing the word *focus*.

Tell the students that *focus* is the next word they will learn today, and explain that *focus* means “adjust the eyes to see something clearly.”

Point out that many animals that hunt other animals for food have eyes in the front of their heads. Both eyes focus on, or adjust to see clearly, the same thing at the same time, which helps predators track their prey.

Display word card 32 (WA2) and have the students say the word *focus*.

### 4 Experiment with Focusing

Tell the students that they will do an experiment. Explain that they will each hold an index finger at arm’s length, and look at the finger. Then they will each slowly move the finger toward their nose, and then slowly move it back to arm’s length. Tell the students that you want them to notice what happens as their eyes focus on their moving fingers.

Have the students do the experiment.

Ask:



**Q** *What did you notice as your eyes focused on your finger?* [Click 1 on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “As my eyes focused on my finger, I noticed . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. If necessary, explain that when their eyes focused on one finger at arm’s length, they could see it clearly, and tell the students that we say that the finger was “in focus.” Then point out that as they moved the finger closer, it became blurry, and tell the students that we say that the finger was “out of focus.”

#### Teacher Note

For an example of how to end the discussion of a word, see Week 1, Day 1, Step 6.

#### ELPS 2.C.iv

Steps 3–6

(all, beginning on page 129 and continuing on to page 131)

#### Teacher Note

You might model the experiment before having the students do it.



## Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords “whiteboard multiple-meaning words activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### TEKS 3.B.ii

Student/Teacher Activity

Step 6

(all, beginning on page 130 and continuing on page 131)

### Teacher Note

You might write the two definitions where everyone can see them.

## 5 Discuss Another Meaning of *Focus*

Review that some words have more than one meaning and that the meanings may be very different.

Direct the students’ attention to word card 32 (WA2) and point to the word *focus*. Review that in the book, *focus* means “adjust the eyes to see something clearly.” Tell the students that *focus* has another meaning. Explain that *focus* can also mean “concentrate your attention or effort on something.”

Give some examples of times when you or the students have focused, or concentrated attention or effort on something.

#### You might say:

“When our new baby came home, our whole family focused, or concentrated its attention, on him. Right now you are focusing, or concentrating your efforts, on learning vocabulary words.”

Ask:



**Q** *When have you focused, or concentrated your attention or effort, on something?* [Click 2 on WA2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “When [I was painting a picture of our farm], I focused on [making sure the light and shadow looked as real as possible].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## 6 Talk More About the Meanings of *Focus*

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a scenario that includes the word *focus*. Partners will decide whether *focus* means “adjust the eyes to see something clearly” or “concentrate your attention or effort on something.”

Read the following scenario aloud twice:

- *The girl scouts are meeting today. They will focus on planning their camping trip.*

Ask:



**Q** *In the scenario, does focus mean “adjust the eyes to see something clearly” or “concentrate your attention or effort on something”? Why?* [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “*Focus* means [concentrate your attention or effort on something] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

- *Milo’s dad is farsighted. He wears eyeglasses that help his eyes focus on objects up close.*

Point to the word *focus* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE FUNCTION

### 7 Introduce and Define *Function*

Tell the students that the last word they will learn today is *function* and explain that a *function* is a “purpose, role, or job.”

Show pages 16–17 of *Animal Senses* and review that this part of the book gives information about animals’ ears and sense of hearing. Explain that ears serve several important functions, or purposes, for animals. Tell the students that as you read about animals’ ears, you want them to listen for the functions, or purposes, of the ears.

Read the following sentences from page 16 aloud: “No matter what they look like, ears help animals in many ways. With them animals can hear danger approaching, listen for food and water, communicate with other animals and help locate a mate.”

Display word card 33 (🌐 WA3) and have the students say the word *function*. Then ask:

Q *What is a function, or purpose, of animals’ ears?*

Click ① on word card 33 (WA3) to reveal the first prompt, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “A function of animals’ ears is [to hear danger approaching].”

### 8 Discuss the Functions of Things and People

Remind the students that a *function* is a “purpose, role, or job.” Ask the students to hold out their hands with their palms facing them. Have them move their fingers and thumbs.

Ask:



Q *What is a function, or purpose, of our hands? What jobs do our hands do?*  
[Click ② on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “A function of our hands is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

#### ELPS 1.F.i

Step 7 and Step 8  
(all, beginning on page 131 and continuing on to page 132)



#### ELL Note

The Spanish cognate of *function* is *función*.

Explain that people also have functions, or purposes, roles, or jobs. For example, a teacher’s function is to teach her students and help them learn.

Discuss as a class:

**Q** *What do you think a student’s function is?*

Click **3** to reveal the next prompt.

**PROMPT 3:** “A student’s function is . . .”

Point to the word *function* and review the pronunciation and meaning of the word.

### Teacher Note

For a list of common prefixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Prefixes” list in the General Resources section.

## EXTENSION

### Discuss the Prefix *un-*

Write the words *unfocused* and *focus* where everyone can see them. Underline the *un* in *unfocused* and explain that *un-* is a prefix. Remind the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *un-* means “not.” Point out that when *un-* is added to the word *focused*, it makes the word *unfocused*, which means “not focused, or out of focus.”

Have the students discuss the meaning of other words that have the prefix *un-*, such as *unable*, *unfair*, *unhappy*, *untied*, and *unwell*.

# Day 2

## Review *Dissimilar*, *Focus*, and *Function*

### Materials

- Daily review cards (WA4)
- Daily review activity (WA5)

### In this lesson, the students:

- Review and practice using the words *dissimilar*, *focus*, and *function* from Day 1
- Explain their thinking

### Words Reviewed

#### **dissimilar**

*Dissimilar* means “not similar, or not alike.” If two things are dissimilar, they are different.

#### **focus**

*Focus* means “adjust the eyes to see something clearly.” *Focus* also means “concentrate your attention or effort on something.”

#### **function**

A *function* is a “purpose, role, or job.”

# REVIEW THE WORDS

## 1 Briefly Review the Words

Display the daily review cards (🗉 WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** *What are two sports you like that are dissimilar? How are they dissimilar?* [Click 1 on WA4 to reveal the first prompt.] *Turn to your partner.*

WA4

dissimilar focus function

**PROMPT 1:** Two sports I like that are **dissimilar** are \_\_\_\_\_ and \_\_\_\_\_. One way they are **dissimilar** is . . .

1 2 3

**PROMPT 1:** “Two sports I like that are dissimilar are [golf] and [rugby]. One way they are dissimilar is . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask the following questions:



**Q** *What is the function of a police officer?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “The function of a police officer is . . .”



**Q** *How might you feel if you walked into a crowded room and all the people focused their attention on you?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “If the people focused their attention on me, I might feel . . .”

### Teacher Note

For an example of how to review the words, see Week 1, Day 2, Step 1.

### Teacher Note

For an example of how to introduce this game, see Week 1, Day 4, Step 2.

### Teacher Note

Each sentence on the daily review activity (WA5) has a corresponding number: the first sentence is ①; the second sentence is ②; the third sentence is ③; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

### Teacher Note

If you are not using an interactive whiteboard, you might write the review words and the sentences where everyone can see them.

## PRACTICE USING THE WORDS

### 2 Play “What’s the Missing Word?”

Tell the students that partners will play the game “What’s the Missing Word?” Remind the students that you will read a sentence that has a word missing. Partners must decide which of the vocabulary words is the missing word and explain why they think so.

Display the daily review activity (WA5) and begin playing the game:

1. Click ① to reveal the first sentence. Point to the sentence and read it aloud.
  - Sentence 1: *When I wake up in the morning, I try to get my sleepy eyes to \_\_\_\_\_.*
2. Give the students a few moments to think about the sentence. Then point to the word choices and ask:



Q *What’s the missing word? Why do you think so?* [Click ① again to reveal the first prompt.] *Turn to your partner.*

**PROMPT:** “I think [*focus*] is the missing word because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ① a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

WA5

4. Click ① to clear the screen.

### 3 Continue Playing the Game

Use the same procedure to continue playing the game.

1. Click 2 to reveal the second sentence and read it aloud.
  - Sentence 2: *Even though they are twins, Becki and Brianne are \_\_\_\_\_ because they have very different personalities.*
2. Give the students a few moments to think about the sentence. Then point to the word choices and ask:



**Q** *What's the missing word? Why do you think so? [Click 2 again to reveal the prompt.] Turn to your partner.*

**PROMPT:** "I think [*dissimilar*] is the missing word because . . ."

Have partners take turns using the prompt to talk about the questions. Then have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Click 2 to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 3: *The \_\_\_\_\_ of the president is to lead the country.* (function)
- Sentence 4: *Today we will \_\_\_\_\_ on finding a solution to the problem.* (focus)

---

## EXTENSION

### Discuss the Prefix *dis-*

Write the word *dissimilar* where everyone can see it. Underline *dis* and explain that *dis-* is a prefix. Remind the students that a *prefix* is a "letter or group of letters that is added to the beginning of a word to make a new word." Explain that the prefix *dis-* means "not" or "the opposite of." Point out that when *dis-* is added to the word *similar*, it makes the word *dissimilar*, which means "not similar, or not alike."

Have the students discuss the meaning of other words that use the prefix *dis-*, such as *disagree*, *discomfort*, *disconnect*, *disinterested*, and *disobey*.

---

### Teacher Note

For a list of common prefixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Prefixes" list in the General Resources section.

# Day 3

## Introduce *Sensitive*, *Critical*, and *Obstacle*

### Materials

- *Animal Senses*
- “Sentence from *Animal Senses*” chart (WA6)
- Word card 34 (WA7)
- Word card 35 (WA8)
- Word card 36 (WA9)

**ELPS 1.F.i**  
Step 1  
(all, beginning on page 136  
and continuing on to page  
137)

### Teacher Note

Alternatively, you may wish to write the context sentence where everyone can see it.

### Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords “whiteboard context clues activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### In this lesson, the students:

- Learn and use the words *sensitive*, *critical*, and *obstacle*
- Review using context to determine word meanings
- Review words with multiple meanings
- Explain their thinking

### Words Taught

#### **sensitive** (p. 16)

*Sensitive* means “sharp, quick, or alert.” *Sensitive* also means “easily offended or hurt.”

#### **critical**

*Critical* means “extremely important or absolutely necessary.”

#### **obstacle** (p. 21)

An *obstacle* is “something that blocks or gets in your way.”

## INTRODUCE AND USE *SENSITIVE*

### 1 Introduce *Sensitive* and Use Context to Determine Its Meaning

Show pages 16–17 of *Animal Senses* and review that this part of the book gives information about animals’ ears and sense of hearing. Read the following sentence from page 16 aloud, emphasizing the word *sensitive*: “Many animals have very sensitive ears and can hear sounds that we can’t.”

Tell the students that *sensitive* is the first word they will learn today. Display the “Sentence from *Animal Senses*” chart (WA6) and explain that this is the sentence you just read.

Point to the word *sensitive* and underline it. Tell the students that they can sometimes figure out the meaning of an unfamiliar word—like *sensitive*—by reading the sentence that includes the word or the sentence that comes before or after it and looking for clues. Tell the students that as you read the sentence again, you want them to think about what the word *sensitive* might mean and which words in the sentence are clues to the meaning of *sensitive*.

#### **TEKS 3.B.i**

Student/Teacher Activity  
Step 1  
(third paragraph in the step to  
the end of the step on page 137)

Read the sentence aloud again. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word sensitive might mean?*

Point to the first prompt and read it aloud.

### Sentence from *Animal Senses*

Many animals have very sensitive ears and can hear sounds that we can't.

**PROMPT 1:** I think **sensitive** might mean . . .

**PROMPT 2:** The clue \_\_\_\_\_ helps me figure out the meaning of the word **sensitive**.

WA6

### Teacher Note

If the students do not immediately determine the meaning of *sensitive* from the context, give them the definition rather than having them guess.

**PROMPT 1:** “I think *sensitive* might mean . . .”

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *sensitive* means “sharp, quick, or alert.” Explain that many animals have sensitive ears that can hear sounds that humans cannot hear.

Then ask:

**Q** *What clue helps you figure out the meaning of the word sensitive?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “The clue [‘can hear sounds that we can’t’] helps me figure out the meaning of the word *sensitive*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that the words “can hear sounds that we can’t” help us figure out that sensitive means “sharp, quick, or alert.”

Display word card 34 (WA7) and have the students say the word *sensitive*.

## 2 Discuss Another Meaning of *Sensitive*

Review that many words have more than one meaning and that the meanings may be very different. Point to the word *sensitive* on word card 34 (WA7), and review that in the book *sensitive* means “sharp, quick, or alert.” Explain that *sensitive* can also mean “easily offended or hurt.” Explain that a sensitive person is easily offended or easily gets his feelings hurt by things that other people do or say.

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Tell the students that you will read a scenario that includes the word *sensitive*. Partners will then decide whether *sensitive* means “sharp, quick, or alert” or “easily offended or hurt.”

Read the following scenario aloud twice:

- *Morris is sensitive about his singing. He doesn't sing in front of other people because he is afraid they will tease him.*

Ask:



**Q** *In the scenario, does sensitive mean “sharp, quick, or alert” or “easily offended or hurt”? Why? [Click 1 on WA7 to reveal the prompt.] Turn to your partner.*

sensitive

**PROMPT 1:** *Sensitive* means \_\_\_\_\_ because . . .

1

WA7

**PROMPT 1:** “*Sensitive* means [easily offended or hurt] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

- *Mrs. Flynn has a sensitive nose. With one sniff, she can tell what someone is cooking and what ingredients are in the dish.*

Point to the word *sensitive* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE CRITICAL

### 3 Introduce and Define *Critical*

Show pages 18–19 of *Animal Senses* and explain that this part of the book gives more information about animals’ ears and hearing. Read the following sentence from page 19 aloud: “Animals use sound to find food

and mates and to avoid danger, so locating sounds can be the key to survival.”

Tell the students that the next word they will learn is *critical*. Explain that *critical* means “extremely important or absolutely necessary.” Point out that being able to locate sounds is critical, or extremely important, for animals’ survival because it helps them find food and mates and avoid danger.

Display word card 35 (🌍 WA8) and have the students say the word *critical*.

#### 4 Play “Critical or Not Critical?”

Tell the students that partners will play a game called “Critical or Not Critical?” Explain that you will describe something; then partners will discuss whether the thing you describe is critical or not critical to them and explain why they think so. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Begin by saying:

- *food and water*

Ask:



**Q** *Are food and water critical or not critical to you? Why?* [Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “[Food and water] [are/are not] critical to me because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

- *friends*
- *video games*

Point to the word *critical* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE OBSTACLE

#### 5 Introduce and Define *Obstacle*

Show pages 20–21 of *Animal Senses* and read the chapter title on page 20 aloud. Review that this part of the book tells how animals such as bats use sound to help them survive. Read the title of the text box on page 21 and the first bullet aloud, emphasizing the word *obstacles*.

Tell the students that *obstacle* is the last word they will learn today. Explain that an *obstacle* is “something that blocks or gets in your way.” Point out that bats detect and avoid obstacles, or things that are in their



#### ELL Note

The Spanish cognate of *obstacle* is *obstáculo*.

way, by making sounds that bounce off the obstacles and come back to their ears as echoes.

Display word card 36 (🗣️ WA9) and have the students say the word *obstacle*.

## 6 Discuss Obstacles

Provide a few examples of obstacles that you have encountered.

### You might say:

“Sometimes when I’m driving, I come upon obstacles in the road—for example, a piece of rubber from a truck tire or boxes that have fallen from a truck. I must drive around the obstacles. Recently I went into my attic to get a box of dishes I had stored there. A huge chest of drawers was in the way. The chest of drawers was an obstacle. I had to move it to get to the dishes.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you come across an obstacle, or something that blocked or got in your way?* [Pause; click 1 on WA9 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I came across an obstacle when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *obstacle* and review the pronunciation and meaning of the word.

### Teacher Note

Support struggling students by asking questions such as “When have you tried to go somewhere on your bike or on foot, but an obstacle blocked your way?” and “When have you tried to get something, but an obstacle blocked your way?”

# Day 4

## Review *Sensitive, Critical,* and *Obstacle*

### Materials

- Daily review cards (WA10)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 6 Crossword Puzzle” (BLM3) for each student

### In this lesson, the students:

- Review and practice using the words *sensitive*, *critical*, and *obstacle* from Day 3
- Explain their thinking

### Words Reviewed

#### **sensitive**

*Sensitive* means “sharp, quick, or alert.” *Sensitive* also means “easily offended or hurt.”

#### **critical**

*Critical* means “extremely important or absolutely necessary.”

#### **obstacle**

An *obstacle* is “something that blocks or gets in your way.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA10). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words we learned yesterday do you think was especially interesting to talk about? Why? [Click 1 on WA10 to reveal the first prompt.] Turn to your partner.

WA10

sensitivecriticalobstacle

**PROMPT 1:** I think \_\_\_\_\_ was especially interesting to talk about because . . .

1 2 3 4

**PROMPT 1:** “I think [*obstacle*] was especially interesting to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Which Word Goes With?”

Tell the students that partners will do the activity “Which Word Goes With?”

Remind the students that you will write a word where everyone can see it; then partners will think about which of the vocabulary words they learned yesterday goes with the word you write. Explain that the word you write might go with more than one of the vocabulary words. Tell the students that partners may not always agree and that is fine. The most important thing is that they explain *why* they think the words go together.

Write the word *hurt* where everyone can see it and read the word aloud.

#### Teacher Note

For an example of how to introduce this activity, see Week 2, Day 4, Step 2.

### Teacher Note

If the students struggle to make associations, think aloud about associations you might make and why. For example, say “I think *sensitive* goes with *hurt*, because if you are sensitive it is easy to get your feelings hurt. I think *critical* can go with *hurt*, too, because it is critical that you look both ways when crossing a street, or you might get hurt. I also think *obstacle* goes with *hurt*, because if you fall over an obstacle, you can hurt yourself.”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 5 and 6, you might distribute a copy of the “Week 6 Crossword Puzzle” (BLM3) to each student.

### Teacher Note

You might write the two definitions where everyone can see them.

Point to the daily review cards (WA10) and use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words do you think goes with *hurt*? Why do you think that? [Pause; click **2** to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “I think [*sensitive*] goes with *hurt* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Write the word *important* where everyone can see it and read the word aloud. Use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words do you think goes with *important*? Why do you think that? [Pause; click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I think [*sensitive*] goes with *important* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask:



**Q** Which of yesterday’s words do you think goes with *careful*? Why do you think that? [Pause; click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think [*obstacle*] goes with *careful* because . . .”

## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Critical*

Review that some words have more than one meaning and that the meanings are often very different. Write the word *critical* where everyone can see it, read the word aloud, and review that *critical* means “extremely important or absolutely necessary.” Explain that the word *critical* can also mean “disapproving or finding something wrong.” Explain that if someone is critical of what you are doing, she disapproves of it or thinks it is wrong.

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a scenario that includes the word *critical*. Partners will then decide whether *critical* means “extremely important or absolutely necessary” or “disapproving or finding something wrong.”

Read the following scenario aloud twice:

- *The band members’ uniforms are old and shabby. It is critical that they get new ones.*

Ask:

**Q** *In the scenario, does critical mean “extremely important or absolutely necessary” or “disapproving or finding something wrong”? Why? Turn to your partner.*

Read the following prompt aloud and have volunteers use the prompt to share their thinking with the class.

**PROMPT:** “*Critical* means [extremely important or absolutely necessary] because . . .”

Using the same procedure, discuss the following scenario:

- *Mr. Lee is critical of his rowdy neighbors. He says they make too much noise.*

Point to the word *critical* and review the pronunciation and meanings of the word.

---

### Teacher Note

You might review that *rowdy* means “wild and noisy.”

## Ongoing Review

## Day 5

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### custom

A *custom* is “something that has been done for a long time and has become widely accepted.”

#### experience

An *experience* is “something you have done, seen, or taken part in.”

#### hardship

A *hardship* is “something that causes difficulty, pain, or suffering.”

#### rowdier

*Rowdier* means “more rowdy, or more wild and noisy.”

#### tilt

*Tilt* means “lean or tip to one side.”

### ABOUT ABBREVIATED ONGOING REVIEW ACTIVITIES

Parts of the Ongoing Review activity have been abbreviated. A Teacher Note refers you to a fully written-out example of the activity, if you wish to review it.

---

### Materials

- Ongoing review cards (WA11)

### Teacher Note

For an example of how to review the words, see Week 2, Day 5, Step 1.

### Teacher Note

For an example of how to introduce this activity, see Week 4, Day 5, Step 2.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🔊 WA11). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Review the Activity “What Do You Think Will Happen?”

Tell the students that partners will do the activity “What Do You Think Will Happen?” Remind the students that you will describe a situation that uses one of the vocabulary words. Then partners will use their imaginations and what they know about the word to tell what they think will happen next.

Explain that before they do the activity in pairs, the students will practice as a class.

Read the following scenario aloud twice:

- *Bart and his family are camping when a thunderstorm strikes. As the wind grows stronger, the poles holding up their tent start to tilt sideways.*

Ask:

**Q** *What do you think will happen as the tent’s poles tilt sideways?*

Give the students a few moments to think about the question. Then click 🔊 on the ongoing review cards (WA11) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

custom    experience    hardship

rowdier    tilt

**PROMPT 1:** As the tent's poles **tilt** sideways . . .

1   2   3   4   5

WA11

**PROMPT 1:** “As the tent’s poles tilt sideways . . .”

### 3 Do the Activity in Pairs

Continue the activity in pairs, using the following scenario:

- *Edna is worried about the man who lives in the park. She tells her mother, “He faces many hardships. He doesn’t have a place to sleep or a place to wash. It’s very cold in the winter, and he doesn’t have warm clothes. Let’s help him deal with these hardships.”*

Use “Think, Pair, Share” to discuss:



**Q** *What do you think will happen? What will Edna and her mother do to help the man deal with his hardships? [Pause; click 2 on WA11 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “To help him deal with his hardships, they will . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Theresa has listened to her uncle talk about sailing for years. She loves his stories, but she wants to do more than just hear about sailing. Theresa decides she must have her own experience of sailing.*



**Q** *What do you think will happen? What will Theresa do to have her own experience of sailing? [Pause; click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “To have her own experience of sailing, Theresa will . . .”

- *After Thanksgiving, Mr. Williams brings several large boxes up from the basement. “What’s in the boxes?” asks his youngest son. “Are we decorating the house again for the holidays?” asks his daughter. “It’s important to keep our customs alive,” replies Mr. Williams.*



**Q** *What do you think will happen? How will the family keep its customs alive? [Pause; click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “To keep its customs alive, the family will . . .”

- *Mr. Hahn is working at the kitchen table paying the bills. His children are chasing one another around the table. He asks them to be quiet, but they just get rowdier.*



**Q** *What do you think will happen? What will Mr. Hahn do when the children get rowdier? [Pause; click 5 to reveal the prompt.] Turn to your partner.*

**PROMPT 5:** “When the children get rowdier, Mr. Hahn . . .”

## Teacher Note

For more information about whole-class assessment, see “Class Vocabulary Assessment” in the Assessment Overview of the *Assessment Resource Book*.



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ predictions show that they understand what the words mean?
- Do the students have difficulty making predictions with any of the words? (Note the words with which they have difficulty.)
- Do they enjoy learning and using new words?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 160 of the *Assessment Resource Book*.

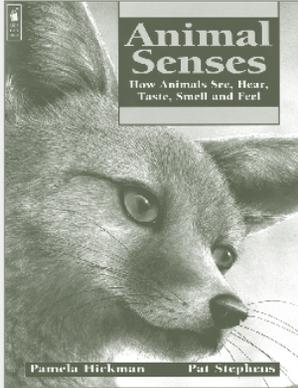
Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice through an activity modeled on the game “Make a Choice” (see Week 1, Day 2, Step 2). For example, if the students are struggling with the word *rowdier*, play “Make a Choice” by giving two scenarios and having partners discuss in which scenario someone is acting rowdier. (For example, ask “Which boy is rowdier: a boy who reads quietly to himself or a boy who jumps up and down on the couch?”)



# Week 7

## RESOURCES



### Read-aloud

- *Animal Senses: How Animals See, Hear, Taste, Smell and Feel* by Pamela Hickman, illustrated by Pat Stephens

### More Strategy Practice

- “Discuss the Prefix *in-*”
- “Discuss the Suffix *-ly*”

### Extension

- “Fun with Puns”



### More ELL Support

- “Talk More About the Suffix *-ly*”



## Online Resources

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

### Whiteboard Activities

- WA1–WA7

### Reproducibles

- Week 7 family letter (BLM1)
- (Optional) “Week 7 Word Cards” (BLM2)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

nosing around  
edible  
*inedible*  
consistent  
*inconsistent*  
*consistently*

## Words Reviewed

critical  
dissimilar  
focus  
obstacle  
rubble

## Word-learning Strategies

- Recognizing idioms (review)
- Using the prefix *in-* to determine word meanings (review)
- Recognizing antonyms (review)
- Using the suffix *-ly* to determine word meanings

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review idioms.
- Students review the prefix *in-* and the suffix *-ly*.
- Students review antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students build on one another's thinking during class discussions.
- Students develop the skill of explaining their thinking.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 2, review the more strategy practice activity “Discuss the Prefix *in-*” on page 157.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss the Suffix *-ly*” on page 161.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 7 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce “Nosing Around,” *Edible, and Inedible*

# Day 1

## In this lesson, the students:

- Learn and use the idiom “nosing around” and the words *edible* and *inedible*
- Review idioms
- Review the prefix *in-*
- Review antonyms
- Work in a responsible way
- Explain their thinking

## Words Taught

### **nosing around** (p. 27)

“Nosing around” means “snooping, or searching in a sneaky way.”

### **edible** (p. 34)

*Edible* means “safe to eat.”

### **inedible**

*Inedible* means “not edible, or not safe to eat.”

## ABOUT ABBREVIATED LESSONS

Beginning in Week 6, parts of the lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated part, if you wish to review it. For more information about abbreviated lessons, see “Full and Abbreviated Lessons” in the Introduction.

## INTRODUCE AND USE “NOSING AROUND”

### 1 Introduce and Define “Nosing Around”

Briefly review *Animal Senses*. Show pages 26–27 and review that this part of the book tells about animals’ sense of smell. Point to the “Not just noses” text box on page 27, and read the title aloud. Review that insects and other animals do not have noses, yet they still have a sense of smell.

Read the boxed text aloud, emphasizing the words “nosing around.”

Tell the students that they will learn the phrase “nosing around” today, and explain that “nosing around” means “snooping, or searching in a sneaky way.”

## Materials

- *Animal Senses*
- Word card 37 (WA1)
- Word cards 38–39 (WA2)

### **ELPS 2.C.ii**

Step 1 and Step 2

(all, beginning on page 151 and continuing on to page 153)

## Teacher Note

For an example of how to introduce the week’s vocabulary words and review the read-aloud text, see Week 2, Day 1, Step 1.

## Teacher Note

The students may be familiar with the word *nosy*. You might explain that a *nosy* person is a person who is nosing around, or snooping.

### Teacher Note

If you started an idiom chart, add “nosing around” to it.

### Teacher Note

You might tell the students that the author’s funny use of “nosing around” is a pun. Explain that a *pun* is a “joke based on one word that has two meanings or on two words that have the same sound but different meanings.” See the extension “Fun with Puns” on page 154 for more about puns.

### Teacher Note

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 4.

Tell the students that “nosing around” is an idiom, and review that an *idiom* is “an expression or phrase that means something different from what it appears to mean.” Explain that when we say that someone is nosing around, we do not mean that the person is moving his nose around. Instead, we mean that the person is snooping.

Tell the students that when the author says “nosing around comes naturally” to us, she is making a joke. She does not mean that snooping comes naturally to us, but that we naturally use our noses to investigate our world.

Display word card 37 (🗉 WA1) and have the students say “nosing around.”

## 2 Play “Is Milton Nosing Around?”

Tell the students that they will play a game called “Is Milton Nosing Around?” Explain that you will describe something our make-believe friend Milton is doing; then partners will decide whether or not he is nosing around, or snooping.

Begin by reading the following scenario aloud twice:

- *Milton wonders what his friend Max brought to school for lunch, so without asking he looks inside Max’s lunchbox.*

Ask:



**Q** *Is Milton nosing around? Why?* [Click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

nosing around

**PROMPT 1:** Milton [is/is not] **nosing around** because . . .

1

WA1

**PROMPT 1:** “Milton [is/is not] nosing around because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton wants to play a board game during free time. He asks his teacher for permission, and then looks through the board games to find the game he wants.*
- *Milton is curious to know what his sister has been writing in her diary, so when his sister is away, he reads her diary.*

Point to the idiom “nosing around” and review the pronunciation and meaning of the phrase.

## INTRODUCE AND USE *EDIBLE AND INEDIBLE*

### 3 Introduce and Define *Edible*

Show pages 34–35 of *Animal Senses*, read the chapter title aloud, and explain that this part of the book tells about animals’ sense of touch. Read page 34 aloud, emphasizing the word *edible*.

Tell the students that *edible* is the next word they will learn today, and explain that *edible* means “safe to eat.” Tell the students that our government has inspectors to check our food and that the inspectors put labels on the food to tell us that it is edible. Explain that many animals have a different way to find out if food is edible. These animals use the sense of touch to find food that is edible, or safe to eat.

Display word cards 38–39 (🔊 WA2) and click to reveal word card 38. Have the students say the word *edible*.

### 4 Introduce and Define *Inedible*, Review the Prefix *in-*, and Review Antonyms

Tell the students that the last word they will learn today is *inedible*. Click to reveal word card 39 and have the students say the word *inedible*. Point to the prefix *in-* in *inedible*. Remind the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Review that the prefix *in-* means “not.”

Discuss as a class:

**Q** *Based on what you know about the word edible and the prefix in-, what do you think the word inedible means?*

If necessary, explain that *inedible* means “not edible, or not safe to eat.” Point out that *edible* and *inedible* are antonyms.

### 5 Play “Edible or Inedible?”

Tell the students that partners will play a game called “Edible or Inedible?” Explain that you will describe a food; then partners will decide whether the food is edible or inedible and explain why they think so.

#### Teacher Note

For an example of how to end the discussion of a word, see Week 1, Day 1, Step 6.

#### Teacher Note

If you started an antonym chart, add the words *edible* and *inedible* to it.

## Teacher Note

The students might reasonably argue that the part of the apple that is brown is inedible, but that the rest of the apple is edible.

Begin with the following food description:

- *An apple with a brown spot*

Ask:



**Q** *Is the apple edible or inedible? Why?* [Click ❶ on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “The apple is [edible/inedible] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

- *A piece of pizza that has been sitting on the kitchen counter for three days*



**Q** *Is the piece of pizza edible or inedible? Why?* [Click ❷ to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “The piece of pizza is [edible/inedible] because . . .”

- *A piece of popcorn that you find under your sofa*



**Q** *Is the piece of popcorn edible or inedible? Why?* [Click ❸ to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “The piece of popcorn is [edible/inedible] because . . .”

Point to the words *edible* and *inedible* and review the pronunciation and meaning of the words.

## EXTENSION

### Fun with Puns

Write the following pun where everyone can see it: *A bicycle can't stand on its own because it is two tired.*

Explain that a *pun* is “a joke based on one word that has two meanings or on two words that have the same sound but different meanings.”

Direct the students' attention to the sentence and explain that it is a pun. Then read the pun aloud and discuss the joke, or the play on the words *two* and *tire*.

Tell the students that there are many types of puns and provide a few examples, such as those that follow. After each pun, discuss how the use of language makes it funny.

- *I wondered why the baseball was getting bigger. Then it hit me.*
- *If a clock is hungry, does it go back four seconds?*
- *Why are playing cards like wolves?* [Pause, ask for ideas, then repeat the question and give the answer.] *They come in packs.*

## Teacher Note

Prior to the activity, you might write all of the puns where everyone can see them. Seeing the puns as they discuss them may help the students better understand the fun use of language.

- *How do you fix a broken tomato?* [Pause, ask for ideas, and then repeat the question and give the answer.] *With tomato paste.*
- *Did you hear about the man whose whole left side was cut off?* [Pause, ask for ideas, and then repeat the question and then give the answer.] *He's all right now.*

### Teacher Note

For a list of common puns, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Puns" list in the General Resources section.

## Review "Nosing Around," Edible, and Inedible

# Day 2

### In this lesson, the students:

- Review and practice using the idiom "nosing around" and the words *edible* and *inedible* from Day 1
- Work in a responsible way
- Explain their thinking

### Words Reviewed

#### nosing around

"Nosing around" means "snooping, or searching in a sneaky way."

#### edible

*Edible* means "safe to eat."

#### inedible

*Inedible* means "not edible, or not safe to eat."

### Materials

- Daily review cards (WA3)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🔊 WA3). Review the pronunciation and meaning of each word.

Discuss as a class:

- Q *Which of yesterday's words do you think was especially fun to talk about? Why do you think that?*

Click 1 on the daily review cards (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

### Teacher Note

For an example of how to review the words, see Week 1, Day 2, Step 1.

nosing around

edible

inedible

**PROMPT 1:** I think \_\_\_\_\_ was especially fun to talk about because . . .

1 2 3 4

**PROMPT 1:** “I think [‘nosing around’] was especially fun to talk about because . . .”

## PRACTICE USING THE WORDS

### 2 Play the Game “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Point to “nosing around” on the daily review cards (WA3), and explain that you will read a scenario that includes the idiom “nosing around.” Partners will then discuss whether “nosing around” makes sense in the scenario and explain why they think so.

Read the following scenario aloud twice:

- *Alexandra bought a birthday present for her little brother. She was about to wrap the present when she discovered that her brother had opened the door to her room and was peeking in to see what she was doing. “You’re such a snoop,” Alexandra said with a laugh. “Stop nosing around.”*

Ask:

-  **Q** Does “nosing around” make sense in the scenario? Why do you think so? [Click **2** on WA3 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “‘Nosing around’ [does/does not] make sense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

**[edible]**

- *Mr. Chin was grocery shopping. He saw a peach covered with ugly black spots. “This peach is rotten and quite edible,” he said.*

-  **Q** Does edible make sense in the scenario? Why do you think so? [Click **3** to reveal the prompt.] Turn to your partner.

#### Teacher Note

For an example of how to introduce this activity, see Week 2, Day 2, Step 2.

**PROMPT 3:** “*Edible* [does/does not] make sense because . . .”

[*inedible*]

- *Ms. Bales likes the taste of fresh mushrooms, but she never cooks with the mushrooms that grow in her yard because they are poisonous and inedible.*



**Q** Does *inedible* make sense in the scenario? Why do you think so? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “*Inedible* [does/does not] make sense because . . .”

---

## MORE STRATEGY PRACTICE

### Discuss the Prefix *in-*

Write the title “Words with the Prefix *in-*” on a sheet of chart paper. Under the title, write *The prefix in- means “not.”* Write the word *inedible* on the chart.

Remind the students that earlier they learned the word *inedible*. Point to the letters *in* in *inedible* on the chart and review that *in-* is a prefix that means “not.” Explain that when the prefix *in-* is added to the word *edible*, which means “safe to eat,” it makes the word *inedible*. Review that *inedible* means “not edible, or not safe to eat.”

Write the word *incomplete* on the chart. Discuss as a class:

**Q** Based on what you know about the prefix *in-* and the word *complete*, what do you think the word *incomplete* means? What do we mean when we say something is *incomplete*?

Write the following prompt where everyone can see it, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT:** “*Incomplete* means [‘not complete’]. If something is *incomplete*, it . . .”

If necessary, explain that *incomplete* means “not complete, or not whole or finished.” If something is *incomplete*, it is missing some parts or is not done.

Using the same procedure, discuss the following words:

- *invisible*
- *incorrect*

Remind the students that earlier they learned the word *ineffective*, which means “not effective,” and add *ineffective* to the chart. Post the chart, and invite the students to listen and watch for more examples of words that use the prefix. Add any new examples to the chart.

### Materials

- Chart paper and a marker

# Day 3

## Introduce *Consistent*, *Inconsistent*, and *Consistently*

### Materials

- *Animal Senses*
- Word cards 40–41 (WA4)
- Word card 42 (WA5)

### In this lesson, the students:

- Learn and use the words *consistent*, *inconsistent*, and *consistently*
- Use the suffix *-ly* to determine word meanings
- Work in a responsible way
- Explain their thinking

### Words Taught

#### **consistent** (p. 37)

*Consistent* means “always the same.”

#### **inconsistent**

*Inconsistent* means “not consistent, or not always the same.”

#### **consistently**

*Consistently* means “in a consistent way, or in a way that is always the same.”

## INTRODUCE AND USE *CONSISTENT* AND *INCONSISTENT*

### 1 Introduce and Define *Consistent*

Show pages 36–37 of *Animal Senses* and review that this part of the book tells about the sense of touch. Point to the “Losing touch” text box on page 37, read the title aloud, and review that we do not notice some things that are touching us.

Read the boxed text aloud, emphasizing the word *consistent*. Tell the students that *consistent* is the first word they will learn today, and explain that *consistent* means “always the same.” Explain that consistent touches are touches that always feel the same. Point out that because the touch of your clothing on your skin is consistent, or always the same, you do not notice it after a while.

Point to the pictures of the dog on page 37. Explain that at first the dog is bothered by the feel of his collar because it is new. But later the dog gets used to the consistent feel of the collar—the collar always feels the same—and he no longer notices it.

Display word cards 40–41 (WA4), click to reveal word card 40, and have the students say the word *consistent*.

## 2 Introduce *Inconsistent*, Review the Prefix *in-*, and Review Antonyms

Tell the students that the next word they will learn today is *inconsistent*. Click to reveal word card 41 and have the students say the word *inconsistent*.

Point to the prefix *in-* in *inconsistent*, and review that *in-* is a prefix that means “not.”

Discuss as a class:

**Q** *Based on what you know about the word consistent and the prefix in-, what do you think the word inconsistent means?*

If necessary, explain that *inconsistent* means “not consistent, or not always the same.” Point out that *consistent* and *inconsistent* are antonyms.

## 3 Play “Consistent or Inconsistent?”

Tell the students that partners will play a game called “Consistent or Inconsistent?” Explain that you will describe something a person is doing; then partners will decide whether the person is being consistent or inconsistent and explain why.

Begin with the following description:

- *Martha runs every day, rain or shine.*

Ask:



**Q** *Is Martha consistent or inconsistent? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.*

consistent inconsistent

**PROMPT 1:** Martha is [**consistent/inconsistent**] because . . .

1 2 3

WA4

**PROMPT 1:** “Martha is [consistent/inconsistent] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

### Teacher Note

If you started an antonym chart, add the words *consistent* and *inconsistent* to it.

If you started a chart of words that use the prefix *in-*, add the word *inconsistent* to it.

### Teacher Note

You might review that earlier the students learned the suffix *-er*, which means “more,” and that they discussed the suffix in the word *rowdier*.



### Technology Tip

To find web-based activities that focus on using suffixes to determine word meanings, you might search online using the keywords “whiteboard suffixes activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Using the same procedure, discuss the following descriptions:

- *Joshua’s work in math is sometimes very good, but other times he doesn’t try very hard and his work needs improvement.*



**Q** *Is Joshua consistent or inconsistent? Why?* [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “Joshua is [consistent/inconsistent] because . . .”

- *Michelle always remembers to feed her hamster before she goes to school.*



**Q** *Is Michelle consistent or inconsistent? Why?* [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “Michelle is [consistent/inconsistent] because . . .”

Point to the words *consistent* and *inconsistent* and review the pronunciation and meaning of the words.

## INTRODUCE AND USE CONSISTENTLY

### 4 Introduce and Define *Consistently* and Introduce the Suffix *-ly*

Tell the students that the last word they will learn today is *consistently*. Display word card 42 (WA5) and have the students say the word *consistently*.

Point to the suffix *-ly* and explain that *-ly* is a suffix. Review that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the suffix *-ly* means “in a certain way.” Point out that when the suffix *-ly* is added to the word *consistent*, it makes the word *consistently*. Explain that *consistently* means “in a consistent way or in a way that is always the same.”

### 5 Discuss Things We Do Consistently

Explain that there are many things we do consistently, or in a way that is always the same. Give some examples of things that you do consistently.

#### You might say:

“I consistently call my mother on Sundays at four o’clock in the afternoon. In the mornings, I consistently follow a routine. I get up, have a cup of tea and a piece of toast, and then I sit in my favorite chair and read the paper. I consistently listen to the same radio station on the way to work.”

Use “Think, Pair, Share” to discuss:



**Q** *What is something that you do consistently?* [Pause; click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I consistently . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *consistently* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Discuss the Suffix *-ly*

Write the title “Words with the Suffix *-ly*” on a sheet of chart paper. Under the title, write *The suffix -ly means “in a certain way.”* Write the word *consistently* on the chart.

Review that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Review that the suffix *-ly* means “in a certain way” and that when *-ly* is added to the word *consistent*, it makes the word *consistently*. Review that *consistently* means “in a consistent way, or in a way that is always the same.”

Write the word *quickly* on the chart. Point out that *quickly* is made up of the word *quick* and the suffix *-ly*.

Ask:

**Q** *Based on what you know about the word quick and the suffix -ly, what do you think the word quickly means? Turn to your partner.*

Write the following prompt where everyone can see it and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT:** “I think *quickly* means . . .”

If necessary, explain that *quickly* means “in a quick way, or fast.”

Using the same procedure, discuss the words *sadly* and *gladly*.

Then discuss as a class:

**Q** *What is a word that ends with the suffix -ly and means “in a wise way”?*

**Q** *What is a word that ends with the suffix -ly and means “in a cruel way”?*

Write the words *wisely* and *cruelly* on the chart.

---

### Teacher Note

Support struggling students by asking questions such as “What is something you do consistently [in the morning before school/when you first get to school/when you get home after school]?”

---

### Materials

- Chart paper and a marker

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### Teacher Note

For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

## MORE ELL SUPPORT

### Teacher Note

We recommend that you do the more strategy practice activity on the previous page before doing this activity.

### Talk More About the Suffix *-ly*

Display the chart entitled “Words with the Suffix *-ly*” (see More Strategy Practice on page 161). Review that *-ly* is a suffix and that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Remind the students that the suffix *-ly* means “in a certain way” and that when *-ly* is added to the word *consistent*, it makes the word *consistently*, which means “in a consistent way, or in a way that is always the same.”

Point to the word *quickly* on the chart. Review that *quickly* means “in a quick way, or fast.” Have the students think of a time when they or someone they know moved quickly. Ask a few volunteers to use the following prompt to share their thinking with the class.

**PROMPT:** “[I] moved quickly when [I was trying to run faster than my dad at the park].”

Repeat this process with the word *gladly*. Ask the students to think of a time when they gladly did something. Then have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “I gladly [let my sister have my bike after I got a new one for my birthday].”

# Day 4

## Review *Consistent*, *Inconsistent*, and *Consistently*

### Materials

- Daily review cards (WA6)
- Copy of this week’s family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *consistent*, *inconsistent*, and *consistently* from Day 3
- Work in a responsible way
- Explain their thinking

### Words Reviewed

#### **consistent**

*Consistent* means “always the same.”

#### **inconsistent**

*Inconsistent* means “not consistent, or not always the same.”

#### **consistently**

*Consistently* means “in a consistent way, or in a way that is always the same.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA6). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words might you use if you were writing a story about a typical school day? How might you use the word? [Pause; click 1 on WA6 to reveal the first prompt.] Turn to your partner.

consistent inconsistent consistently

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1 2 3 4

WA6

**PROMPT 1:** “I might use the word [*consistently*]. I might write . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?”

Point to the word *consistent* on the daily review cards (WA6). Explain that you will read a scenario that includes the word *consistent*; then partners will decide whether the word *consistent* makes sense in the scenario and explain why.

Read the following scenario aloud twice:

- *Mr. Kumar gets home from work every night at 5:00 p.m. He is consistent.*

Ask:



**Q** Does consistent make sense in the scenario? Why? [Click 2 on WA6 to reveal the prompt.] Turn to your partner.

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

**PROMPT 2:** "Consistent [does/does not] make sense because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

**[inconsistent]**

- *Jenny's baseball team is inconsistent. They win every game.*

 **Q** Does inconsistent make sense in the scenario? Why? [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** "Inconsistent [does/does not] make sense because . . ."

**[consistently]**

- *Tomas is consistently late to swim practice. He is almost always on time.*

 **Q** Does consistently make sense in the scenario? Why? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** "Consistently [does/does not] make sense because . . ."

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA7)

### In this lesson, the students:

- Review words learned earlier
- Work in a responsible way
- Explain their thinking

### Words Reviewed

#### critical

*Critical* means "extremely important or absolutely necessary."

#### dissimilar

*Dissimilar* means "not similar, or not alike." If two things are dissimilar, they are different.

#### focus

*Focus* means "adjust the eyes to see something clearly." *Focus* also means "concentrate your attention or effort on something."

#### obstacle

An *obstacle* is "something that blocks or gets in your way."

#### rubble

*Rubble* is "broken pieces of brick, stone, or other material from a building that has been destroyed or demolished."

## ABOUT ABBREVIATED ONGOING REVIEW ACTIVITIES

Parts of the Ongoing Review activity have been abbreviated. A Teacher Note refers you to a fully written-out example of the activity, if you wish to review it.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA7) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Review the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Direct the students’ attention to the words on the ongoing review cards (WA7). Remind the students that you want them to describe what they think about, or what pictures come into their minds, when they hear each of the words.

Model the activity by closing your eyes and describing what comes into your mind when you hear the word *dissimilar*.

#### You might say:

“When I hear the word *dissimilar*, I think about my older sister Nan. We are sisters, but we are dissimilar in many ways. I’m outgoing, and Nan is shy. I enjoy sports, but Nan doesn’t. We don’t even look alike.”

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word dissimilar? Why?* [Pause.] *Open your eyes.* [Click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

criticaldissimilarfocus

obstaclerubble

**PROMPT 1:** When I hear the word \_\_\_\_\_, I think about \_\_\_\_\_ because . . .

1

WA7

#### Teacher Note

For an example of how to review the words, see Week 2, Day 5, Step 1.

#### Teacher Note

For an example of how to introduce this activity, see Week 3, Day 4, Step 2.

#### Teacher Note

If the students struggle to make associations, support them by asking questions such as “What [people/places/animals] do you think about when you hear the word *dissimilar*?” “Who is someone who is dissimilar from you?” and “How are [summer and winter/ Monday and Friday] dissimilar?”

**PROMPT 1:** “When I hear the word [*dissimilar*], I think about [summer and winter] because . . .”

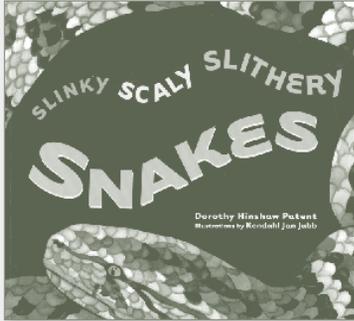
After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining words.



# Week 8

## RESOURCES



### Read-aloud

- *Slinky Scaly Slithery Snakes* by Dorothy Hinshaw Patent, illustrated by Kendahl Jan Jubb

### More Strategy Practice

- “Discuss Another Meaning of *Keen*”
- “Discuss Synonyms of *Blotch*”

### Extension

- “Review Homophones”

### Assessment Resource Book

- Week 8 vocabulary assessments



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 8 family letter (BLM1)
- (Optional) “Week 8 Word Cards” (BLM2)
- (Optional) “Week 8 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

keen

*ideal*

flee

*resemble*

blotch

*lethal*

## Words Reviewed

analyze

boost

plead

seek

yearn

## Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review words with multiple meanings.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students analyze why it is important to be responsible.
- Students listen respectfully to the thinking of others and share their own.
- Students develop the skill of explaining their thinking.

## **J** DO AHEAD

- ✓ Prior to Day 1, read page 19 of *Slinky Scaly Slithery Snakes* aloud. This page was not read during the *Making Meaning* lesson. You will want to familiarize the students with this text before discussing the word *keen*.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Another Meaning of *Keen*” on page 174.
- ✓ Prior to Day 3, read page 21 of *Slinky Scaly Slithery Snakes* aloud. This page was not read during the *Making Meaning* lesson. You will want to familiarize the students with this text before discussing the word *lethal*.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Synonyms of *Blotch*” on page 182.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 161 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1); see page 165 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 168 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 8 Word Cards” (BLM2) and “Week 8 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

## In this lesson, the students:

- Learn and use the words *keen*, *ideal*, and *flee*
- Review synonyms
- Review words with multiple meanings
- Listen respectfully to the thinking of others and share their own
- Develop the skill of explaining their thinking

## Words Taught

### **keen** (p. 5)

*Keen* means “sharp, quick, or alert.”

### **ideal**

*Ideal* means “perfect.” Something ideal is the best that it can be.

### **flee** (p. 11)

*Flee* means “run away from danger.”

## INTRODUCE AND USE KEEN

### 1 Introduce and Define Keen

Briefly review *Slinky Scaly Slithery Snakes*.

Show pages 4–5 and review that this part of the book gives information about a snake’s body.

Read the first three sentences of page 5 aloud, emphasizing the word *keen*. Tell the students that *keen* is the first word they will learn today, and explain that *keen* means “sharp, quick, or alert.” Explain that a snake’s keen, or sharp, senses help it find prey. Display word card 43 (WA1) and have the students say the word *keen*.

Show pages 18–19 and explain that this part of the book gives more information about a snake’s senses. Explain that, as you read page 19 aloud, you want the students to listen for which of a snake’s senses is especially keen, or sharp. Read page 19 aloud.

Discuss as a class:

**Q** *Which of a snake’s senses is especially keen? How does a snake use this sense?*

Click **1** on word card 43 (WA1) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

## Materials

- *Slinky Scaly Slithery Snakes*
- Word card 43 (WA1)
- Word card 44 (WA2)
- Word card 45 (WA3)

keen

**PROMPT 1:** A snake's \_\_\_\_\_ is especially **keen**.  
It \_\_\_\_\_ by . . .

1 2 3

**PROMPT 1:** “A snake’s [sense of smell] is especially keen. It [smells] by . . .”

## 2 Discuss Keen Senses and Minds

Review that animals use their keen senses to survive in the world—to find food and avoid danger. Explain that having keen, or sharp, senses is also important for people.

Discuss as a class:

**Q** *Why is having a keen sense of sight important for people? A keen sense of hearing? A keen sense of smell?*

Click **2** to reveal the prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “A keen sense of [sight/hearing/smell] is important because . . .”

Explain that we also use the word *keen* to describe sharp, or smart, thinking. We say that an intelligent person has a “keen mind.”

Ask:

 **Q** *Who do you think has a keen mind? Why do you think that?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I think [my dad] has a keen mind. I think that because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *keen* and review the pronunciation and meaning of the word.

### Teacher Note

If the students struggle to answer the questions, ask, “What problems might people have if they do not have keen senses of sight, hearing, and smell?”

## INTRODUCE AND USE *IDEAL*

### 3 Introduce and Define *Ideal* and Review Synonyms

Show pages 8–9 of *Slinky Scaly Slithery Snakes* and review that this part of the book tells how snakes move in water, across sand, and through trees. Read the first sentence on page 9 aloud.

Explain that trees are an ideal home for many snakes, and tell the students that *ideal* is the next word they will learn. Explain that *ideal* means “perfect.”

Tell the students that the words *ideal* and *perfect* are synonyms. Explain that something ideal is the best that it can be. For some snakes, a tree is the ideal home, or the best possible home it could have.

Display word card 44 (🌍 WA2) and have the students say the word *ideal*.

### 4 Talk About an Ideal Vacation

Explain that an ideal vacation would be the best vacation you can imagine. Provide an example of what you or someone you know would consider an ideal vacation.

**You might say:**

“For me an ideal vacation would be a trip to a warm, sunny place by the seashore. I would lie on the beach, swim in the warm water, and read. My husband loves to be outside in nature, so an ideal vacation for him would be camping and hiking in the woods.”

Tell the students that partners will discuss their ideal vacations, and then some students will share their partners’ thinking with the class.

Ask:



**Q** *What would be your ideal vacation? Why?* [Click ❶ on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “My ideal vacation would be [staying all summer on my grandma’s farm] because . . .”

After partners have talked, click ❷ on word card 44 (WA2) to reveal the next prompt. Have one or two volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 2:** “My partner’s ideal vacation would be . . .”

Point to the word *ideal* and review the pronunciation and meaning of the word.

#### ELL Note

The Spanish cognate of *ideal* is *ideal*.

#### Teacher Note

If you started a synonym chart, add the words *ideal* and *perfect* to it. Remind the students that they can use synonyms, like *ideal*, to replace overused words, like *perfect*, in their writing.

## INTRODUCE AND USE *FLEE*

### 5 Introduce and Define *Flee*

Show pages 10–11 of *Slinky Scaly Slithery Snakes* and review that this part of the book tells how snakes avoid attacks or scare their enemies. Read page 11 aloud, emphasizing the word *flee*.

Tell the students that *flee* is the last word they will learn today, and explain that *flee* means “run away from danger.”

Point out that the cobra spits venom in its enemies’ eyes and then flees, or slithers away as fast as possible.

Display word card 45 (🗉 WA3) and have the students say the word *flee*.

### 6 Discuss “Would You?” Questions

Tell the students that you will ask some questions and partners will use the word *flee* to discuss their thinking.

Ask:

 **Q** *Would you flee if you saw a mouse in your house? Why?* [Click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I [would/would not] flee because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

 **Q** *Would you flee if you were walking down the street and saw a crowd of people running toward you? Why?* [Point to prompt 1.] *Turn to your partner.*

**Q** *Would you flee if a bee were buzzing around you? Why?* [Point to prompt 1.] *Turn to your partner.*

Point to the word *flee* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Keen*

Review that some words have more than one meaning and that the meanings may be very different.

Write the word *keen* where everyone can see it. Review that in the book, *keen* means “sharp, quick, or alert.” Tell the students that the word *keen*

### Materials

- Chart paper and a marker (optional)

can also mean “eager or enthusiastic.” Explain that a person who is keen about baseball is enthusiastic about the game and eager to play, watch, or learn about it.

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a scenario, or imaginary situation, that includes the word *keen*; then partners will decide whether *keen* means “sharp, quick, or alert” or “eager or enthusiastic.”

Read the following scenario aloud twice:

- *Erika is keen about science. She reads science books, takes science classes after school, and does science experiments at home. She hopes to become a scientist.*

Ask:

**Q** *In the scenario, does keen mean “sharp, quick, or alert” or “eager or enthusiastic”? Why? Turn to your partner.*

Write the following prompt where everyone can see it, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “*Keen* means [eager or enthusiastic] because . . .”

Using the same procedure, discuss the following scenario:

- *Eagles have keen vision. Their vision is so keen that they can see a rabbit moving through the brush from high in the sky.*

### Teacher Note

You might review that when you are enthusiastic about something, you are excited about it or interested in it.

You might explain that the words *keen*, *eager*, and *enthusiastic* are synonyms. If you started a synonym chart, add these words to it.

## Review Keen, Ideal, and Flee

## Day 2

### In this lesson, the students:

- Review the words *keen*, *ideal*, and *flee* from Day 1
- Develop the skill of explaining their thinking
- Work in a responsible way

### Words Reviewed

#### keen

*Keen* means “sharp, quick, or alert.”

#### ideal

*Ideal* means “perfect.” Something ideal is the best that it can be.

#### flee

*Flee* means “run away from danger.”

### Materials

- Daily review cards (WA4)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA4) and review the pronunciation and the meaning of each word. Ask:

-  **Q** Which of these words might you use to describe a dog's sense of smell? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

WA4

keenidealflee

**PROMPT 1:** You might use the word \_\_\_\_\_ to describe a dog's sense of smell because . . .

1 2 3 4 5 6

**PROMPT 1:** “You might use the word [*keen*] to describe a dog's sense of smell because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

-  **Q** Which word might you use to tell what people do when they run out of a burning building? Why? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “You might use the word [*flee*] to tell what people do when they run out of a burning building because . . .”

-  **Q** Which word might you use to describe perfect weather for a swim party? [Click 3 to reveal the prompt.] Why? Turn to your partner.

**PROMPT 3:** “You might use the word [*ideal*] to describe perfect weather for a swim party because . . .”

## PRACTICE USING THE WORDS

### 2 Discuss Questions Using the Words

Explain that you will have the students use the vocabulary words to answer some questions.

Begin with the following scenario:



**Q** *If you were riding your bike and saw a big dog approaching, would you flee? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “If I saw a big dog approaching, I [would/would not] flee because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:



**Q** *What do you think is the ideal season of the year? Why?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “I think [autumn] is the ideal season of the year because . . .”



**Q** *Which sense do you think is your keenest: hearing, sight, or smell? Why?* [Click 6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** “I think [sight] is my keenest sense because . . .”

---

## EXTENSION

### Review Homophones

Write the words *flee* and *flea* where everyone can see them. Ask the students what they notice about the words. Explain that the words are homophones and remind the students that *homophones* are “words that sound the same but are spelled differently and have different meanings.” Review that *flee* means “run away from danger,” and then explain that a *flea* is “a jumping insect that feeds on warm-blooded animals.”

Discuss other homophones, such as *peer* and *pier*, *blew* and *blue*, and *sail* and *sale*. Ask the students for additional examples.

---

### Teacher Note

You might explain that *approach* means “move closer to someone or something.”

**TEKS 3.D.i**  
**TEKS 3.D.ii**  
**TEKS 3.D.iii**  
Student/Teacher Activity  
Extension (all)

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### Teacher Note

For a list of common homophones, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Homophones” list in the General Resources section.

# Day 3

## Introduce *Resemble*, *Blotch*, and *Lethal*

### Materials

- *Slinky Scaly Slithery Snakes*
- Word card 46 (WA5)
- Word card 47 (WA6)
- Word card 48 (WA7)

### In this lesson, the students:

- Learn and use the words *resemble*, *blotch*, and *lethal*
- Review synonyms
- Share their partners' thinking with the class
- Develop the skill of explaining their thinking

### Words Taught

#### **resemble**

*Resemble* means "look or be like something or someone else."

#### **blotch** (p. 17)

A *blotch* is a "spot or stain."

#### **lethal**

*Lethal* means "deadly, or able to kill."

## INTRODUCE AND USE *RESEMBLE*

### 1 Introduce and Define *Resemble*

Show pages 14–15 of *Slinky Scaly Slithery Snakes* and review that this part of the book tells how snakes' coloring and markings help them survive.

Read page 14 aloud. Point out that harmless king and milk snakes resemble, or look like, poisonous snakes, which fools their enemies into leaving them alone.

Tell the students that *resemble* is the first word they will learn today, and explain that *resemble* means "look or be like something or someone else." Display word card 46 (WA5) and have the students say the word *resemble*.

Show page 16 of the book and point to the tree snake. Explain that as you read this part of the book aloud, you want the students to listen for how some tree snakes resemble, or look like, their surroundings, and how this helps them.

Read page 16 aloud. Ask:



**Q** *How do some tree snakes resemble their surroundings?* [Click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

resemble

**PROMPT 1:** Some tree snakes **resemble** their surroundings by . . .

1 2 3 4

**PROMPT 1:** “Some tree snakes resemble their surroundings by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then use the same procedure to discuss the following:



**Q** *How does resembling their surroundings help the snakes?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “Resembling their surroundings helps the snakes by . . .”

If necessary, explain that the green color of some tree snakes resembles the green of the tree leaves. This helps the snakes hide both from predators and from the snakes’ prey. Their long thin bodies also resemble vines.

Point to the word *resemble* and review the pronunciation and meaning of the word.

## 2 Talk About Resembling

Explain that, even though snakes come in many different sizes and colors, they resemble, or look like, one another in certain ways. For example, all snakes have the same shape. Explain that even though a pet cat and a lion are different in many ways, they are both members of the cat family, and they resemble each other in certain ways.

Discuss as a class:

**Q** *How do a pet cat and a lion resemble each other?*

Click **3** to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “They resemble each other because they both . . .”

Explain that a person can resemble another person. For example, people in the same family often resemble each other. Explain that a person can

also resemble someone he or she is not related to. For example, a person can resemble a famous athlete or movie star.

Use “Think, Pair, Share” to discuss:



**Q** *Who do you think you resemble, or look like? How do you resemble that person?* [Pause; click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I think I resemble [my grandfather]. We resemble each other because [our eyes and noses look alike].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *resemble* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *BLOTCH*

### 3 Introduce and Define *Blotch*

Show page 17 of *Slinky Scaly Slithery Snakes* and review that the colors of some snakes resemble their surroundings and help them blend in.

Read the following sentence from page 17 aloud, emphasizing the word *blotches*: “Snakes decorated with spots and blotches also blend in with their surroundings, making them hard to see.”

Tell the students that *blotch* is the next word the students will learn today, and explain that a *blotch* is a “spot or stain.”

Show the illustration on page 18. Point out the blotches, or spots, on the snake’s skin, and explain how the snake’s colors and blotches help it blend in with the soil, bark, and leaves of the forest.

Display word card 47 (WA6) and have the students say the word *blotch*.

### 4 Talk About Blotches

Remind the students that a *blotch* is a “spot or stain.”

Ask:



**Q** *What might make a blotch on a tablecloth?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “[Ketchup dripping from a sandwich] might make a blotch on a tablecloth.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

**Q** *Where might you see blotches of paint?*

Click **2** on word card 47 (WA6) to reveal the next prompt.

**PROMPT 2:** “I might see blotches of paint . . .”

Point to the word *blotch* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *LETHAL*

### **5** Introduce and Define *Lethal* and Review Synonyms

Show pages 20–21 of *Slinky Scaly Slithery Snakes* and explain that this part of the book tells about poisonous snakes. Read the first two paragraphs on page 21 aloud.

Tell the students that *lethal* is the last word the students will learn today, and explain that *lethal* means “deadly, or able to kill.”

Tell the students that the words *lethal* and *deadly* are synonyms. Explain that the fangs of a pit viper inject lethal, or deadly, poison that kills its prey.

Display word card 48 (**C** WA7) and have the students say the word *lethal*.

### **6** Play “Lethal or Not Lethal?”

Tell the students that partners will play “Lethal or Not Lethal?” Explain that you will describe something; then partners will discuss whether the thing you described is lethal or not lethal and explain why.

Begin with the following:

- *A puppy*

Ask:



**Q** *Is a puppy lethal or not lethal? Why?* [Click **1** on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “A [puppy] [is/is not] lethal because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

- *A great white shark*
- *A banana*

Point to the word *lethal* and review the pronunciation and meaning of the word.

#### **ELL Note**

The Spanish cognate of *lethal* is *letal*.

#### **Teacher Note**

If you started a synonym chart, add the words *lethal* and *deadly* to it.

## MORE STRATEGY PRACTICE

### Discuss Synonyms of *Blotch*

Review that *synonyms* are “words that mean the same thing or almost the same thing,” and explain that the words *spot* and *stain* are synonyms of the word *blotch*.

Use “Think, Pair, Share” to discuss:

**Q** *What other words are synonyms of the word blotch? [Pause.] Turn to your partner.*

Write the following prompt where everyone can see it, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “A synonym of *blotch* is . . .”

#### Teacher Note

Possible synonyms include *smudge*, *dot*, *speck*, *blot*, *smear*, *patch*, and *splotch*. If you started a synonym chart, add the words *blotch*, *spot*, *stain*, and any other synonyms the students suggest to it.

## Day 4

## Review *Resemble*, *Blotch*, and *Lethal*

#### Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 8 Crossword Puzzle” (BLM3) for each student

#### In this lesson, the students:

- Review the words *resemble*, *blotch*, and *lethal* from Day 3
- Develop the skill of explaining their thinking
- Work in a responsible way

#### Words Reviewed

##### **resemble**

*Resemble* means “look or be like something or someone else.”

##### **blotch**

A *blotch* is a “spot or stain.”

##### **lethal**

*Lethal* means “deadly, or able to kill.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Point to the word *resemble* and ask:



**Q** *How does a square resemble a rectangle? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.*

resemble
blotch
lethal

**PROMPT 1:** A square **resembles** a rectangle because . . .

1
2
3
4
5
6

**PROMPT 1:** “A square resembles a rectangle because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:



**Q** *Would you eat a banana that has black blotches on its skin? Why?*  
[Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I [would/would not] eat a banana that has black blotches on its skin because . . .”



**Q** *Would you drink a liquid with a label that reads “Lethal if swallowed”? Why?* [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I [would/would not] drink a liquid with a label that reads ‘Lethal if swallowed’ because . . .”

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Explain that you will ask some “Would You?” questions that include the vocabulary words, and then partners will discuss their thinking.

Begin by asking:



**Q** *Would you buy a shirt that resembled a shirt you already owned? Why?*  
[Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I [would/would not] buy a shirt that resembled a shirt I already owned because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

## Teacher Note

To provide students with additional review of words taught during Weeks 7 and 8, you might distribute a copy of the "Week 8 Crossword Puzzle" (BLM3) to each student.

Using the same procedure, discuss the following questions:



**Q** *Would you want a job taking care of lethal animals? Why?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** "I [would/would not] want a job taking care of lethal animals because . . ."



**Q** *If you noticed that a friend had a blotch of mustard on his shirt, would you tell him? Why?* [Click 6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** "I [would/would not] tell him if he had a blotch of mustard on his shirt because . . ."

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 2" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

### In this lesson, the students:

- Review words they learned earlier
- Develop the skill of explaining their thinking
- Work in a responsible way

### Words Reviewed

#### analyze

Analyze means "study or examine carefully."

#### boost

Boost means "increase or improve." Boost also means "push up from below."

#### plead

Plead means "beg." When you plead, you ask for something in a strong or serious way.

#### seek

Seek means "try to find."

#### yearn

Yearn means "wish or long for something very strongly, especially something difficult to get."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Explain that you will show several sentences that have one or more words underlined. Tell the students that you will read each sentence aloud; then partners will decide which of the vocabulary words could replace the underlined part of the sentence. Tell the students that before partners play the game with one another, they will play the game as a class.

Display the ongoing review activity (WA10) and begin playing the game:

1. Click 1 to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined word.

- Sentence 1: *Jessica can't get over the fence, so her friend pushes her.*

2. Give the students a few moments to think about the sentence and the underlined word. Then point to the five word choices and ask:

**Q** Which vocabulary word could replace the underlined word in the sentence? Why?

Click 1 again to reveal the prompt.

**PROMPT:** “I think the word [*boosts*] could replace [*pushes*] because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

analyze boost plead seek yearn

SENTENCE 1: Jessica can't get over the fence, so her friend boosts her.

1 2 3 4 5 6

WA10

4. Click 1 to clear the screen.

#### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

#### Teacher Note

Each sentence on the ongoing review activity (WA10) has a corresponding number: the first sentence is 1; the second sentence is 2; the third sentence is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

### 3 Play the Game in Pairs

Now play the game with the students in pairs:

1. Click ② to reveal the second sentence. Point to the sentence and read it aloud, emphasizing the underlined words.
  - Sentence 2: *Dr. Strand carefully studies the effects of global warming on animals and plants all over the world.*
2. Give the students a few moments to think about the sentence and the underlined words. Then point to the five word choices and ask:



**Q** Which vocabulary word could replace the underlined words? Why? [Click ② again to reveal the prompt.] Turn to your partner.

**PROMPT:** “I think the word [*analyzes*] could replace [*carefully studies*] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ② a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Click ② to clear the screen.

Use the same procedure to discuss the remaining sentences:

- Sentence 3: *Julia is looking for information about icebergs on the Internet.* (seeking)
- Sentence 4: *After spending all summer in the hot, crowded city, Max longs for some time in the country.* (yearns)
- Sentence 5: *Sonia is feeling sad, so Martin tells her a joke to improve her spirits.* (boost)
- Sentence 6: *“I know I can do a better job painting your bike! Please give me another chance,” Terry begged.* (pleaded)



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand what the words mean?
- Do the students have difficulty using any of the words to explain their decisions? (Note the words with which they have difficulty.)
- Are they using the words spontaneously and accurately in conversations outside of vocabulary time?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 161 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students act out the word or draw a picture that illustrates the word's meaning.

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 9 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 5–8 using the "Individual Vocabulary Assessment: Word Check 2" answer sheet (IA1) on page 165 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 162 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

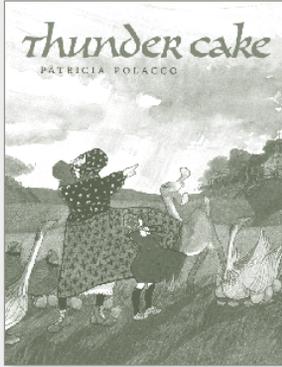
In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of words taught in Weeks 5–8 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 166 of the *Assessment Resource Book*.

### Teacher Note

For more information about the vocabulary assessments, see "About Vocabulary Assessments" in the Assessment Overview of the *Assessment Resource Book*.

# Week 9

## RESOURCES



### Read-alouds

- *Thunder Cake* by Patricia Polacco
- *The Princess and the Pizza* by Mary Jane and Herm Auch

### More Strategy Practice

- “Discuss Other Meanings of *Survey*”
- “Review the Suffix *-er*”

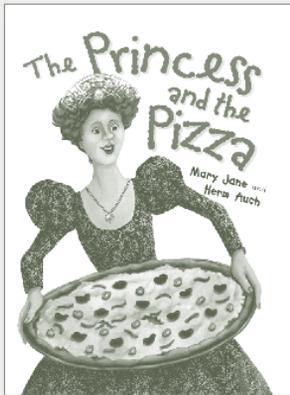
### Extension

- “Discuss the Idiom ‘Pull the Wool Over Someone’s Eyes’”



### More ELL Support

- “Discuss Special Foods”



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Week 9 family letter (BLM1)
- (Optional) “Week 9 Word Cards” (BLM2)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

survey  
bellow  
luscious  
humble  
rummage  
*mislead*

## Words Reviewed

blotch  
function  
ideal  
lethal  
sensitive

## Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing synonyms (review)
- Recognizing shades of meaning (review)
- Recognizing words with multiple meanings (review)
- Using the suffixes *-ly* and *-er* to determine word meanings (review)
- Using the prefix *mis-* to determine word meanings

## Vocabulary Focus

- Students learn and use six words from or about the stories.
- Students review using context to determine word meanings.
- Students review synonyms, shades of meaning, and words with multiple meanings.
- Students review the suffixes *-ly* and *-er* and discuss the prefix *mis-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students use discussion prompts to build on one another's thinking.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Other Meanings of *Survey*” on page 195.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Review the Suffix *-er*” on page 205.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 9 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Survey*, *Bellow*, and *Luscious*

# Day 1

## In this lesson, the students:

- Learn and use the words *survey*, *bellow*, and *luscious*
- Review using context to determine word meanings
- Review synonyms
- Review shades of meaning
- Review words with multiple meanings
- Work in a responsible way

## Words Taught

### **survey** (p. 10)

*Survey* means “look over or inspect something carefully.”

### **bellow** (p. 18)

*Bellow* means “shout or roar loudly.”

### **luscious** (p. 21)

*Luscious* means “delicious, or extremely good to eat.”

## INTRODUCE AND USE *SURVEY*

### 1 Introduce and Define *Survey*

Briefly review *Thunder Cake*. Show pages 10–11. Review that the little girl is afraid of an approaching storm and that her grandmother is watching the sky. Read the first sentence on page 10 aloud, emphasizing the word *surveyed*.

Tell the students that *survey* is the first word they will learn today, and explain that *survey* means “look over or inspect something carefully.” Point out that Grandma surveys the black clouds, or looks over or inspects them carefully, to figure out how far away the storm is.

Display word card 49 (🗉 WA1) and have the students say the word *survey*.

### 2 Discuss Surveying

Tell the students that people usually survey things, or look at them carefully, to get information or make a decision.

Discuss as a class:

🗉 *Why might a gardener survey his garden?*

## Materials

- *Thunder Cake*
- Word card 49 (WA1)
- “Sentences from *Thunder Cake*” chart (WA2)
- Word card 50 (WA3)
- Word card 51 (WA4)

## Teacher Note

If the students struggle to answer the question, give a reason a gardener might survey his garden (for example, to see if the plants need watering). Then ask, “Why else might a gardener survey, or inspect, his garden?”

Click **1** on word card 49 (WA1) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

survey

**PROMPT 1:** A gardener might **survey** his garden to . . .

1 2

WA1

**PROMPT 1:** “A gardener might survey his garden to . . .”

Tell the students that you would like them to survey the classroom to see if they notice anything that needs to be tidied or straightened up. Explain that partners will share what they notice with each other. Then have them silently survey the classroom.

After a few moments, ask:

 **Q** *When you surveyed the classroom, what did you notice that needed to be tidied or straightened up?* [Click **2** on WA1 to reveal the next prompt.]  
*Turn to your partner.*

**PROMPT 2:** “When I surveyed the classroom, I noticed that [the books on the shelves in the library center] needed to be straightened up.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *survey* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *BELLOW*

### **3** Introduce *Bellow* and Use Context to Determine Its Meaning

Show pages 18–19 of the book and review that Grandma and the girl count the amount of time between the lightning and the sound of the thunder as they gather ingredients for the cake. Read the following sentences from page 18 aloud, emphasizing the word *bellowed*:  
“CRACKLE, CRACKLE BOOOOOOOM, KA-BOOOOOM, the thunder bellowed. It was dark and I was scared.”

Tell the students that *bellow* is the next word they will learn today. Display the “Sentences from *Thunder Cake*” chart (C WA2), and explain that these are the sentences you just read.

Point to the word *bellowed* and underline it. Tell the students that they can sometimes figure out the meaning of an unfamiliar word—like *bellow*—by rereading the sentence that includes the word, or the sentence that comes before or after it, to look for clues. Explain that as you read these sentences again, you want the students to think about what the word *bellow* might mean and which words in the sentences are clues to the meaning of *bellow*.

Read the sentences aloud. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word bellow might mean?*

Point to the first prompt and read it aloud.

### Sentences from *Thunder Cake*

CRACKLE, CRACKLE BOOOOOOOM, KA-BOOOOOM, the thunder bellowed. It was dark and I was scared.

**PROMPT 1:** I think *bellow* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *bellow*.

WA2

**PROMPT 1:** “I think *bellow* might mean . . .”

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *bellow* means “shout or roar loudly.” Point out that the thunder bellowed, or roared loudly, and scared the girl. Explain that *bellow*, *shout*, and *roar* are synonyms.

Then ask:

**Q** *What clues help you figure out the meaning of the word bellow?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking.

**PROMPT 2:** “The clues [‘CRACKLE, CRACKLE BOOOOOOOM, KA-BOOOOOM’ and ‘I was scared’] help me figure out the meaning of the word *bellow*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that “CRACKLE, CRACKLE BOOOOOOOM, KA-BOOOOOM” and “I was scared” are clues that help us figure out that if something bellows, it makes a loud noise and can be scary.

### Teacher Note

Alternatively, you may wish to write the context sentences where everyone can see them.

### Teacher Note

If the students do not immediately determine the meaning of *bellow* from the context, give them the definition rather than having them guess.

### Teacher Note

If you started a synonym chart, add the words *bellow*, *shout*, and *roar* to it.

### Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords “whiteboard shades of meaning activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### Teacher Note

If you started a synonym chart, add the words *luscious* and *delicious* to it.

### ELL Note

Using an illustration to provide visual support for a word’s meaning is especially helpful to English Language Learners, who may struggle to understand a verbal explanation.

Display word card 50 ( WA3) and have the students say the word *bellow*.

## 4 Play “Would You Bellow?” and Review Shades of Meaning

Remind the students that when you bellow, you do not simply shout—you roar. Point out that people might shout when they are excited at a sporting event, or they might shout just to get someone’s attention from across a long distance. However, people bellow only when they are very upset, angry, frustrated, frightened, or in a lot of pain. Tell the students that you will describe a situation; then partners will tell each other whether they would bellow in that situation and explain why.

Begin by reading the following scenario aloud twice:

- *You reach into your lunch bag, and a big, hairy spider crawls onto your hand.*

Ask:

 **Q** *Would you bellow? Why?* [Click  on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I [would/would not] bellow because . . .”

Using the same procedure, discuss the following scenarios:

- *You walk into the library and bang your knee painfully against a table.*
- *Your dog grabs your homework and chews it to pieces.*

Point to the word *bellow* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *LUSCIOUS*

### 5 Introduce and Define *Luscious* and Review Synonyms

Show pages 20–21 of *Thunder Cake* and review that Grandma and the girl continue to gather ingredients for the cake as the storm gets closer. Read page 21 aloud, emphasizing the word *luscious*.

Tell the students that *luscious* is the last word they will learn today, and explain that *luscious* means “delicious, or extremely good to eat.” Explain that *luscious* and *delicious* are synonyms.

Tell the students that the tomatoes the girl is picking look luscious, or delicious. Direct the students’ attention to the illustration on page 20, and point out how big, round, and ripe the luscious tomatoes are.

Display word card 51 ( WA4) and have the students say the word *luscious*.

## 6 Discuss Luscious Fruit

Tell the students that you think many fruits are luscious, and give a few examples of fruits that you find particularly luscious, or delicious.

**You might say:**

"I think juicy, ripe peaches are luscious. I think all berries are luscious, particularly sweet strawberries."

Explain that partners will tell each other which fruits they think are luscious. Then a few students will share their partners' thinking with the class.

Ask:



**Q** What fruits do you think are luscious? [Click ❶ on WA4 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** "I think [mangoes, cherries, and grapes] are luscious."

After partners have talked, click ❷ on word card 51 (WA4) to reveal the next prompt. Have one or two volunteers use the prompt to share their partners' thinking with the class.

**PROMPT 2:** "My partner thinks [mangoes and oranges] are luscious."

Point to the word *luscious* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Discuss Other Meanings of *Survey*

Write these definitions of *survey* on a sheet of chart paper or someplace where everyone can see them.

Survey means:

- Look over or inspect something carefully
- Ask people questions to find out about their opinions or behavior
- Measure the size and shape of a piece of land

### Teacher Note

Having the students share their partners' thinking encourages them to listen to one another carefully, reinforcing an important social skill.

### Materials

- Chart paper and a marker (optional)

Review that many words have more than one meaning and that the meanings are often very different.

Point to the first definition and review that *survey* means “look over or inspect something carefully.”

Point to the second definition and explain that *survey* can also mean “ask people questions to find out about their opinions or behavior.” Explain that you might survey your classmates, or ask them questions, to find out which television shows they watch or for whom they will vote in a class election.

Point to the third definition and explain that *survey* can also mean “measure the size and shape of a piece of land.” Explain that mapmakers survey land, or measure its size and shape, to make maps. Road builders survey land to determine the best place to build roads.

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a scenario, or imaginary situation, that includes the word *survey*. Partners will decide whether *survey* means “look over or inspect something carefully,” “ask people questions to find out about their opinions or behavior,” or “measure the size and shape of a piece of land.”

Read the following scenario aloud twice:

- *Between 1815 and 1855, Missouri was surveyed into 6-mile-square sections to form townships.*

Point to each definition and ask:

**Q** *In the scenario, does survey mean “look over or inspect something carefully,” “ask people questions to find out about their opinions or behavior,” or “measure the size and shape of a piece of land”? Why? Turn to your partner.*

Then write the following prompt where everyone can see it. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “*Survey* means [‘measure the size and shape of a piece of land’] because . . .”

Using the same procedure, discuss the following scenarios:

- *Sasha and Miguel survey their classmates to find out about their hobbies.*
- *Mrs. Yuan surveys the table to make sure that everything is ready for the holiday dinner.*

# Review Survey, Bellow, and Luscious

# Day 2

## In this lesson, the students:

- Review and practice using the words *survey*, *bellow*, and *luscious* from Day 1
- Work in a responsible way
- Use discussion prompts to build on one another's thinking

## Words Reviewed

### survey

*Survey* means "look over or inspect something carefully."

### bellow

*Bellow* means "shout or roar loudly."

### luscious

*Luscious* means "delicious, or extremely good to eat."

## ABOUT USING VOCABULARY WORDS IN SENTENCES

Using a vocabulary word in a sentence is an excellent way for the students to demonstrate their understanding of the word. However, creating a sentence that conveys a word's meaning—a sentence that goes beyond "I surveyed" or "It was luscious"—can be challenging. In this lesson, the students are introduced to using words in sentences through an activity called "Create a Sentence." The students begin by completing sentences that you start. In subsequent activities, these sentence starters will gradually disappear, and the students will develop their own sentences, supported by teacher questions as needed. For more information about "Create a Sentence" and other activities, see "Questions and Activities" in the Introduction.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA5). Review the pronunciation and the meaning of each word.

Discuss as a class:

- Q** *Which of yesterday's words do you think was especially fun to talk about? Why do you think that?*

Click **1** on the daily review cards (WA5) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

## Materials

- Daily review cards (WA5)

survey

bellow

luscious

**PROMPT 1:** I think \_\_\_\_\_ was especially fun to talk about because . . .

1 2 3 4

**PROMPT 1:** “I think [*bellow*] was especially fun to talk about because . . .”

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “Create a Sentence”

Tell the students that partners will do an activity called “Create a Sentence.” Explain that you will tell the students the beginning of a sentence that uses one of yesterday’s vocabulary words. They will use their imaginations and what they know about the word to finish the sentence. Tell the students that before partners do the activity together, they will practice as a class.

Point to the word *bellow* on the daily review cards (WA5), and review that *bellow* means “shout or roar loudly.”

Then read the following sentence starter aloud twice:

- *Mr. Sawyer bellowed at the boys because . . .*

Ask:

**Q** *How might you complete the sentence? Why might Mr. Sawyer bellow at the boys?*

Click **2** to reveal the prompt. Have two or three volunteers use the prompt to share their completed sentence with the class.

**PROMPT 2:** “Mr. Sawyer bellowed at the boys because . . .”

Then ask the following question:

**Q** *Does it make sense to say “Mr. Sawyer bellowed at the boys because [they were making too much noise and he wanted to sleep]”? Why?*

#### Teacher Note

If the students struggle to complete the sentence, review that people bellow when they are angry, frustrated, frightened, or in pain. Then repeat the questions. If the students continue to struggle, provide an example or two of ways the sentence might be completed. For example, say “Mr. Sawyer bellowed at the boys because they were riding their bikes over his newly planted lawn” or “Mr. Sawyer bellowed at the boys because a car was coming and he wanted them to watch out.” Then reread the sentence starter and repeat the questions.

#### Teacher Note

The purpose of the follow-up question is to encourage the students to think more deeply about the word and whether the volunteer’s sentence conveys the word’s meaning.

### 3 Do the Activity in Pairs

Point to the word *luscious* on the daily review cards (WA5), and explain that the next sentence uses the word *luscious*. Review that *luscious* means “delicious, or extremely good to eat.” Read the following sentence starter aloud twice:

- *Jose thinks his lunch is luscious because . . .*

Then use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? Why might Jose think his lunch is luscious? [Pause; click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “Jose thinks his lunch is luscious because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Then ask the following question:

**Q** *Does it make sense to say “Jose thinks his lunch is luscious because [the pizza is hot and has lots of cheese and tomato sauce]”? Why?*

Point to the word *survey* on the daily review cards (WA5) and explain that the last sentence uses this word. Review that *survey* means “look over or inspect something carefully.” Read the following sentence starter aloud twice:

- *Jennifer is surveying her closet because . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? Why might Jennifer survey her closet? [Pause; click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “Jennifer is surveying her closet because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then ask the following question:

**Q** *Does it make sense to say “Jennifer is surveying her closet because [she is looking for her favorite sweater]”? Why?*



## MORE ELL SUPPORT

### Discuss Special Foods

Review that the students heard the story *Thunder Cake*, in which a girl and her grandmother make a special cake that helps the girl get over her

#### Teacher Note

Support struggling students by reminding them that luscious food looks and tastes very good. Then repeat the questions. If the students continue to struggle, provide examples of ways the sentence might be completed. For example, say “Jose thinks his lunch is luscious because his mom made his favorite sandwich” or “Jose thinks his lunch is luscious because it includes a juicy apple.” Reread the sentence starter and repeat the questions.

#### Teacher Note

Support struggling students by reminding them that you might survey, or look over or inspect something carefully, to find out information or make a decision. Then repeat the questions. If the students continue to struggle, provide examples of ways the sentence might be completed. For example, say “Jennifer is surveying her closet because she wants to find something to wear to the dance” or “Jennifer is surveying her closet because she wants to find things to donate.” Reread the sentence starter and repeat the questions.

# Day 3

## Introduce *Humble*, *Rummage*, and *Mislead*

### Materials

- *The Princess and the Pizza*
- Word card 52 (WA6)
- Word card 53 (WA7)
- Word card 54 (WA8)

fear of thunderstorms. Ask the students to think about a special food that their family makes that they like to eat. Then ask:

**Q** *What special food does your family make that you like to eat? What does it taste like?*

Have the students use the following prompt to share their thinking with their partners:

**PROMPT:** “My family makes [salsa]. [Salsa] tastes [very spicy and hot].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the group.

### In this lesson, the students:

- Learn and use the words *humble*, *rummage*, and *mislead*
- Review synonyms
- Review using the suffixes *-ly* and *-er* to determine word meanings
- Discuss using the prefix *mis-* to determine word meanings
- Work in a responsible way
- Use discussion prompts to build on one another’s thinking

### Words Taught

#### **humble** (p. 3)

If something is humble, it is plain and simple. If someone is humble, that person is modest or not proud.

#### **rummage** (p. 6)

*Rummage* means “search for something by moving things around.”

#### **mislead**

*Mislead* means “lead someone to believe something that is not true.” If someone misleads you, the person intentionally gives you wrong information or lies to you.

## INTRODUCE AND USE *HUMBLE*

### 1 Introduce and Define *Humble*

Briefly review *The Princess and the Pizza*. Show page 3 and read the first two sentences aloud, emphasizing the word *humble*. Tell the students

that *humble* is the first word they will learn today. Explain that if something is humble, it is plain and simple; if someone is humble, that person is modest or not proud.

Point out that the king moved his family to a humble, or plain and simple, shack after giving up his throne to become a wood-carver.

Display word card 52 (🗉 WA6) and have the students say the word *humble*.

## 2 Play “Is Milton Humble?”

Explain that when we use the word *humble* to describe a thing such as a house, *humble* means “plain and simple.” When we use *humble* to describe a person, *humble* means “modest or not proud.” Explain that a humble person does not brag or show off.

Tell the students that they will play a game called “Is Milton Humble?” Explain that you will describe something our make-believe friend Milton is doing; then partners will decide whether Milton is humble and explain why they think that.

Begin by reading the following scenario aloud twice:

- *When Milton is called a hero for rescuing a kitten, he says softly, “I’m not a hero. Anyone would have done what I did, and I had lots of help from Sam.”*

Ask:



Q *Is Milton humble? Why?* [Click 1 on WA6 to reveal the first prompt.]  
Turn to your partner.

humble

**PROMPT 1:** Milton [is/is not] **humble** because . . .

1 2 3

WA6

**PROMPT 1:** “Milton [is/is not] humble because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton wins a race and jumps up and down yelling, “I won! I’m the best runner in the world!”*
- *Milton knows that he is a good artist, but instead of bragging about how well he can draw and paint, he always compliments others on their work.*

Discuss as a class:

**Q** *Do you think it is important to be humble? Why?*

Click **2** on word card 52 (WA6) to reveal the prompt.

**PROMPT 2:** “I think it [is/is not] important to be humble because . . .”

Point to the word *humble* and review the pronunciation and meaning of the word.

### **3** Review the Suffix *-ly* and Discuss the Word *Humbly*

Write the word *humbly* where everyone can see it. Pronounce it, and have the students pronounce it. Point to the suffix *-ly* and review that the suffix *-ly* means “in a certain way.”

Remind the students that *humble* means “plain and simple or modest or not proud.”

Discuss as a class:

**Q** *Based on what you know about the word humble and the suffix -ly, what do you think the word humbly means? What does it mean if we say someone spoke humbly?*

Click **3** on word card 52 (WA6) to reveal the prompt.

**PROMPT 3:** “*Humbly* means [‘in a humble way’]. If someone spoke humbly, the person [didn’t brag].”

If necessary, explain that *humbly* means “in a humble way” or “plainly, simply, or modestly.” If someone spoke humbly, the person spoke in a humble, or modest, way; that person did not brag.

## INTRODUCE AND USE *RUMMAGE*

### **4** Introduce and Define *Rummage*

Show pages 6–7 of *The Princess and the Pizza* and review that Princess Paulina misses “princessing” after her father gives up his throne. Read page 6 aloud, emphasizing the word *rummaged*.

Tell the students that *rummage* is the next word they will learn today, and explain that *rummage* means “search for something by moving things around.”

Point out that the princess rummages, or searches, through her trunk, moving things around to find her princess stuff. Direct the students’

#### Teacher Note

If you started a chart of *-ly* words, add the word *humbly* to it.

attention to the trunk in the illustration on page 6, and point out the clothing Paulina tossed aside as she rummaged to find her gown and tiara.

Display word card 53 (🔊 WA7) and have the students say the word *rummage*.

## 5 Talk About Rummaging

Remind the students that when people rummage, they search by moving things around. Point out that people might rummage through closets, drawers, cabinets, boxes, purses, or backpacks. Explain that people sometimes rummage through trash cans looking for things they have thrown away, or they rummage through their refrigerators looking for things to eat.

Use “Think, Pair, Share” to discuss:



**Q** *When have you rummaged through something? What were you looking for?* [Pause; click ❶ on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I rummaged through [my closet] to find [my baseball glove].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then ask:

**Q** *What did [your closet] look like after you rummaged through it?*

Click ❷ on word card 53 (WA7) to reveal the prompt.

**PROMPT 2:** “After I rummaged through it, . . .”

Point to the word *rummage* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE MISLEAD

### 6 Introduce and Define *Mislead* and Introduce the Prefix *mis-*

Show pages 18–19 of *The Princess and the Pizza*. Review that Paulina is supposed to be cooking a feast. When the queen knocks on her door, Paulina tells her that she is taking a nap instead of cooking and that when she finishes her nap she will go home. Read page 19 aloud.

Tell the students that the last word they will learn today is *mislead*, and explain that *mislead* means “lead someone to believe something that is not true.”

Explain that if someone misleads you, the person intentionally gives you wrong information or lies to you. Tell the students that when the queen tells Paulina that the losers of the contest will be beheaded, she is misleading her, or causing her to believe something that is not true.

### Teacher Note

Support struggling students by asking questions such as “When have you rummaged through a drawer, cabinet, or box at home or at school to find something?” or “When have you rummaged through your backpack looking for something?” If the students cannot think of times they rummaged, ask alternative questions such as “When have you seen another person rummaging?” or “When might a person rummage through a closet or drawer?”

Explain that the queen misleads Paulina because she wants her to stay and finish the contest.

Display word card 54 (🗨️ WA8) and have the students say the word *mislead*. Point to the prefix *mis-* in the word *mislead*, and explain that *mis-* is a prefix. Review that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *mis-* means “wrong or wrongly, or bad or badly” and that when *mis-* is added to the word *lead*, it makes the word *mislead*. Review that, if someone misleads you, the person lies to you or leads you to believe something that is wrong or untrue.

## 7 Play “Does Milton Mislead Someone?”

Tell the students that they will play a game called “Does Milton Mislead Someone?” Explain that you will describe something our make-believe friend Milton does to someone; then partners will decide whether Milton misleads the person and explain why they think that.

Begin by reading the following scenario aloud twice:

- *Milton has a homework assignment that is due the next day. When Milton’s mom asks him if he has any homework, he tells her he does not, because he wants to watch television instead of studying.*

Ask:



**Q** Does Milton mislead his mom? Why? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “Milton [does/does not] mislead his mom because . . .”

Using the same procedure, discuss the following scenarios:

- *Milton and his sister have been invited to a birthday party, but Milton does not want his sister tagging along with him. He tells his sister that the party has been cancelled, and then he goes without her.*



**Q** Does Milton mislead his sister? Why? [Click 2 to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “Milton [does/does not] mislead his sister because . . .”

- *A lady asks Milton for directions. He accidentally tells the lady to turn right when he means to say turn left.*



**Q** Does Milton mislead the lady? Why? [Click 3 to reveal the next prompt.] Turn to your partner.

**PROMPT 3:** “Milton [does/does not] mislead the lady because . . .”

Point to the word *mislead* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Review the Suffix *-er*

Show page 3 of *The Princess and the Pizza*. Remind the students that Princess Paulina’s family moved into a humble, or plain and simple, shack when her father gave up his throne. Point to the shack in the illustration and explain that Paulina’s new home is much humbler than the castle where she used to live. Write the word *humble* where everyone can see it, and then write the word *humbler* next to it.

Point to the suffix *-er* in *humbler* and remind the students that *-er* is a suffix that means “more.”

Discuss as a class:

**Q** *Based on what you know about the suffix -er and the word humble, what do you think the word humbler means? What do we mean when we say Paulina’s shack is humbler than the castle she lived in before?*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “I think *humbler* means . . .”

If necessary, explain that *humbler* means “more humble” or “plainer and simpler.”

Remind the students that knowing the meaning of the suffix *-er* can help them figure out the meaning of other words that use the suffix. Write the word *tastier* where everyone can see it, and remind the students that Paulina’s pizza is tastier than any other dish entered into the queen’s contest.

Discuss as a class:

**Q** *Based on what you know about the suffix -er and the word tasty, what do you think tastier means? What do we mean when we say the pizza was tastier than any other dish?*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “I think *tastier* means . . .”

If necessary, explain that *tastier* means “more tasty, or more delicious.”

### Teacher Note

You might explain that when you add the suffix *-er* to *humble*, you drop the *e* to spell *humbler*.

### Teacher Note

If you started a chart of words that use the suffix *-er*, add the words *humbler* and *tastier* to it. For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

### Teacher Note

You might explain that when you add the suffix *-er* to *tasty*, you change the *y* to *i* to spell *tastier*.

# Day 4

## Review *Humble*, *Rummage*, and *Mislead*

### Materials

- Daily review cards (WA9)
- Copy of this week's family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *humble*, *rummage*, and *mislead* from Day 3
- Work in a responsible way
- Use discussion prompts to build on one another's thinking

### Words Reviewed

#### **humble**

If something is humble, it is plain and simple. If someone is humble, that person is modest or not proud.

#### **rummage**

*Rummage* means "search for something by moving things around."

#### **mislead**

*Mislead* means "lead someone to believe something that is not true." If someone misleads you, the person intentionally gives you wrong information or lies to you.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Use "Think, Pair, Share" to discuss:



- Q** Which of yesterday's words might you use when you talk to your family and friends? How might you use the words? [Pause; click 1 on WA9 to reveal the first prompt.] Turn to your partner.

humble rummage mislead

**PROMPT 1:** I might use the word \_\_\_\_\_ when I talk to \_\_\_\_\_. I might say . . .

1 2 3 4

WA9

**PROMPT 1:** “I might use the word [*mislead*] when I talk to [my friend Marie]. I might say . . .”

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Remind them that you will tell the students the beginning of a sentence that uses one of yesterday’s vocabulary words. They will use their imaginations and what they know about the word to finish the sentence. Explain that before partners do the activity together, they will practice as a class.

Point to the word *rummage* on the daily review cards (WA9) and review that *rummage* means “search for something by moving things around.”

Read the following sentence starter aloud twice:

- *Mrs. Wiffenpoof is rummaging through her garbage because . . .*

Ask:

**Q** *How might you complete the sentence? Why might Mrs. Wiffenpoof rummage through her garbage?*

Click **2** on the daily review cards (WA9) to reveal the next prompt. Have a few volunteers use the prompt to share their completed sentences with the class.

**PROMPT 2:** “Mrs. Wiffenpoof is rummaging through her garbage because . . .”

Follow up on each response by asking the class to think about the student’s sentence:

**Q** *Does it make sense to say “Mrs. Wiffenpoof is rummaging through her garbage because [she needs a paper she accidentally threw away]”? Why?*

### 3 Do the Activity in Pairs

Point to the word *mislead* on the daily review cards (WA9), and explain that the next sentence uses the word *mislead*. Review that *mislead* means “lead someone to believe something that is not true.”

Read the following sentence starter aloud twice:

- *Monica misleads her little brother when she . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? How might Monica mislead her little brother? [Pause; click **3** to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “Monica misleads her little brother when she . . .”

**ELPS 4.F.viii**  
Step 2 and Step 3  
(all, beginning on page 207 and continuing on to page 209)

#### Teacher Note

If the students struggle to complete the sentence, remind them that a person rummages to find something. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. For example, say “Mrs. Wiffenpoof is rummaging through her garbage because she thinks she accidentally threw away a party invitation” or “Mrs. Wiffenpoof is rummaging through her garbage to find things to recycle.” Reread the sentence starter and repeat the questions.

#### Teacher Note

Support struggling students by reminding them that *mislead* means “cause someone to believe something that is not true.” Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. For example, say “Monica misleads her little brother when she tells him that mud pies are tasty” or “Monica misleads her little brother when she tells him it is time for bed when it isn’t.” Then reread the sentence starter and repeat the questions.

### Teacher Note

Support struggling students by reminding them that a humble person does not brag or show off. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. For example, say “You can tell that Jin is humble because he didn’t brag when he won a bowling trophy” or “You can tell that Jin is humble because he didn’t show off when he played basketball, even though he is really good.” Reread the sentence starter and repeat the questions.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

If you started an idiom chart, add the expression “pull the wool over someone’s eyes” to it.

After partners have talked, have one or two volunteers use the prompt to share their completed sentences with the class.

Then ask:

**Q** *Does it make sense to say “Monica misleads her brother when she [tells him his favorite TV show isn’t on because she wants to watch something else]”? Why?*

Point to the word *humble* on the daily review cards (WA9) and explain that the next sentence uses this word. Review that one meaning of *humble* is “modest or not proud.” Remind the students that a humble person does not brag or show off.

Read the following sentence starter aloud twice:

- *You can tell that Jin is humble because he . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? How might you know that Jin is a humble person? [Pause; click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “You can tell that Jin is humble because he . . .”

After partners have talked, have one or two volunteers use the prompt to share their completed sentences with the class.

Then ask the following question:

**Q** *Does it make sense to say “You can tell that Jin is humble because [he is a really good student but he doesn’t brag about it. He’s modest]”? Why?*

## EXTENSION

### Discuss the Idiom “Pull the Wool Over Someone’s Eyes”

Review that an *idiom* is “an expression or phrase that means something different from what it appears to mean.” Explain that the expression “pull the wool over someone’s eyes” is an idiom that means “mislead or deceive someone.” It does not mean that you actually pull a piece of wool over someone’s eyes.

Some people think that this idiom came from a time several hundred years ago when judges and lawyers wore wigs made of wool in court. If a lawyer fooled a judge, it was said that the lawyer “pulled the wool,” meaning the judge’s wig, over the judge’s eyes, blinding the judge from seeing the facts of the case.

## In this lesson, the students:

- Review words learned earlier
- Work in a responsible way
- Use discussion prompts to build on one another's thinking

## Words Reviewed

### blotch

A *blotch* is a "spot or stain."

### function

A *function* is a "purpose, role, or job."

### ideal

*Ideal* means "perfect." Something ideal is the best that it can be.

### lethal

*Lethal* means "deadly, or able to kill."

### sensitive

*Sensitive* means "sharp, quick, or alert." *Sensitive* also means "easily offended or hurt."

## Materials

- Ongoing review cards (WA10)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA10) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Point to the vocabulary words on the ongoing review cards (WA10), and review that you will give a clue about a word and partners will figure out the word. Then you will ask a few pairs to share their thinking with the class.

Begin by reading the following clue aloud twice:

- *I'm how you describe weather that is perfect for a picnic.*

Ask:



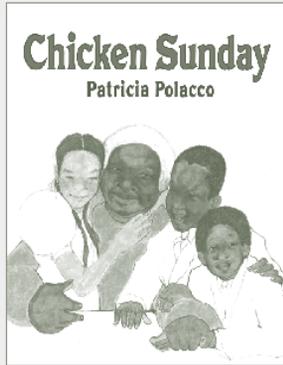
**Q** *Which word am I? Why do you think that?* [Click 1 on WA10 to reveal the prompt.] *Turn to your partner.*





# Week 10

## RESOURCES



### Read-aloud

- *Chicken Sunday* by Patricia Polacco

### More Strategy Practice

- “Discuss Another Meaning of *Pelt*”
- “Discuss the Prefix *mis-*”

### Extension

- “Discuss the Suffix *-able* and the Word *Desirable*”



### More ELL Support

- “Discuss a Special Person”

### Assessment Resource Book

- Week 10 vocabulary assessment



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 10 family letter (BLM1)
- (Optional) “Week 10 Word Cards” (BLM2)
- (Optional) “Week 10 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

ceremony  
*desire*  
pelt  
*misjudge*  
glower  
intricate

## Words Reviewed

edible  
inedible  
mislead  
nosing around  
rummage

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing words with multiple meanings (review)
- Using the prefix *mis-* to determine word meanings (review)
- Recognizing shades of meaning (review)
- Recognizing antonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review synonyms and antonyms.
- Students review words with multiple meanings and using the prefix *mis-*.
- Students recognize shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students analyze why it is important to be caring and responsible.
- Students develop the skill of agreeing and disagreeing in a caring way.

## 1 DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Another Meaning of *Pelt*” on page 218.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss the Prefix *mis-*” on page 226.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 169 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 10 Word Cards” (BLM2) and “Week 10 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce Ceremony, Desire, and Pelt

# Day 1

## In this lesson, the students:

- Learn and use the words *ceremony*, *desire*, and *pelt*
- Review synonyms
- Review words with multiple meanings
- Develop the skill of agreeing and disagreeing in a caring way

## Words Taught

### **ceremony** (p. 5)

A *ceremony* is an “event that celebrates a special occasion or honors someone.”

### **desire**

*Desire* means “want, wish for, or long for something.”

### **pelt** (p. 10)

*Pelt* means “strike or hit something again and again.”

## INTRODUCE AND USE CEREMONY

### 1 Introduce and Define Ceremony

Briefly review *Chicken Sunday*. Show pages 4–5 and read the first two sentences on page 5 aloud, emphasizing the word *ceremony*. Tell the students that *ceremony* is the first word they will learn today, and explain that a *ceremony* is an “event that celebrates a special occasion or honors someone.”

Explain that Stewart, Winston, and the narrator are neighbors and good friends. They are such good friends that they want to pretend to be brothers and sister, so they hold a ceremony, or special event, in their backyard that makes them brothers and sister.

Display word card 55 (C WA1) and have the students say the word *ceremony*.

### 2 Discuss Ceremonies

Remind the students that a *ceremony* is an “event that celebrates a special occasion or honors someone.” Explain that a wedding ceremony celebrates the marriage of two people. A graduation ceremony celebrates a student’s graduation from elementary school, middle school, high school, or college. An awards ceremony honors someone who has achieved something or done something important. For example,

## Materials

- *Chicken Sunday*
- Word card 55 (WA1)
- Word card 56 (WA2)
- Word card 57 (WA3)

### ELL Note

The Spanish cognate of *ceremony* is *ceremonia*.

## Teacher Note

Support struggling students by asking questions such as “When have you been to a ceremony to celebrate a graduation? To celebrate a wedding or a wedding anniversary? To celebrate becoming a member of a club or an organization? To give someone an award?” If the students continue to struggle, ask alternative questions such as “When have you seen a ceremony on TV or heard or read about a ceremony?”

students who attend a science fair are often honored by a ceremony at the end of the fair. The ceremony recognizes and celebrates the hard work the students did on their projects.

Use “Think, Pair, Share” to discuss:



**Q** *When have you been to a ceremony? What was the purpose of the ceremony?* [Pause; click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

ceremony

**PROMPT 1:** I went to \_\_\_\_\_. The purpose was to \_\_\_\_\_.

**1** **2**

WA1

**PROMPT 1:** “I went to [an awards ceremony at our school last year]. The purpose was to [give awards to volunteers who helped clean up trash around the school].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *What happened at the ceremony?*

Click **2** on word card 55 (WA1) to reveal the prompt, and have the volunteer use the prompt to share his or her thinking with the class.

**PROMPT 2:** “At the ceremony, . . .”

Point to the word *ceremony* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *DESIRE*

### **3** Introduce and Define *Desire* and Review Synonyms

Show pages 4–5 of *Chicken Sunday* again, and review that the narrator goes to church with Miss Eula, Stewart, and Winston. Read the last two paragraphs on page 5 aloud. Point out that Miss Eula always sighs when she looks in the hat shop window because she wants, or desires, one of the wonderful hats.

Tell the students that *desire* is the next word they will learn today, and explain that *desire* means “want, wish for, or long for something.” Point out that *want*, *wish for*, and *long for* are synonyms of *desire*. Display word card 56 (WA2) and have the students say the word *desire*.

Show pages 6–7 of the book and point out that the children are enjoying a “Chicken Sunday” dinner with Miss Eula. Tell the students that as you read this part of the story aloud, you want them to listen for what the children desire, or want.

Read the last two paragraphs on page 7 aloud. Then discuss as a class:

**Q** *What do the children desire?*

Click **1** on word card 56 (WA2) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The children desire . . .”

If necessary, explain that the children desire the beautiful hat for Miss Eula.

## 4 Discuss Desiring Something

Use “Think, Pair, Share” to discuss:



**Q** *What is something you desire, or want, wish for, or long for?* [Pause; click **2** on WA2 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “I desire . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Do you think you will get what you desire? Why?*

Click **3** to reveal the prompt, and have the volunteer use the prompt to share her thinking with the class.

**PROMPT 3:** “I think I [will/will not] get what I desire because . . .”

Point to the word *desire* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE PELT

### 5 Introduce and Define *Pelt*

Show pages 10–11 of *Chicken Sunday* and review that the children decide to go to Mr. Kodinski’s shop to ask if they might sweep or do something else to earn money to buy a hat for Miss Eula. Read the first paragraph on page 10 aloud, emphasizing the word *pelted*.

Tell the students that *pelt* is the last word they will learn today, and explain that *pelt* means “strike or hit something again and again.”

### Teacher Note

If you started a synonym chart, add the word *desire* and its synonyms to it. Remind the students that they can use synonyms—like *desire*—to replace overused words—like *want*—to make their writing more interesting.

## ELL Note

English Language Learners may struggle to understand verbal definitions. Using illustrations in a book to introduce a word provides the students with critical visual support for the word's meaning.

Point out that the bigger boys pelt Mr. Kodinski's back door, or hit it again and again, with eggs. Direct the students' attention to the illustration on page 11 and point out the stains left by the eggs that pelted, or struck, the door.

Display word card 57 ( WA3) and have the students say the word *pelt*.

## **6** Play “How Might It Have Happened?”

Tell the students that partners will play a game called “How Might It Have Happened?” Explain that you will describe a scenario in which an animal or person has been pelted by something. The students will use their imaginations and what they know about the word to tell how the pelting might have happened.

Read the following scenario aloud twice:

- *You leave your dog tied under a tree. When you return, you find that your dog has been pelted with acorns.*

Use “Think, Pair, Share” to discuss the following:

 **Q** *How might your dog have been pelted with acorns?* [Pause; click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “My dog might have been pelted by acorns [when/by] . . .”

Have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

- *You are at a picnic and are suddenly pelted by big drops of water.*

 **Q** *How might you have been pelted by water?* [Pause; click **2** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “I might have been pelted by water [when/by] . . .”

Point to the word *pelt* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Pelt*

Remind the students that many words have more than one meaning and that the meanings are often very different. Review that in the story *pelt* means “strike or hit something again and again.” Tell the students that *pelt* has another meaning. Explain that a *pelt* is the “skin and fur of an animal.”

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning

by thinking about how the word is used. Explain that you will read a scenario that includes the word *pelt*. Partners will decide whether *pelt* means “strike or hit something again and again” or the “skin and fur of an animal.”

Read the following scenario aloud twice:

- *An otter pelt has nearly one million hairs per square inch and is very soft and dense.*

Ask:

**Q** *In the sentence, does pelt mean “strike or hit something again and again” or the “skin and fur of an animal”? Why? Turn to your partner.*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** *“Pelt means the [‘skin and fur of an animal’] because . . .”*

Using the same procedure, discuss the following scenario:

- *When Shawn and Melody peeked over the wall of their snow fort, they were pelted by snowballs.*

### Teacher Note

You might write the two definitions where everyone can see them.

## Review Ceremony, Desire, and Pelt

# Day 2

### In this lesson, the students:

- Review and practice using the words *ceremony*, *desire*, and *pelt* from Day 1
- Develop the skill of agreeing and disagreeing in a caring way

### Words Reviewed

#### **ceremony**

A *ceremony* is an “event that celebrates a special occasion or honors someone.”

#### **desire**

*Desire* means “want, wish for, or long for something.”

#### **pelt**

*Pelt* means “strike or hit something again and again.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

### Materials

- Daily review cards (WA4)

Discuss as a class:

**Q** Which of yesterday's words do you think was interesting to talk about? Why?

Click **1** on the daily review cards (WA4) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

ceremony      desire      pelt

**PROMPT 1:** I think \_\_\_\_\_ was interesting because . . .

**1**   **2**

WA4

**PROMPT 1:** "I think [*pelt*] was interesting because . . ."

**ELPS 4.F.viii**  
Step 2 and Step 3  
(all, beginning on  
page 220 and  
continuing on to  
page 221)

### Teacher Note

Support struggling students by reminding them that a *ceremony* is an "event that celebrates a special occasion or honors someone." Then ask questions such as "What ceremonies have you attended? What did they celebrate?" Reread the sentence starter and repeat the questions.

## PRACTICE USING THE WORDS

### **2** Review the Activity "Create a Sentence"

Tell the students that partners will do the activity "Create a Sentence." Review that you will tell the students the beginning of a sentence that uses one of yesterday's vocabulary words. Then they will use their imaginations and what they know about the word to finish the sentence. Explain that before partners do the activity together, they will practice as a class.

Point to the word *ceremony* on the daily review cards (WA4), and review that a *ceremony* is an "event that celebrates a special occasion or honors someone."

Read the following sentence starter aloud twice:

- *Ted and Martha had a ceremony to celebrate . . .*

Ask:

**Q** How might you complete the sentence? What might their ceremony celebrate?

Click **2** to reveal the prompt. Have one or two volunteers use the prompt to share their sentences with the class.

**PROMPT 2:** "Ted and Martha had a ceremony to celebrate . . ."

Follow up by asking:

**Q** Does it make sense to say “Ted and Martha had a ceremony to celebrate [their 50th wedding anniversary]”? Why?

### 3 Do the Activity in Pairs

Point to the word *desire* on the daily review cards (WA4), and tell the students that the next sentence will use the word *desire*. Tell them that instead of finishing a sentence you start, you want partners to work together to make up a sentence of their own that uses the word *desire*.

Review that *desire* means “want, wish for, or long for something.”

Use “Think, Pair, Share” to discuss:



**Q** How might you use the word *desire* in a sentence? [Pause.] Turn to your partner.

After partners have talked, have a few pairs share their sentences with the class.

Follow up by asking:

**Q** Does it make sense to say [“I desire horseback riding lessons, but my parents say I must wait until I’m twelve”]? Why?

Point to the word *pelt* on the daily review cards (WA4) and explain that the last sentence will use this word. Review that *pelt* means “strike or hit something again and again.”

Use “Think, Pair, Share” to discuss:



**Q** How might you use the word *pelt* in a sentence? [Pause.] Turn to your partner.

After partners have talked, have a few pairs share their sentences with the class.

Follow up by asking:

**Q** Does it make sense to say [“I might pelt someone when I have a snowball fight with my brother”]? Why?

## EXTENSION

### Discuss the Suffix *-able* and the Word *Desirable*

Write the words *desire* and *desirable* next to each other where everyone can see them, and pronounce each word. Review that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the word *desirable* is formed by adding the suffix *-able*, which means “worthy of being,” to the word *desire*. Explain that *desirable* means “worthy of being desired.”

#### Teacher Note

Support struggling students by asking questions such as “What is something you desire that you must wait until you are older to have?” or “What is something you can do to help you get what you desire?” If the students continue to struggle, provide sentence starters such as “Something I desire but must wait to have is . . .” or “To get what I desire, I can . . .”

#### Teacher Note

If a pair’s sentence does not convey the meaning of *desire*, help the students develop the sentence further by asking follow-up questions.

#### Teacher Note

Support struggling students by asking questions such as “When have you pelted someone? What did you use to pelt the person? Why did you pelt the person?” and “When have you been pelted? What were you pelted with? Why were you pelted?” If the students continue to struggle, provide a sentence starter such as, “The rain pelted the . . .” or “I was pelted by . . .” Then repeat the questions.

#### Teacher Note

You might explain that when you add *-able* to the word *desire*, you drop the *e* to spell *desirable*.

## Teacher Note

For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

Tell the students that we use the word *desirable* to describe things worth wanting or having. Give some examples of things you consider desirable (for example, having a job you enjoy, good health, a car that runs well, or a comfortable place to live). Then ask the students to name things they think are desirable and explain why they think so.

# Day 3

## Introduce *Misjudge*, *Glower*, and *Intricate*

### Materials

- *Chicken Sunday*
- Word card 58 (WA5)
- Word card 59 (WA6)
- Word card 60 (WA7)

### In this lesson, the students:

- Learn and use the words *misjudge*, *glower*, and *intricate*
- Review the prefix *mis-*
- Review shades of meaning
- Review synonyms and antonyms
- Analyze why it is important to be caring and responsible
- Develop the skill of agreeing and disagreeing in a caring way

### Words Taught

#### *misjudge*

*Misjudge* means “judge wrongly, or form a wrong or unfair opinion about a person or situation.”

#### *glower* (p. 18)

*Glower* means “stare angrily.”

#### *intricate* (p. 22)

*Intricate* means “complicated.”

## INTRODUCE AND USE *MISJUDGE*

### 1 Introduce and Define *Misjudge* and Review the Prefix *mis-*

Show pages 10–11 of *Chicken Sunday* and review that when the children go to Mr. Kodinski’s shop, they see boys pelting the back door of the shop with eggs. Read the last three paragraphs on page 10 aloud.

Point out that when Mr. Kodinski sees the eggs splattered on his door and the children standing nearby, he forms a wrong opinion about the situation. He wrongly thinks that Stewart, Winston, and the narrator threw the eggs.

Point out that Mr. Kodinski misjudges the situation, and tell the students that *misjudge* is the first word they will learn today. Explain

that *misjudge* means “judge wrongly, or form a wrong or unfair opinion about a person or situation.”

Display word card 58 (🗉 WA5) and have the students say the word *misjudge*. Point to the prefix *mis-* in the word *misjudge* and review that *mis-* is a prefix that means “wrong or wrongly” or “bad or badly.” Remind the students that they discussed the prefix earlier when they learned the word *mislead*. Explain that when the prefix *mis-* is added to the word *judge*, it makes the word *misjudge*, which means “judge wrongly.”

## 2 Review the Activity “What Might You Say or Do?”

Tell the students that they will do the activity “What Might You Say or Do?” Remind them that you will describe an imaginary situation. Then they will discuss what they might say or do in that situation. Explain that today partners will use the word *misjudge* to talk about the imaginary situations.

Read the following scenario aloud twice:

- *Your dog races through the house and breaks your mother’s favorite vase. Your mother misjudges the situation and thinks you broke the vase.*

Use “Think, Pair, Share” to discuss:



- Q** *What might you say or do when your mother misjudges the situation?*  
[Pause; click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

misjudge

**PROMPT 1:** When my mother **misjudges** the situation,  
I might . . .

1 2

WA5

**PROMPT 1:** “When my mother misjudges the situation, I might . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

- *You think your best friend is making jokes about you behind your back, so you tell her you don’t want to be friends anymore. Later you find out that you misjudged her.*

### Teacher Note

For an example of how to introduce this activity, see Week 3, Day 2, Step 2.



**Q** What might you say or do when you find out that you misjudged your friend? [Pause; click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “When I find out that I misjudged my friend, I might . . .”

Point to the word *misjudge* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *GLOWER*

### 3 Introduce and Define *Glower* and Review Shades of Meaning

Show pages 18–19 of *Chicken Sunday* and review that the children decorate eggs for Mr. Kodinski, bring them to his shop, and put them on the counter. Read the first paragraph on page 18 aloud, emphasizing the word *glowered*.

Tell the students that *glower* is the next word they will learn today. Explain that *glower* means almost the same thing as *stare*, with this important difference—when you *glower*, you don’t just stare at someone, you stare angrily at them. Explain that when Mr. Kodinski first sees the children, he *glowers*, or *stares angrily*, at them. Act out *glowering* as Mr. Kodinski might have *glowered*.

Display word card 59 (WA6) and have the students say the word *glower*.

### 4 Discuss “Would You?” Questions

Ask:



**Q** Would you *glower* if someone cut in front of you in the lunch line? Why? [Click 1 on WA6 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “I [would/would not] *glower* because . . .”

Using the same procedure, discuss the following questions:



**Q** Would you *glower* if pears were the only fruit offered at lunch in the cafeteria? Why? [Point to the prompt.] Turn to your partner.

**Q** Would you *glower* if someone misjudged you and thought you had done something wrong when you hadn’t? Why? [Point to the prompt.] Turn to your partner.

Point to the word *glower* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *INTRICATE*

### 5 Introduce and Define *Intricate* and Review Synonyms

Show pages 22–23 of *Chicken Sunday* and review that Mr. Kodinski invites the children to set up a table in his shop to sell their eggs. Read page 22 aloud, emphasizing the word *intricate*.

Tell the students that *intricate* is the last word they will learn today. Explain that *intricate* means “complicated” and point out that *intricate* and *complicated* are synonyms.

Point out that the people in Mr. Kodinski’s shop think that the designs on the children’s eggs are intricate. Show the illustration on page 23 and direct the students’ attention to the egg in the boy’s hand. Point out the egg’s intricate, or complicated, design.

Display word card 60 (🌐 WA7) and have the students say the word *intricate*.

### 6 Review Antonyms and Review the Game “Make a Choice”

Tell the students that the antonym, or opposite, of *intricate* is *simple*. Explain that partners will use the words *intricate* and *simple* to play the game “Make a Choice.”

Review that you will ask the students a question that gives two choices. Then partners will discuss which one they would choose and explain why.

Ask:

 **Q** Which would you rather have: a sweater with a simple design or a sweater with an intricate design? Why? [Click 1 on WA7 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “I would rather have a sweater with [a simple/an intricate] design because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following choices:

 **Q** Which would you rather play: a simple video game or an intricate video game? Why? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I would rather play [a simple/an intricate] video game because . . .”

 **Q** Which would you rather read: a story with a simple plot or a story with an intricate plot? Why? [Click 3 to reveal the prompt.] Turn to your partner.

#### **ELL Note**

The Spanish cognate of *intricate* is *intrincado/a*.

#### **Teacher Note**

If you started a synonym chart, add the words *intricate* and *complicated* to it.

#### **Teacher Note**

If you started an antonym chart, add the words *intricate* and *simple* to it.

#### **Teacher Note**

For an example of how to introduce this activity, see Week 1, Day 2, Step 2.

#### **Teacher Note**

In this activity, the students might reasonably choose either option. What is important is that they understand the meaning of the word *intricate* and are able to explain their choices.

#### **Teacher Note**

You might review that the plot of a story is what happens to the characters in the story (the events that make up the story).

## Materials

- Chart paper and a marker

## Teacher Note

For a list of common prefixes, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to view the “Prefixes” list in the General Resources section.

**PROMPT 3:** “I would rather read a story with [a simple/an intricate] plot because . . .”

Point to the word *intricate* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Discuss the Prefix *mis-*

Title a sheet of chart paper with the words “Words with the Prefix *mis-*.” Under the title, write *The prefix mis- means “wrong or wrongly” or “bad or badly.”* Write the word *misjudge* on the chart.

Remind the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Point to the prefix *mis-* in *misjudge* and review that the prefix *mis-* means “wrong or wrongly” or “bad or badly.” Review that when *mis-* is added to the word *judge*, it makes the word *misjudge*, which means “judge wrongly, or form a wrong or unfair opinion about a person or situation.”

Write the word *mislead* on the chart. Review that the students learned the word *mislead* earlier and that, if someone misleads you, the person leads you to believe something that is not true, or lies to you.

Write the word *misunderstand* on the chart. Point out that *misunderstand* is made up of the word *understand* and the prefix *mis-*.

Ask:

**Q** *Based on what you know about the word understand and the prefix mis-, what do you think the word misunderstand means? Turn to your partner.*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “I think *misunderstand* means . . .”

If necessary, explain that *misunderstand* means “understand wrongly.” If you misunderstand what someone says, you fail to understand the person or you understand incorrectly.

Repeat the procedure to discuss the words *misuse* and *mismatch*.

Then discuss as a class:

**Q** *What is a word that begins with the prefix mis- and means “read something in the wrong way or incorrectly”? (misread)*

**Q** *What is a word that begins with the prefix mis- and means “spell something in the wrong way or incorrectly”? (misspell)*

Add the words *misread* and *misspell* to the chart. Encourage the students to listen and watch for other words that use the prefix *mis-*, and add the words to the chart.

# Review *Misjudge*, *Glower*, and *Intricate*

# Day 4

## In this lesson, the students:

- Review and practice using the words *misjudge*, *glower*, and *intricate* from Day 3
- Develop the skill of agreeing and disagreeing in a caring way

## Words Reviewed

### ***misjudge***

*Misjudge* means “judge wrongly, or form a wrong or unfair opinion about a person or situation.”

### ***glower***

*Glower* means “stare angrily.”

### ***intricate***

*Intricate* means “complicated.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Point to the word *misjudge*. Tell the students that partners will use the word *misjudge* to talk about an imaginary situation. Read the following scenario aloud twice:

- *Kerri thinks that she is the best speller in the class, but she doesn't do well on the spelling test.*

Ask:



**Q** *Has Kerri misjudged her spelling abilities? Why?* [Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

misjudgeglowerintricate

**PROMPT 1:** Kerri [has/has not] **misjudged** her spelling abilities because . . .

1234

WA8

## Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the “Week 10 Crossword Puzzle” (BLM3) for each student

**PROMPT 1:** “Kerri [has/has not] misjudged her spelling abilities because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

**[glower]**

- *At the dog show, the judges announce that Mr. McMann’s dog is the grand prize winner.*



**Q** Will Mr. McMann glower at the judges? Why? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “Mr. McCann [will/will not] glower at the judges because . . .”

**[intricate]**

- *Mrs. Potter wants to make a dress with the simplest dress pattern she can find.*



**Q** Will Mrs. Potter buy an intricate dress pattern? Why? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “Mrs. Potter [will/will not] buy an intricate dress pattern because . . .”

## PRACTICE USING THE WORDS

### **2** Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that you will tell the students the beginning of a sentence that uses one of the words. They will use their imaginations and what they know about the word to finish the sentence. Tell the students that before partners do the activity together, they will practice as a class.

Point to the word *misjudge* on the daily review cards (WA8), and review that *misjudge* means “judge wrongly, or form a wrong or unfair opinion about a person or situation.”

Read the following sentence starter aloud twice:

- *I misjudged a friend when I . . .*

Ask:

**Q** How might you complete the sentence? When have you misjudged a friend?

Click **4** to reveal the prompt, and have one or two volunteers use the prompt to share their sentences with the class.

**PROMPT 4:** “I misjudged a friend when I [thought he had taken my backpack and he hadn’t].”

### Teacher Note

If the students are struggling, remind them that *misjudge* means “judge wrongly, or form a wrong or unfair opinion about a person or situation.” Then ask questions such as “When did you think a friend had done something, but your friend hadn’t done it?” or “When did you think a friend had said something, but you were wrong?” Then reread the sentence starter and repeat the questions.

Follow up by asking the following:

**Q** *Does it make sense to say “I misjudged a friend when I [thought he had taken my backpack and he hadn’t]”? Why?*

### 3 Do the Activity in Pairs

Point to the word *glower* on the daily review cards (WA8), and tell the students that the next sentence will use the word *glower*. Tell the students that, instead of finishing a sentence you start, you want partners to work together to make up a sentence of their own that uses the word *glower*.

Review that *glower* means “stare angrily.”

Use “Think, Pair, Share” to discuss:



**Q** *How might you use the word glower in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few pairs use the prompt to share their sentences with the class.

Follow up by asking:

**Q** *Does it make sense to say [“When my brother woke me up, I glowered at him and told him to let me sleep”]? Why?*

Point to the word *intricate* on the daily review cards (WA8) and explain that the last sentence will use this word. Review that *intricate* means “complicated.”

Use “Think, Pair, Share” to discuss:



**Q** *How might you use the word intricate in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few pairs use the prompt to share their sentences with the class.

Follow up by asking:

**Q** *Does it make sense to say [“The directions were intricate and hard to follow”]? Why?*



## MORE ELL SUPPORT

### Discuss a Special Person

Briefly review the story. Remind the students that Miss Eula is very special to the children in the story. She is loving and kind to them. Ask the students to think about someone who is very special to them. Ask:

**Q** *Who is very special to you?*

**Q** *Why is this person special?*

### Teacher Note

Support struggling students by asking questions such as “Why might you glower at someone?” or “What might you do if someone glowers at you?” If they continue to struggle, provide sentence starters such as “I glowered at my cousin when he . . .” or “When the librarian glowered at me, I . . .”

### Teacher Note

Support struggling students by asking questions such as “What is something that is intricate because it has a lot of details or parts?” If they continue to struggle, provide a sentence starter such as “The model airplane was intricate because . . .” or “The story’s plot was intricate because . . .” Then repeat the questions.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 9 and 10, you might distribute a copy of the “Week 10 Crossword Puzzle” (BLM3) to each student.

Have the students use the following prompt to share their thinking with a partner:

**PROMPT:** “[My cousin Jemma] is special to me because . . .”

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA9)

### In this lesson, the students:

- Review words learned earlier
- Develop the skill of agreeing and disagreeing in a caring way

### Words Reviewed

#### **edible**

*Edible* means “safe to eat.”

#### **inedible**

*Inedible* means “not edible, or not safe to eat.”

#### **mislead**

*Mislead* means “lead someone to believe something that is not true.”

If someone misleads you, the person intentionally gives you wrong information or lies to you.

#### **nosing around**

“Nosing around” means “snooping, or searching in a sneaky way.”

#### **rummage**

*Rummage* means “search for something by moving things around.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

### 2 Do the Activity “Which Word Goes With?”

Tell the students that partners will do the activity “Which Word Goes With?” Explain that you will write a word where everyone can see it and they are to think about which of the vocabulary words goes with the word you write. Tell the students that the word you write might go with more than one of the vocabulary words. Explain that partners may not always agree and that is fine. What is important is that they explain their thinking.

Write the word *wrong* where everyone can see it, and read the word aloud. Then point to the ongoing review cards (WA9) and ask:



**Q** Which of these words do you think goes with *wrong*? Why do you think that? [Click 1 on WA9 to reveal the first prompt.] Turn to your partner.

WA9

edibleinediblemislead

nosing aroundrummage

**PROMPT 1:** I think \_\_\_\_\_ goes with *wrong* because . . .

1 2 3

**PROMPT 1:** “I think [*mislead*] goes with *wrong* because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Write the word *refrigerator* where everyone can see it, and ask:



**Q** Which of the words do you think goes with *refrigerator*? Why do you think that? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think [*edible*] goes with *refrigerator* because . . .”

Use the same procedure to discuss the word *secret*.



**Q** Which of the words do you think goes with *secret*? Why do you think that? [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I think [‘nosing around’] goes with *secret* because . . .”

### Teacher Note

If the students struggle to make associations, think aloud about associations you might make and why. For example, say “I think *mislead* goes with *wrong*, because I think it’s wrong to mislead someone. I also think it’s wrong to nose around in someone’s things, so *wrong* goes with ‘nosing around,’ too. I think *inedible* can go with *wrong*, also, because eating something that is *inedible* would be the wrong thing to do. It could make you sick.”

### Teacher Note

If the students have trouble making associations, think aloud about associations you might make or ask questions such as “How might the word *edible* go with *refrigerator*? What edible things might you find in a refrigerator?” “How might the idiom ‘nosing around’ go with *refrigerator*? Why might you nose around in the refrigerator?” “How might the word *rummage* go with *refrigerator*? How is rummaging through a refrigerator different from nosing around in it?”



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand what the words mean?
- Do the students have difficulty using or explaining any of the words? (Note which words they had difficulty with.)
- Are they using the prefixes and suffixes they have learned to figure out word meanings in their independent reading?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 169 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Does That Make Sense?" (see Week 2, Day 2, Step 2). For example, if the students are struggling with the word *inedible*, play "Does That Make Sense?" by providing a scenario that uses the word—such as "Themis thought the roasted vegetables were so inedible that he asked for a large second helping"—and asking the students whether it makes sense and why.



# Week 11

## RESOURCES



### Read-alouds

- *The Bat Boy & His Violin* by Gavin Curtis, illustrated by E. B. Lewis
- *Teammates* by Peter Golenbock, illustrated by Paul Bacon

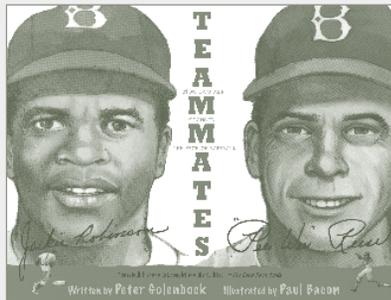
### More Strategy Practice

- “Discuss the Meanings of *Launch*”
- “Explore Proverbs”



### More ELL Support

- “Find Objects That Are Rickety or Not Rickety”



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 11 family letter (BLM1)
- (Optional) “Week 11 Word Cards” (BLM2)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

inspire  
rickety  
jittery  
launch  
intimidate  
circulate

## Words Reviewed

consistent  
humble  
keen  
luscious  
survey

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing antonyms (review)
- Recognizing words with multiple meanings (review)
- Recognizing Latin roots
- Recognizing adages and proverbs

## Vocabulary Focus

- Students learn and use six words from the stories.
- Students review synonyms, antonyms, and words with multiple meanings.
- Students use Latin roots to determine word meanings.
- Students discuss adages and proverbs.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students relate the value of respect to their behavior.
- Students use discussion prompts to build on their partners' thinking.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss the Meanings of *Launch*” on page 249.
- ✓ (Optional) Prior to Day 4, review the more strategy practice activity “Explore Proverbs” on page 251.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 11 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Inspire*, *Rickety*, and *Jittery*

# Day 1

## In this lesson, the students:

- Learn and use the words *inspire*, *rickety*, and *jittery*
- Review synonyms
- Review antonyms
- Use discussion prompts to build on their partners' thinking

## Words Taught

### **inspire** (p. 6)

*Inspire* means “make someone feel that he or she wants to do something and can do it.”

### **rickety** (p. 8)

*Rickety* means “in bad condition and likely to break.”

### **jittery** (p. 23)

*Jittery* means “worried and nervous.”

## INTRODUCE AND USE *INSPIRE*

### 1 Introduce and Define *Inspire*

Briefly review *The Bat Boy & His Violin*.

Show pages 6–7 and review that Reginald plays the violin and his father manages a baseball team. Read page 6 aloud, emphasizing the word *inspire* in the last sentence. Tell the students that *inspire* is the first word they will learn today, and explain that *inspire* means “make someone feel that he or she wants to do something and can do it.”

Point out that Papa hopes that making Reginald a bat boy will inspire him to become, or make him feel that he wants to become, a ball player.

Display word card 61 (🌐 WA1) and have the students say the word *inspire*.

### 2 Talk About Being Inspired

Point out that in the story, the experience of being a bat boy does not inspire Reginald to want to become a baseball player. Yet sometimes in real life, our experiences do inspire us to do things. Provide a few examples of experiences that have inspired you or someone you know.

## Materials

- *The Bat Boy & His Violin*
- Word card 61 (WA1)
- Word card 62 (WA2)
- Word card 63 (WA3)

### **ELL Note**

The Spanish cognate of *inspire* is *inspirar*.

### Teacher Note

If the students struggle to answer the questions, ask questions such as “When have you done something that was so much fun that you wanted to do more of it?” “When have you learned about something that was so interesting that you wanted to learn more about it?” or “When have you seen something on TV and thought, ‘That looks like fun. I want to try that?’”

### Teacher Note

Support struggling students by asking questions such as “Who has given you the confidence or desire to try something new or something you didn’t think you could do?” or “Who has made you believe you could do something better or be a better person?”

#### You might say:

“When I was little, I went to the ballet. It was so beautiful that it inspired me to take ballet lessons. When I was in high school, I helped teach young children in an after-school program. I loved it, and the experience inspired me to become a teacher. My son spent last summer on his grandfather’s farm. He helped take care of the cows and pigs and he loved it. Being around the animals inspired him to want to become a veterinarian.”

Discuss as a class:

**Q** *When have you experienced something that inspired you? What did it inspire you to do?*

Click **1** on word card 61 (WA1) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

inspire

**PROMPT 1:** \_\_\_\_\_ **inspired** me to  
\_\_\_\_\_.

**1** **2**

WA1

**PROMPT 1:** “[Watching soccer on TV] inspired me to [learn to play soccer].”

Explain that people, as well as experiences, can inspire us, and give examples of people who have inspired you.

#### You might say:

“My mother inspired me. She told me that if I worked hard I could be anything I wanted to be. She gave me confidence and made me want to achieve something with my life. Martin Luther King inspired me. His words and actions made me believe that we could end racial discrimination and inspired me to work to help achieve this.”

Use “Think, Pair, Share” to discuss:



**Q** *Who has inspired you? What did that person inspire you to do? [Pause; click **2** on WA1 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “[My third-grade teacher, Ms. Averill,] inspired me [to be a writer].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *How did [Ms. Averill] inspire you [to be a writer]?*

Point to the word *inspire* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE RICKETY

### 3 Introduce and Define *Rickety*

Show pages 8–9 of *The Bat Boy & His Violin* and review that Reginald is traveling with the Dukes as a bat boy.

Read page 8 aloud, emphasizing the word *rickety*.

Tell the students that *rickety* is the next word they will learn today, and explain that *rickety* means “in bad condition and likely to break.” Point out that the old bus is rickety, or in such bad shape that it is likely to break down.

Display word card 62 (🗨️ WA2) and have the students say the word *rickety*.

### 4 Play “Rickety or Not Rickety?”

Tell the students that partners will play a game called “Rickety or Not Rickety?” Explain that you will describe something; then partners will discuss whether or not the thing you described is rickety and explain why they think so.

Begin with the following description:

 **Q** *An old, scratched table with a wiggly leg: rickety or not rickety? Why?*  
[Click 1 on WA2 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “The table [is/is not] rickety because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

 **Q** *A rotting fence that is leaning and has broken boards: rickety or not rickety? Why?* [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “The fence [is/is not] rickety because . . .”

 **Q** *A new bridge made with enormous steel cables: rickety or not rickety? Why?* [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “The bridge [is/is not] rickety because . . .”

Discuss as a class:

**Q** *What is something you have seen that is rickety? Why do you say it is rickety?*

Click **4** to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 4:** “I saw a rickety [wheelbarrow in my grandpa’s garage]. It was rickety because . . .”

Point to the word *rickety* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *JITTERY*

### **5** Introduce and Define *Jittery* and Review Synonyms and Antonyms

Show pages 22–23 of *The Bat Boy & His Violin* and review that the Dukes are about to play an important game. Read the first three paragraphs on page 23 aloud, emphasizing the word *jittery*. Tell the students that *jittery* is the last word they will discuss today, and explain that *jittery* means “worried and nervous.” Display word card 63 (🗉 WA3) and have the students say the word *jittery*.

Tell the students that the words *jittery*, *worried*, and *nervous* are synonyms. Remind the students that *synonyms* are “words that mean the same thing or almost the same thing.” Explain that the team members are too jittery, or too worried and nervous, to sleep, so Reginald plays his violin to help them relax.

Review that *antonyms* are “words that have opposite meanings.”

Discuss as a class:

**Q** *What words are antonyms, or opposites, of jittery?*

Click **1** on word card 63 (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “[*Calm*] is an antonym of *jittery*.”

If necessary, explain that *calm* and *relaxed* are antonyms of *jittery*.

#### Teacher Note

If you started a synonym chart, add the words *jittery*, *worried*, and *nervous* to it.

#### Teacher Note

If you started an antonym chart, add the word *jittery* and its antonyms, *calm* and *relaxed*, to it.

## 6 Discuss Being Jittery

Tell the students that everyone gets jittery, or worried and nervous, at times. Give examples of things that make you jittery and what helps to calm you.

**You might say:**

“Making a speech in front of a lot of people makes me jittery. To calm myself, I take deep breaths before I speak. Getting a shot makes me jittery, too. To calm myself, I plan something fun to do as soon as it is over.”

Use “Think, Pair, Share” to discuss:



**Q** *What makes you jittery? What helps calm you when you are jittery?*  
[Pause; click 2 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “[The first day of school] makes me jittery. To calm myself, I . . .”

Point to the word *jittery*, and review the pronunciation and meaning of the word.



## MORE ELL SUPPORT

### Find Objects That Are Rickety or Not Rickety

Review that *rickety* means “in bad condition and likely to break.” Have the students walk around the school or neighborhood and look for objects that are rickety and not rickety. Ask them to notice what each object looks like and think about why it is rickety or not rickety. Have them draw a picture of the objects they find. Then have the students share and discuss their drawings with the group by asking questions such as:

- Q** *What is one object that you found that [was/was not] rickety?*
- Q** *What did the object look like?*
- Q** *Why did you say the object [was/was not] rickety?*

# Day 2

## Review *Inspire*, *Rickety*, and *Jittery*

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *inspire*, *rickety*, and *jittery* from Day 1
- Use discussion prompts to build on their partners' thinking

### Words Reviewed

#### **inspire**

*Inspire* means "make someone feel that he or she wants to do something and can do it."

#### **rickety**

*Rickety* means "in bad condition and likely to break."

#### **jittery**

*Jittery* means "worried and nervous."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



- Q *Would you be jittery if you were crossing a rickety bridge high above a river? Why?* [Click 1 on WA4 to reveal the first prompt.] *Turn to your partner.*

inspirericketyjittery

**PROMPT 1:** I [would/would not] be **jittery** if I were crossing a **rickety** bridge because . . .

1 2

WA4

**PROMPT 1:** “I [would/would not] be jittery if I were crossing a rickety bridge because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask:



**Q** *Would you be inspired if someone said that you had a beautiful voice and could be a famous singer one day? Why?* [Click 2 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] be inspired because . . .”

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *inspire* on the daily review cards (WA4), and review that *inspire* means “make someone feel that he or she wants to do something and can do it.”

Use “Think, Pair, Share” to discuss:



**Q** *How might you use the word inspire in a sentence?* [Pause.] *Turn to your partner.*

After partners have talked, have one or two volunteers share their sentences with the class.

Follow up by asking:

**Q** *Does it make sense to say [“My brother inspired me to try out for a baseball team because he told me I was a good baseball player”]? Why?*

Use the same procedure to have partners create sentences for *rickety* and *jittery*.

#### Teacher Note

If the students struggle to create sentences, ask questions such as “What experience or person has inspired you? How did the person or experience inspire you?” If they continue to struggle, provide a sentence starter such as “The teacher inspires her students to . . .” or “I am inspired by . . .” Then repeat the question.

#### Teacher Note

If the students struggle to create sentences using *rickety*, ask questions such as “What might be rickety? What might happen if it is rickety? What might you do to fix it?” If they continue to struggle, provide a sentence starter such as “The rickety bed . . .” or “The bike was so rickety that . . .” Then repeat the question.

If the students struggle to create sentences using *jittery*, ask questions such as “What might cause you to be jittery?” and “When have you seen someone who is jittery? Why was that person jittery?” If they continue to struggle, provide a sentence starter such as “I was jittery when . . .” or “The man was jittery because . . .” Then repeat the question.

# Day 3

## Introduce *Launch*, *Intimidate*, and *Circulate*

### Materials

- *Teammates*
- Word card 64 (WA5)
- Word card 65 (WA6)
- Word card 66 (WA7)

### In this lesson, the students:

- Learn and use the words *launch*, *intimidate*, and *circulate*
- Review words with multiple meanings
- Discuss using Latin roots to determine word meanings
- Use discussion prompts to build on their partners' thinking

### Words Taught

#### **launch** (p. 12)

*Launch* means “start or begin.” *Launch* also means “throw, hurl, or send off” and “put a boat or ship into the water.”

#### **intimidate** (p. 12)

*Intimidate* means “make someone feel afraid or timid.”

#### **circulate** (p. 24)

*Circulate* means “move or send from person to person or place to place.”

### ABOUT USING GREEK AND LATIN ROOTS TO DETERMINE WORD MEANINGS

Research shows that teaching students to use word parts such as prefixes, suffixes, and roots to unlock word meanings can help them become more proficient independent word learners and contribute to their vocabulary growth (White 1989). This week the students discuss the first of three Latin roots they will learn this year, the root *circ*, meaning “circle or ring.” In subsequent lessons, they will learn the roots *man*, *mani*, and *manu* (“hand”), and the roots *vis* and *vid* (“see”). For tables of the roots taught, the words through which they are introduced, and the lessons in which they are taught and reviewed, see Appendix C. For more information about using roots and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## INTRODUCE AND USE *LAUNCH*

### 1 Introduce and Define *Launch*

Briefly review *Teammates*.

Show pages 12–13 and review that Branch Rickey was looking for a special man to end segregation in baseball. Read the first two sentences on page 12 aloud, emphasizing the word *launched*. Tell the students that

*launch* is the first word they will learn today, and explain that *launch* means “start or begin.”

Explain that Branch Rickey launched, or began, a search to find a player in the Negro Leagues who could compete successfully with the white players of the Major Leagues and had the self-confidence to do it.

Display word card 64 (🗉 WA5) and have the students say the word *launch*.

## 2 Talk About Launching a Project

Explain that we often use the word *launch* to talk about starting a project. Give a few examples of projects that you have launched.

### You might say:

“Every spring, I launch, or start, a spring-cleaning project in my house. I get all the supplies together, and then I clean each room from top to bottom. During the summer, I launch a reading program for myself by going to the library and checking out at least ten books.”

Use “Think, Pair, Share” to discuss:



**Q** *What project have you launched?* [Pause; click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

launch

PROMPT 1: I launched . . .

1 2

WA5

**PROMPT 1:** “I launched . . .”

## 3 Discuss Other Meanings of *Launch*

Remind the students that some words have more than one meaning and that the meanings are often very different. Point to the word *launch* on word card 64 (WA5), and review that in the story *launch* means “start or begin.”

### Teacher Note

Support struggling students by asking questions such as “What project have you launched, or begun, at home or at school?” or “What project have you launched, or started, with a family member, a classmate, or a friend?”

### Teacher Note

You might review that a *ceremony* is “an event that celebrates a special occasion or honors someone.”

### ELL Note

The Spanish cognate of *intimidate* is *intimidar*.

### Teacher Note

You might point out that the word *timid* can be found within the word *intimidate*, and explain that *timid* means “shy or lacking courage or self-confidence.”

Discuss as a class:

**Q** *What else do you know about the word launch? What do we mean when we say a rocket is launched into space?*

Click **2** on word card 64 (WA5) to reveal the next prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “When we say a rocket is launched into space, we mean . . .”

If necessary, tell the students that the word *launch* can also mean “throw, hurl, or send off.” When a rocket is launched, it is sent off into space. Explain that you might launch, or throw or hurl, a rock at a fence.

Tell the students that *launch* has a third meaning. Explain that *launch* can also mean “put a boat or ship into the water.” Explain that when a new passenger ship or battleship is built, there is often a ceremony to launch it, or put it into the water for the first time.

Point to the word *launch* and review the pronunciation and meanings of the word.

## INTRODUCE AND USE INTIMIDATE

### **4** Introduce and Define *Intimidate*

Show pages 12–13 of *Teammates* again, and remind the students that Branch Rickey launched a search for a black player to integrate baseball.

Read the following sentence from page 12 aloud, emphasizing the word *intimidate*: “He would have to possess the self-control not to fight back when opposing players tried to intimidate or hurt him.”

Tell the students that *intimidate* is the next word they will learn today, and explain that *intimidate* means “make someone feel afraid or timid.”

Explain that Branch Rickey was looking for a black player who had the self-control not to fight back if other players tried to intimidate him, or make him feel afraid.

Display word card 65 ( WA6) and have the students say the word *intimidate*.

### **5** Play “Would You Be Intimidated?”

Tell the students that all of us face situations that intimidate us. Explain that a scary situation, such as riding a bicycle on a busy street or an encounter with a mean dog, can intimidate us, or make us feel afraid. A new situation, such as the first day at a new school or meeting people for the first time, can also intimidate us, or make us feel timid.

Tell the students that you will describe a situation the students might face. Then partners will discuss whether or not they would feel intimidated and explain why.

Read the following scenario aloud twice:

- *You are in a toy store. You pick up a toy from a shelf to get a better look at it. Suddenly, a clerk bellows at you to put the toy back on the shelf.*

Ask:



**Q** *Would you be intimidated? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I [would/would not] be intimidated because . . .”

After partners have talked, have a few volunteers use the prompt to discuss their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *You and your friends are playing a game of basketball at recess. You accidentally bump one of your friends, and she glowers at you.*
- *You are invited to a birthday party. When you arrive, you realize that you do not know most of the other guests.*

Point to the word *intimidate* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE CIRCULATE

### 6 Introduce and Define *Circulate* and Introduce the Latin Root *circ*

Show pages 24–25 of *Teammates*. Review that many of the Dodgers did not want Jackie Robinson on their team, but Pee Wee Reese thought Jackie should be given a chance to play.

Read page 24 aloud, emphasizing the word *circulated*.

Tell the students that *circulate* is the last word they will discuss today. Explain that *circulate* means “move or send from person to person or place to place.” Point out that Pee Wee’s teammates circulated a petition, or passed the petition from one player to another, to get the players’ signatures.

Display word card 66 (WA7) and have the students say the word *circulate*.

Point to the letters *circ* in the word *circulate*. Tell the students that *circ* is an example of a root. Explain that a *root* is a “word or part of a word that is used to make other words.” Explain that many roots come to English from other languages, such as Latin and Greek. Tell the students that *circ* comes from Latin, the language that was spoken by the people of ancient Rome. Tell the students that in Latin, *circ* means “circle or ring.” Point to the word *circulate*, and review that *circulate* means “move or send from person to person or place to place.” Point out that if you circulate something, you might send or pass it around in a circle.

#### Teacher Note

You might review that *bellow* means “shout or roar loudly.”

#### Teacher Note

You might review that *glower* means “stare angrily.”

#### ELL Note

The Spanish cognate of *circulate* is *circular*.

#### Technology Tip

To find web-based activities that focus on using Greek and Latin roots to determine word meanings, you might search online using the keywords “whiteboard Greek and Latin roots activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



## 7 Discuss Things That Circulate

Review that we use the word *circulate* to talk about things that move from place to place or person to person. For example, we say that our blood circulates in our body, or moves from place to place inside us. We say that a fan circulates the air in a room, or moves it from place to place throughout the room.

Discuss as a class:

**Q** *What do we mean when we say that a rumor, or gossip about someone, circulates?*

Click **1** on word card 66 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “When a rumor circulates, it . . .”

Ask:



**Q** *What do we mean when we say that a sign-up sheet for a class trip is circulating in our classroom?* [Click **2** on WA7 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “When a sign-up sheet is circulating, it . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

**Q** *What other things might circulate in our classroom?*

Click **3** to reveal the prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “[A birthday card for everyone to sign] might circulate in our classroom.”

Point to the word *circulate* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Discuss the Meanings of *Launch*

Write the following definitions on a sheet of chart paper or someplace where everyone can see them.

Launch means:

Start or begin

Throw, hurl, or send off

Put a boat or ship into the water

Point to the word *launch* and remind the students that *launch* has three different meanings. Point to and review each meaning.

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Tell the students that you will read a sentence or story that includes the word *launch*. Then partners will decide whether *launch* means “start or begin,” “throw, hurl, or send off,” or “put a boat or ship into the water.”

Read the following sentence aloud twice:

- *The men ease the sailboat off the trailer and launch it into the sea.*

Ask:

**Q** *In the sentence, does launch mean “start or begin,” “throw, hurl, or send off,” or “put a boat or ship into the water”? Why? Turn to your partner.*

After partners have talked, have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “*Launch* means . . .”

Using the same procedure, discuss the following scenarios:

- *Josh’s team will win if they can just keep the other team from scoring. The quarterback of the other team is running toward the goal line with the ball. Josh takes a deep breath and launches himself at the quarterback.*
- *Erika wants to earn money to give to a homeless shelter. She decides to launch a business helping other students with their homework.*

### Materials

- Chart paper and a marker (optional)

# Day 4

## Review Launch, Intimidate, and Circulate

### Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *launch*, *intimidate*, and *circulate* from Day 3
- Use discussion prompts to build on their partners' thinking

### Words Reviewed

#### launch

*Launch* means "start or begin." *Launch* also means "throw, hurl, or send off" and "put a boat or ship into the water."

#### intimidate

*Intimidate* means "make someone feel afraid or timid."

#### circulate

*Circulate* means "move or send from person to person or place to place."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Discuss as a class:

**Q** Which of yesterday's words might you use when you talk to your family and friends? How might you use the words?

Click 1 on the daily review cards (WA8) to reveal the first prompt, and have a few volunteers use the prompt to share their thinking with the class.

launchintimidatecirculate

**PROMPT 1:** I might use the word \_\_\_\_\_ when I talk to \_\_\_\_\_. I might say . . .

1 2 3 4

WA8

**PROMPT 1:** “I might use the word [*intimidate*] when I talk to [my big brother]. I might say . . .”

## PRACTICE USING THE WORDS

### 2 Discuss Questions Using the Words

Point to the word *launch* on the daily review cards (WA8) and ask:



**Q** *What would you do to launch a search for a lost kitten?* [Click 2 on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “To launch a search for a lost kitten, I would . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

[*intimidate*]



**Q** *If you saw a large crowd of people approaching you, would you be intimidated? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] be intimidated because . . .”

[*circulate*]



**Q** *If you wanted everyone in class to sign a get-well card for a sick classmate, would you circulate the card? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I [would/would not] circulate the card because . . .”

---

## MORE STRATEGY PRACTICE

### Explore Proverbs

Write the following proverb where everyone can see it: “Actions speak louder than words.”

Read the proverb aloud. Explain that “actions speak louder than words” is an example of an proverb and that a *proverb* is a “popular saying that expresses a wise thought.” Explain that the proverb “actions speak louder than words” means that what someone does is more important and meaningful than what that person says. Discuss:

**Q** *In what way do Pee Wee Reese’s actions in Teammates show that “actions speak louder than words”?*

If necessary, remind the students that Pee Wee Reese was able to silence the hateful crowd when he put his arm around Jackie Robinson’s

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### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

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### Materials

- Chart paper and a marker

## Teacher Note

Common interpretations of the proverbs are:

- “The early bird catches the worm.” (“Someone who begins or arrives first has the best chance for success.”)
- “Haste makes waste.” (“Rushing through something may cause you to make mistakes.”)
- “Look before you leap.” (“It is important to know what you are getting into before you take action.”)
- “A stitch in time saves nine.” (“It’s easier to fix problems early than to wait until they become much more serious problems.”)
- “Don’t count your chickens before they hatch.” (“When expecting something good to happen, wait until it actually occurs before making plans or taking action.”)

## Teacher Note

For a list of common adages and proverbs, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Adages and Proverbs” list in the General Resources section.

shoulders. This action was more powerful than any words Pee Wee Reese could have said.

Have the students discuss the meanings of the well-known proverbs that follow. You might write them where everyone can see them.

*“Actions speak louder than words.”*

*“The early bird catches the worm.”*

*“Haste makes waste.”*

*“Look before you leap.”*

*“A stitch in time saves nine.”*

*“Don’t count your chickens before they hatch.”*

**In this lesson, the students:**

- Review words learned earlier
- Use discussion prompts to build on their partners' thinking

**Words Reviewed****consistent**

*Consistent* means "always the same."

**humble**

If something is humble, it is plain and simple. If someone is humble, that person is modest or not proud.

**keen**

*Keen* means "sharp, quick, or alert."

**luscious**

*Luscious* means "delicious, or extremely good to eat."

**survey**

*Survey* means "look over or inspect something carefully."

**REVIEW THE WORDS****1** Briefly Review the Words

Display the ongoing review cards (🔊 WA9). Review the pronunciation and meaning of each word.

Point to the word *luscious* and ask:

**Q** *What do you think about when you hear the word luscious?*

Click **1** on the ongoing review cards (WA9) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**Materials**

- Ongoing review cards (WA9)

consistent
humble
keen

luscious
survey

**PROMPT 1:** When I hear the word \_\_\_\_\_, I think about . . .

1
2

**PROMPT 1:** “When I hear the word [*luscious*], I think about . . .”

Use the same procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?”

Point to *consistent* on the ongoing review cards (WA9), and explain that you will read a scenario that includes the word *consistent*. Partners will discuss whether or not *consistent* makes sense in the scenario and explain why they think so.

Read the following scenario aloud twice:

- *Habib wants to train his dog not to bark. He knows he needs to tell her “No!” each time she does. For two weeks, he is consistent about telling her “No!”*

Ask:



**Q** Does consistent make sense in the scenario? Why do you think so? [Click **2** on WA9 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “[*Consistent*] [does/does not] make sense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

**[humble]**

- *“I’ll win the contest for sure!” says Donna. “I’m the best sand castle builder ever!” Her friend Derek replies, “You know, you shouldn’t be so humble.”*

**[keen]**

- *“I can’t read that street sign from here,” Patricia says to Oscar. “Can you read it? Your eyesight is much more keen than mine.”*

**[luscious]**

- *Valerie and her mother are looking at recipes. Valerie says, “Oh, this looks luscious! No one will like it.”*

**[survey]**

- *Mr. Kent is concerned about making the bike race safe. He surveys the bike path and removes any objects he finds blocking the track.*

# Week 12

## RESOURCES

### Myth

#### Read-alouds

- “Demeter and Persephone” (see page 277)
- “Co-chin and the Spirits” (see pages 278–279)

#### Assessment Resource Book

- Week 12 vocabulary assessments



### Online Resources

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

#### Whiteboard Activities

- WA1–WA11

#### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

#### Reproducibles

- Week 12 family letter (BLM1)
- (Optional) “Week 12 Word Cards” (BLM2)
- (Optional) “Week 12 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

offer  
rejoice  
neglect  
mysterious  
enraged  
compromise

## Words Reviewed

ceremony  
flee  
glower  
misjudge  
resemble

## Word-learning Strategies

- Recognizing shades of meaning (review)
- Using context to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from the stories.
- Students review shades of meaning.
- Students review using context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students relate the value of respect to their behavior.
- Students use discussion prompts to build on their partners' thinking.

## DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 170 of the *Assessment Resource Book*.

(continues)

## ① DO AHEAD *(continued)*

- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1); see page 174 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 177 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 12 Word Cards” (BLM2) and “Week 12 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce Offer, Rejoice, and Neglect

## Day 1

### In this lesson, the students:

- Learn and use the words *offer*, *rejoice*, and *neglect*
- Review shades of meaning
- Use discussion prompts to build on their partners' thinking

### Words Taught

#### **offer** (p. 277)

*Offer* means "present something for someone to accept or refuse."

#### **rejoice** (p. 277)

*Rejoice* means "show or feel great joy."

#### **neglect** (p. 277)

*Neglect* means "fail to do something or take care of something properly."

## INTRODUCE AND USE OFFER

### 1 Introduce and Define Offer

Briefly review "Demeter and Persephone." Remind the students that Demeter is searching for her daughter Persephone, who has been trapped in the underworld by Hades. If Persephone eats anything that grows in the underworld, she will be trapped there forever. Read the fourth paragraph of the myth aloud, emphasizing the word *offered*. Tell the students that *offer* is the first word they will discuss today, and explain that *offer* means "present something for someone to accept or refuse." Display word card 67 (🌍 WA1) and have the students say the word *offer*.

Review that Hades offers Persephone twelve pomegranate seeds—he presents the seeds to her to accept or refuse—and that the hungry Persephone accepts Hades' offer and eats six of the seeds.

Provide a few examples of times when you have offered something to someone.

#### You might say:

"When friends visit me at home, I usually offer them something to eat and drink when they arrive. That means that I prepare something for my friends to eat or drink, which they can accept or refuse. If I notice that a guest is chilly, I offer him a blanket or a sweater to wear. When my sister came to visit last week, I offered to pick her up at the train station. She accepted my offer."

### Materials

- "Demeter and Persephone" (see page 277)
- Word card 67 (WA1)
- Word card 68 (WA2)
- Word card 69 (WA3)

#### ELL Note

The Spanish cognate of *offer* is *ofrecer*.

Discuss as a class:

**Q** *If you were having a birthday party, what would you offer your guests?*

Click **1** on word card 67 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

offer

**PROMPT 1:** If I were having a birthday party, I would **offer** my guests \_\_\_\_\_.

1 2

WA1

**PROMPT 1:** “If I were having a birthday party, I would offer my guests [sandwiches and lemonade].”

## **2** Talk About Offering Help

Explain that people often offer to help one another. Give a few examples of times when someone has offered to help you.

**You might say:**

“The other day, I was unloading heavy boxes from the trunk of my car, and Mr. Rodriguez offered to help me. I accepted his offer. At the grocery store, the young man who bagged my groceries offered to carry the bag to my car, but I did not accept his offer. The bag wasn’t heavy.”

Ask:



**Q** *When has someone offered to help you, or when have you offered to help someone? [Click **2** on WA1 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “[My friend Barry] offered to help me when . . .” or “I offered to help [my friend Barry] when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *offer* and review the meaning and pronunciation of the word.

## INTRODUCE AND USE *REJOICE*

### 3 Introduce and Define *Rejoice*

Remind the students that Hades offers Persephone pomegranate seeds to eat. Then read the following sentences aloud, emphasizing the word *rejoiced*: “Persephone was so hungry she ate six of them. Hades rejoiced! Persephone would now have to stay in the underworld.”

Tell the students that *rejoice* is the next word they will discuss today, and explain that *rejoice* means “show or feel great joy.” Explain that Hades rejoices, or feels great joy, because Persephone has eaten something grown in Hades. Now she must stay in the underworld.

Display word card 68 (🗨️ WA2) and have the students say the word *rejoice*.

### 4 Review Shades of Meaning and Play “Would You Rejoice?”

Explain that when people rejoice, they do not feel just a little happy or sort of happy—they feel very, very happy. People who are rejoicing sometimes jump up and down or whoop and holler or hug one another because they are filled with great joy. Provide examples of times when you have rejoiced or have seen others rejoice.

**You might say:**

“When my daughter was born, my husband and I rejoiced. We were overwhelmed with joy and shared the wonderful news with everyone. On TV, you often see fans at a football game rejoicing when their team scores a touchdown. The fans shout and jump up and down because they are so excited and happy.”

Tell the students that they will now play a game called “Would You Rejoice?” Explain that you will describe a scenario; then partners will discuss whether or not they would rejoice and explain why.

Begin by reading the following scenario aloud:

- *Your parents tell you that your family will visit your favorite amusement park this summer.*

Ask:



**Q** *Would you rejoice? Why or why not? [Click 1 on WA2 to reveal the first prompt.] Turn to your partner.*

**PROMPT 1:** “I [would/would not] rejoice because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following scenarios:

- *Your friend invites you to go bowling with her family on Saturday.*
- *You find out that you are going to have a new baby brother or sister.*

Point to the word *rejoice* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *NEGLECT*

### 5 Introduce and Define *Neglect*

Remind the students that Zeus, the king of the gods, wants to help Persephone and her mother Demeter. Then read the final two paragraphs of “Demeter and Persephone” aloud, emphasizing the word *neglect*.

Tell the students that *neglect* is the last word they will discuss today, and explain that *neglect* means “fail to do something or take care of something properly.” Remind the students that Demeter was the goddess who made the grass grow, the flowers bloom, and the fruit ripen. Demeter is so sad when Persephone is in the underworld that she neglects, or fails to do, her work. As a result, the weather turns cold, leaves fall from the trees, and the grass turns brown.

Display word card 69 (🗉 WA3) and have the students say the word *neglect*.

### 6 Discuss *Neglect*

Explain that people sometimes neglect something, or fail to do or take care of something properly, because they are very busy or they simply forget. Provide a few examples of times when you have neglected to do something.

**You might say:**

“I neglected to buy more breakfast cereal when I went to the market yesterday. I knew that I was running out of it, but I forgot when I was at the store. I also neglected to send a birthday card to my cousin last week. We’re very close, but I forgot that it was her birthday until five days later. I neglected to take care of my garden last spring. I had really hoped to grow lots of flowers and vegetables, but I never had time to take care of it.”

Ask:



**Q** *When have you neglected to do something? Why did you neglect it?*  
[Click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I neglected to [feed my dog] because . . .”

Point to the word *neglect* and review the pronunciation and meaning of the word.

# Review Offer, Rejoice, and Neglect

# Day 2

## In this lesson, the students:

- Review and practice using the words *offer*, *rejoice*, and *neglect* from Day 1
- Use discussion prompts to build on their partners' thinking

## Words Reviewed

### offer

*Offer* means "present something for someone to accept or refuse."

### rejoice

*Rejoice* means "show or feel great joy."

### neglect

*Neglect* means "fail to do something or take care of something properly."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🎧 WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** *If a friend were having trouble with her math homework, would you offer to help? Why?* [Click 1 on WA4 to reveal the first prompt.] *Turn to your partner.*

offerrejoiceneglect

**PROMPT 1:** If a friend were having trouble with her math homework, I [would/would not] **offer** to help because . . .

1 2 3

WA4

## Materials

- Daily review cards (WA4)
- Daily review activity (WA5)

**PROMPT 1:** “If a friend were having trouble with her math homework, I [would/would not] offer to help because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask the following questions:



**Q** *If your mother told you that you were going to the eye doctor, would you rejoice? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] rejoice because . . .”



**Q** *If your friend neglected to wish you a happy birthday, would you be upset? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “If my friend neglected to wish me a happy birthday, I [would/would not] be upset because . . .”

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Finish the Story”

Tell the students that partners will play a game called “Finish the Story.” Explain that you will read a story, leaving off the last word. Then partners will decide which word they think makes the best ending for the story. Tell the students that before partners play the game with one another, they will play the game as a class.

Display the daily review activity (🔊 WA5) and begin as follows:

1. Click **1** to reveal the first story (see WA5 on the next page). Point to the story and read it aloud twice, slowly and clearly.

- Story 1: *I told my sister that I'd be happy to help her fix her bike. She said she doesn't need any help, and she declined my \_\_\_\_\_.*

2. Give the students a few moments to think about the story. Then point to the three word choices and ask:

**Q** *Which vocabulary word makes the best ending for the story? Why?*

Click **1** again to reveal the prompt.

**PROMPT:** “I think [*offer*] makes the best ending because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking **1** a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

### Teacher Note

Each story on the ongoing review activity (WA5) has a corresponding number: the first story is **1**; the second story is **2**; the third story is **3**; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

offer	rejoice	neglect
-------	---------	---------

**STORY 1:** I told my sister that I'd be happy to help her fix her bike. She said she doesn't need any help, and she declined my offer.

1
2
3
4
5
6

4. Click **1** to clear the screen.

### 3 Play the Game in Pairs

1. Click **2** to reveal the second story and read it aloud.

- Story 2: *After my brother was born, my grandparents came to visit. "Isn't it wonderful," said Grandpa, "that we can all be together and \_\_\_\_\_."*

2. Give the students a few moments to think about the story. Then point to the word choices and ask:



**Q** *Which of yesterday's words makes the best ending for the story? Why?*  
 [Click **2** again and point to the prompt.] *Turn to your partner.*

**PROMPT:** "I think [*rejoice*] makes the best ending because . . ."

Have partners use the prompt to share their thinking. After a few moments, signal for the students' attention and have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking **2** a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.
4. Click **2** to clear the screen.

Use the same procedure to discuss the following stories:

- Story 3: *Dora was careful to feed her fish and clean their tank every day. She knew taking care of her goldfish wasn't something she could \_\_\_\_\_.* (neglect)
- Story 4: *"Our team should be very proud to have won the championship," said Coach Harris. "We'll get together on Saturday to celebrate and \_\_\_\_\_."* (rejoice)

# Day 3

## Introduce *Mysterious*, *Enraged*, and *Compromise*

### Materials

- “Co-chin and the Spirits” (see pages 278–279)
- Word card 70 (WA6)
- Word card 71 (WA7)
- “Sentences from ‘Co-chin and the Spirits’” chart (WA8)
- Word card 72 (WA9)

### Teacher Note

You might point out that the word *mysterious* is related to the word *mystery* and explain that if something seems mysterious, its explanation is a mystery, or something that you cannot explain.

- Story 5: *Samira tried to remember to check her mailbox for letters every day, but she often forgot. She was so busy at school that getting the mail just became something she would \_\_\_\_\_.* (neglect)
- Story 6: “*Everything at our store is half off this week only!*” says the commercial on the radio. “*Act now to accept this incredible \_\_\_\_\_!*” (offer)

### In this lesson, the students:

- Learn and use the words *mysterious*, *enraged*, and *compromise*
- Review shades of meaning
- Review using context to determine word meanings
- Use discussion prompts to build on their partners’ thinking

### Words Taught

#### **mysterious** (p. 278)

*Mysterious* means “very hard to explain or understand.”

#### **enraged** (p. 278)

*Enraged* means “furious or very angry.”

#### **compromise** (p. 279)

*Compromise* means “settle an argument with each side agreeing to give up something it wanted.”

## INTRODUCE AND USE MYSTERIOUS

### 1 Introduce and Define *Mysterious*

Briefly review “Co-chin and the Spirits.” Remind the students that Co-chin meets a stranger one day while gathering food. She tells the stranger that her people are starving because no corn will grow. Then read aloud the fourth paragraph of “Co-chin and the Spirits,” emphasizing the word *mysterious*.

Tell the students that *mysterious* is the first word they will discuss today. Explain that *mysterious* means “very hard to explain or understand.” Point out that Co-chin does not know where the man is from or where he got the corn that he gives her. To Co-chin, the man seems mysterious, or hard to explain or understand.

Display word card 70 (🌐 WA6) and have the students say the word *mysterious*.

## 2 Play “That’s Mysterious”

Tell the students that they will play a game called “That’s Mysterious.” Explain that you will describe a few mysterious scenarios; then partners will discuss what might explain the mystery.

Begin by reading the following scenario aloud:

- *One morning you pick up your running shoes to put them on. You discover that your shoelaces have disappeared.*

Ask:



Q *What might explain this mysterious situation? [Click 1 on WA6 to reveal the first prompt.] Turn to your partner.*

mysterious

**PROMPT 1:** I think this **mysterious** situation could be explained by . . .

1

WA6

**PROMPT 1:** “I think this mysterious situation could be explained by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

- *You are walking down the street. Suddenly, all the dogs on your block start barking.*

Point to the word *mysterious* and review the pronunciation and meaning of the word.

### **ELL Note**

The Spanish cognate of *mysterious* is *misterioso/a*.

## INTRODUCE AND USE ENRAGED

### 3 Introduce and Define *Enraged* and Review Shades of Meaning

Remind the students that the mysterious man that Co-chin meets is Miochin, the Spirit of Summer. Miochin brings Co-chin more corn, and together they go to Co-chin's village, where she lives with her husband Shakok. Read the following lines from the myth aloud, emphasizing the word *enraged*: "When Shakok caught sight of Miochin, he was enraged. Shakok challenged Miochin to fight for Co-chin's hand in marriage."

Tell the students that *enraged* is the next word they will learn today, and explain that *enraged* means "furious or very angry." Explain that when someone is enraged, the person is not just a little angry or kind of upset; he feels very, very angry. Explain that an enraged person is so angry that he might not be able to control his anger and may behave dangerously. Point out that in the myth, Shakok becomes enraged when he sees his wife with Miochin. He is so angry that he challenges Miochin to a fight.

Display word card 71 (🗨️ WA7) and have the students say the word *enraged*.

### 4 Play "Is Milton Enraged?"

Tell the students that they will now play a game called "Is Milton Enraged?" Explain that you will describe a few situations involving our make-believe fourth-grade friend Milton, and partners will decide whether Milton is enraged or not.

Begin by reading the following scenario aloud:

- *Milton's little brother spills his juice and accidentally ruins Milton's favorite book. Milton's face turns red. He leaps from his chair, stomps his feet, and shouts, "No! No! No!"*

Ask:



**Q** *Is Milton enraged or not enraged? Why do you think so? [Click 1 on WA7 to reveal the first prompt.] Turn to your partner.*

**PROMPT 1:** "I think Milton [is/is not] enraged because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following scenarios:

- *Milton's team loses the soccer game. Milton is disappointed. He says, "We've got another game next week—I know we'll win then."*
- *Milton can't find his favorite sweatshirt. He looks everywhere, becomes angrier and angrier, and finally loses his temper completely. He jumps up and down in a fury and shouts, "Someone stole my sweatshirt!"*

#### Teacher Note

You might point out that the word *enraged* is related to the word *rage*, and explain that *rage* means "extreme anger."

Point to the word *enraged* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE COMPROMISE

### 5 Introduce *Compromise* and Use Context to Determine Its Meaning

Remind the students that Shakok and Miochin fight. Shakok stops the fight and tells Miochin that Co-chin can be his wife. Read the final paragraph of the myth aloud, emphasizing the word *compromised*.

Tell the students that *compromise* is the last word they will learn today. Display the “Sentences from ‘Co-chin and the Spirits’” chart (C WA8) and explain that these are the sentences you just read.

Point to the word *compromised* and underline it. Tell the students that they can sometimes figure out the meaning of an unfamiliar word—like *compromise*—by reading the sentence that includes the word or the sentence that comes before or after it, to look for clues. Tell the students that as you read the first two sentences of the paragraph again, you want the students to think about what the word *compromise* might mean and which words in the sentences are clues to the meaning of *compromise*.

Read the first two sentences aloud again. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word compromise might mean?*

Point to the first prompt and read it aloud.

#### Sentences from “Co-chin and the Spirits”

Then the two spirits compromised. Each agreed to rule the land for half of the year—Shakok would rule for six months during the winter and Miochin would rule for six months during the summer.

**PROMPT 1:** I think *compromise* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *compromise*.

WA8

#### Teacher Note

If the students do not immediately determine the meaning of *compromise* from the context, give them the definition rather than having them guess.

**PROMPT 1:** “I think *compromise* might mean . . .

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *compromise* means “settle an argument with each side agreeing to give up something it wanted.”

Then ask:

**Q** *What clues help you figure out the meaning of the word compromise?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “The clues [‘each agreed’ and ‘half’] help me figure out the meaning of the word *compromise*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that the words “each agreed” and “half” are clues that help us figure out that *compromise* means “settle an argument with each side agreeing to give up something it wanted.”

Display word card 72 (🟢 WA9) and have the students say the word *compromise*.

## 6 Discuss Times the Students Have Compromised

Explain that people often compromise to settle a disagreement, with each person giving up something he or she wanted. Provide some examples of times when you have compromised.

### You might say:

“I compromised with my brother when we ordered a pizza last week. I wanted to order one with sausage and mushrooms, and he wanted anchovies and spinach. We compromised and ordered a pizza with mushrooms and spinach. I also compromised when my daughter and I were listening to the radio in the car yesterday. I wanted to listen to the news, and she wanted to listen to music. We compromised and listened to the news for 15 minutes, and then we listened to her music.”

Ask:



**Q** *When have you compromised? What did you agree to give up, and what did you get in return? [Click 1 on WA9 to reveal the first prompt.] Turn to your partner.*

**PROMPT 1:** “I compromised when I . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then use the same procedure to discuss the following:



**Q** *After you compromised, were you happy with the agreement you reached? Why or why not?* [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “After I compromised, I [was/was not] happy because . . .”

Point to the word *compromise* and review the pronunciation and meaning of the word.

## Review Mysterious, Enraged, and Compromise

# Day 4

### In this lesson, the students:

- Review and practice using the words *mysterious*, *enraged*, and *compromise* from Day 3
- Use discussion prompts to build on their partners’ thinking

### Words Reviewed

#### **mysterious**

*Mysterious* means “very hard to explain or understand.”

#### **enraged**

*Enraged* means “furious or very angry.”

#### **compromise**

*Compromise* means “settle an argument with each side agreeing to give up something it wanted.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA10). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** *Which of yesterday’s words might you use if you were writing a story about two kingdoms in a faraway land? How might you use the word?* [Pause; click 1 on WA10 to reveal the first prompt.] Turn to your partner.

### Materials

- Daily review cards (WA10)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 12 Crossword Puzzle” (BLM3) for each student

mysterious

enraged

compromise

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1 2 3

**PROMPT 1:** “I might use the word [*mysterious*]. I might write . . .”

## PRACTICE USING THE WORDS

### 2 Do the Activity “Which Word Goes With?”

Tell the students that partners will do the activity “Which Word Goes With?”

Remind the students that you will write a word where everyone can see it; then partners will think about which of yesterday’s vocabulary words goes with the word you write. Explain that the word you write might go with more than one of the vocabulary words. Tell the students that partners may not always agree and that is fine. What is important is that they explain why they think the words go together.

Write the word *disagreement* where everyone can see it and read the word aloud.

Point to the daily review cards (WA10) and use “Think, Pair, Share” to discuss:

 **Q** Which of yesterday’s words do you think goes with disagreement? Why do you think that? [Pause; click 2 to reveal the prompt.] Turn to your partner.

### Teacher Note

If the students struggle to make associations, think aloud about associations you might make and why. For example, say “I think *enraged* goes with *disagreement*, because if a disagreement becomes serious, people might get angry or even enraged. I also think *compromise* goes with *disagreement*, because two people might try to compromise if they don’t agree about something.”

**PROMPT 2:** “I think [*enraged*] goes with *disagreement* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Write the word *stranger* where everyone can see it and read the word aloud. Use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words do you think goes with *stranger*? Why do you think that? [Pause; click to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I think [*mysterious*] goes with *stranger* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 11 and 12, you might distribute a copy of the “Week 12 Crossword Puzzle” (BLM3) to each student.

## Ongoing Review

# Day 5

### In this lesson, the students:

- Review words learned earlier
- Use discussion prompts to build on their partners’ thinking

### Words Reviewed

#### ceremony

A *ceremony* is an “event that celebrates a special occasion or honors someone.”

#### flee

*Flee* means “run away from danger.”

#### glower

*Glower* means “stare angrily.”

#### misjudge

*Misjudge* means “judge wrongly, or form a wrong or unfair opinion about a person or situation.”

#### resemble

*Resemble* means “look or be like something or someone else.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards ( WA11). Review the pronunciation and meaning of each word.

### Materials

- Ongoing review cards (WA11)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

Point to the word *ceremony* and ask:

**Q** *What do you think about when you hear the word ceremony?*

Click **1** on the ongoing review cards (WA11) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

ceremony      flee      glower  
misjudge      resemble

**PROMPT 1:** When I hear the word \_\_\_\_\_, I think about . . .

1 2 3 4 5 6

WA11

**PROMPT 1:** “When I hear the word [*ceremony*], I think about . . .”

Use the same procedure to review the remaining words.

## PRACTICE USING THE WORDS

### **2** Do the Activity “What Do You Think Will Happen?”

Tell the students that partners will do the activity “What Do You Think Will Happen?” Point to the ongoing review cards (WA11), and explain that you will describe a situation that uses one of this week’s review words. Partners will use their imaginations and what they know about the words to discuss what they think will happen next.

Read the following scenario aloud twice:

- *Reggie is upset when he finds out that he is not tall enough to go on a ride at the amusement park. He glowers at the ride operator.*

Use “Think, Pair, Share” to discuss:

 **Q** *What do you think will happen after Reggie glowers at the operator? [Pause; click **2** on WA11 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “After Reggie glowers at the operator, . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Tammy is excited because she gets to be the flower girl at her sister's wedding. When she sees all the people at the ceremony, she begins to get nervous.*



**Q** *What do you think will happen to Tammy at the ceremony? [Pause; click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** "At the ceremony, Tammy . . ."

- *Tony once tried eating octopus, but he didn't like it at all. At dinner, he is offered something that resembles octopus.*



**Q** *What do you think will happen? What will Tony do when he is offered something that resembles octopus? [Pause; click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** "When Tony is offered something that resembles octopus, he . . ."

- *A grizzly bear tries to get honey from a beehive in a tree, but a swarm of bees surrounds the bear. The bear hurries down the tree and tries to flee.*



**Q** *What do you think will happen when the bear tries to flee? [Pause; click 5 to reveal the prompt.] Turn to your partner.*

**PROMPT 5:** "When the bear tries to flee, . . ."

- *Angela is upset because she thinks her friend Russ has taken her backpack. She then finds out that she has misjudged the situation.*



**Q** *What do you think will happen when Angela realizes that she has misjudged Russ? [Pause; click 6 to reveal the prompt.] Turn to your partner.*

**PROMPT 6:** "When Angela realizes that she has misjudged Russ, she . . ."



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' predictions indicate that they understand the words' meanings?
- Do the students have difficulty using any of the words to explain their predictions? (Note the words with which they have difficulty.)
- Do the students enjoy learning and using new words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 170 of the *Assessment Resource Book*.

*(continues)*

## Assessment Notes *(continued)*

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 13 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 9-12 using the "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 171 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 9-12 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 175 of the *Assessment Resource Book*.

# Myth

## Demeter and Persephone

Demeter was the goddess who made the grass grow, the flowers bloom, and the fruit ripen. She had a beautiful daughter named Persephone, whom she loved dearly.

Hades, the god of the underworld, fell in love with the beautiful Persephone. Hades decided that he would take her to the underworld and keep her there. He caused the ground to open up beneath Persephone, and she fell from this world into the world below. She badly wanted to return to her mother and the world above. Though hungry, Persephone ate nothing at all. She knew of Hades's rule: anyone who visited the underworld and ate something that grew there must live in the underworld forever.

Meanwhile, Demeter searched everywhere for her missing daughter. She grew so sad and worried that she stopped looking after the grass, the flowers, and the fruit. The air grew cold. All the plants on Earth turned brown and the leaves fell from the trees. While Demeter wept for her lost daughter, people on Earth began to starve.

Zeus, the king of the gods, saw what was happening and decided to help Demeter. He commanded Hades to return Persephone to her mother. But as Persephone left the underworld, Hades offered her twelve pomegranate seeds to eat. Persephone was so hungry she ate six of them. Hades rejoiced! Persephone would now have to stay in the underworld.

But Zeus knew that Earth needed Persephone. He decided that because she had eaten six seeds, she would remain in the underworld for six months of the year. She would live on Earth with Demeter for the other six months.

During the six months when Persephone lives in the underworld, Demeter mourns for her and neglects her work. The air grows cold. The leaves fall and the grass turns brown. But when Persephone returns, flowers blossom and the world turns green again.

That is why we have summer and winter.

## Myth

### Co-chin and the Spirits

The Acoma chief had a beautiful daughter named Co-chin who was the wife of Shakok, the Spirit of Winter. As was the custom, Shakok came to live with Co-chin's people. Soon after Shakok's arrival in the village, the air grew cold. Snow covered the land like a soft white blanket. The corn died, and the people had to eat cactus to survive.

One day Co-chin was gathering cactus for her people to eat. She was eating a cactus leaf when she saw a curious-looking stranger walking toward her, carrying an ear of corn. He wore bright yellow and green clothes and had flowers on his shoes. He approached Co-chin and asked, "What are you eating?"

Co-chin sadly explained, "My people are starving because no corn will grow, and we have nothing to eat but cactus." The man listened. He gave Co-chin his ear of corn to eat, and then he asked her to wait while he went to get a bundle of corn for her to take home.

The mysterious man walked south and soon returned with a large bundle of corn for her. Co-chin asked, "Where did you find this corn?" The man told her that he had brought it from his home in the far south where plenty of corn grows all year.

"I would love to see your home where it is warm and where so much corn still grows," said Co-chin. The man then told her that he was Miochin, the Spirit of Summer.

"Your husband, Shakok, the Spirit of Winter, would be angry if I took you away," he said.

Co-chin replied, "I do not care for Shakok. Ever since he arrived in my village, no corn has grown and my people starve."

"Take this bundle of corn home," Miochin said. "Tomorrow I will bring you more."

Co-chin brought the corn home and fed all her people. The next day she met Miochin again. He brought more corn for her, and together they took the corn to Co-chin's village.

When Shakok caught sight of Miochin, he was enraged. Shakok challenged Miochin to fight for Co-chin's hand in marriage. Miochin agreed, for he had fallen in love with Co-chin.

*(continues)*

## Co-chin and the Spirits

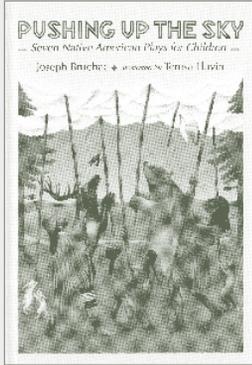
*(continued)*

The fight was fierce. Shakok's weapons of snow, sleet, and hail were melted by Miochin's fire. Finally, Shakok called a stop to the fight. He said, "Miochin, you are the winner. Co-chin is free to be your wife."

Then the two spirits compromised. Each agreed to rule the land for half of the year—Shakok would rule for six months during the winter and Miochin would rule for six months during the summer. That is why it is cold for half the year and warm during the other half.

# Week 13

## RESOURCES



### Read-aloud

- “Gluskabe and Old Man Winter” from *Pushing Up the Sky* by Joseph Bruchac, illustrated by Teresa Flavin



### Online Resources

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

#### Whiteboard Activities

- WA1–WA11

#### Reproducibles

- Week 13 family letter (BLM1)
- (Optional) “Week 13 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

wise  
unwise  
greedy  
pursue  
deceive  
crouch

## Words Reviewed

bellow  
desire  
launch  
pelt  
rickety

## Word-learning Strategies

- Recognizing antonyms (review)
- Using context to determine word meanings (review)
- Recognizing synonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the play.
- Students review antonyms.
- Students review using context to determine word meanings.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of confirming that they understand another person's thinking by repeating back what they heard.

## 1 DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the "Week 13 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Day 1

## Introduce *Wise*, *Unwise*, and *Greedy*

### Materials

- “Gluskabe and Old Man Winter” (*Pushing Up the Sky*, pages 11–23)
- Word card 73 (WA1)
- Word card 74 (WA2)
- “Sentences from ‘Gluskabe and Old Man Winter’” chart (WA3)
- Word card 75 (WA4)

### In this lesson, the students:

- Learn and use the words *wise*, *unwise*, and *greedy*
- Review antonyms
- Review using context to determine word meanings

### Words Taught

#### **wise** (p. 14)

*Wise* means “having or showing good judgment and intelligence.” Wise people make good decisions and give good advice, often because they have a lot of experience.

#### **unwise**

*Unwise* means “not having or showing good judgment and intelligence.”

#### **greedy** (p. 16)

A greedy person is selfish and wants more of something than he or she needs.

## INTRODUCE AND USE WISE

### 1 Introduce and Define *Wise*

Briefly review “Gluskabe and Old Man Winter.”

Show pages 14–15 and remind the students that Scene I of the play takes place in the wigwam of Grandmother Woodchuck. Read the following sentence from the Narrator’s dialogue near the top of page 14 aloud, emphasizing the word *wise*: “Long ago Gluskabe . . . lived with his grandmother, Woodchuck, who was old and very wise.”

Tell the students that *wise* is the first word they will learn today, and explain that *wise* means “having or showing good judgment and intelligence.” Explain that Grandmother Woodchuck knows many things that Gluskabe does not know. Gluskabe trusts Grandmother Woodchuck’s judgment and listens to her advice because she is so wise.

Display word card 73 (WA1) and have the students say the word *wise*.

### 2 Talk About Wise People

Explain that people who are wise are not just intelligent. Wise people make good decisions and give good advice, usually because they have a lot of experience. Point out that we often use the word *wise* when we describe older people, because they have lived a long time and have learned many things that younger people do not yet know.

Provide a few examples of people who you consider wise, and explain why you think of them this way.

**You might say:**

"My grandmother was very wise. She was incredibly smart and clever. She also had been through a lot in her life, and she always gave good advice. My uncle Henry is wise. He is a very smart man, and he always shows good judgment and knows what to do."

Then use "Think, Pair, Share" to discuss the following:



**Q** *Who is someone you know or someone you have learned about that you think is wise? Why do you think that person is wise? [Pause; click 1 on WA1 to reveal the first prompt.] Turn to your partner.*

WA1

**PROMPT 1:** "I think [my great aunt Emma] is wise because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

### 3 Talk About Wise Decisions

Explain that we also use the word *wise* to describe actions or decisions that show intelligence or good judgment. Provide a few examples of wise actions that you or others have taken.

**You might say:**

"It was a wise decision when my family canceled our trip to the mountains. We all wanted to go skiing, but the weatherperson predicted a dangerous snowstorm, and it showed good judgment not to risk getting stuck in the blizzard. It was also a wise decision when my daughter stayed home to study for her math test instead of going out with a friend. She's very good at math, but it showed good judgment to be as prepared as possible for the test."

### Teacher Note

Support struggling students by asking questions such as “When have you made a decision that showed good judgment?” or “Has someone you know made a decision or taken an action that showed great intelligence?”

### Teacher Note

You might tell the students that the word *unwise* is formed by adding the prefix *un-*, which means “not,” to the beginning of the word *wise*.

If you started an antonym chart, add the words *wise* and *unwise* to the chart.

Use “Think, Pair, Share” to discuss:



**Q** *When have you or others you know made a wise decision? How was the decision wise?* [Pause; click 2 on WA1 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “[My sister] made a wise decision when [she took German classes a year before moving to Germany]. The decision was wise because [she could speak the language by the time she moved there].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *wise* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE UNWISE

### 4 Introduce and Define *Unwise* and Review Antonyms

Tell the students that the second word they will learn today is *unwise*, and explain that *unwise* means “not having or showing good judgment and intelligence.” Point out that the words *wise* and *unwise* are antonyms, and remind the students that *antonyms* are “words with opposite meanings.”

Explain that an unwise action or decision is one that does not show good judgment or intelligence. Provide a few examples of unwise actions or decisions.

#### You might say:

“It was unwise of me not to bring a raincoat or an umbrella when I went to Seattle last month. I know that it rains a lot there, but I didn’t show good judgment when I packed for the trip. It would be unwise if I drove to the mountains without putting gas in my car. This would not be a wise decision because I might run out of gas far away from any gas stations.”

Display word card 74 (WA2) and have the students say the word *unwise*.

### 5 Play “Wise or Unwise?”

Tell the students that partners will play a game called “Wise or Unwise?” Explain that you will describe a situation in which someone makes a decision; then partners will discuss whether the decision is wise or unwise and explain why they think that.

Begin by reading the following scenario aloud:

- *Jenna wants to go ice skating, but the ice on the pond looks a little thin in places. She decides not to skate on the pond.*



**Q** *Is this decision wise or unwise? Why?* [Click 1 on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I think this decision is [wise/unwise] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Roger hasn’t used his tree house in three years, and he can see that some of the wood has rotted. He decides to climb up into the tree house anyway.*
- *Shilpi has a science report due in two weeks. She decides to start working on it early to make sure she does a good job.*

Point to the word *unwise* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE GREEDY

### 6 Introduce *Greedy* and Use Context to Determine Its Meaning

Review pages 16–17 of “Gluskabe and Old Man Winter” and remind the students that Gluskabe plans to visit the Summer Land people and bring summer back with him. Read aloud Grandmother Woodchuck’s last lines of dialogue at the bottom of page 16, emphasizing the word *greedy*: “Grandson, the Summer Land people are strange people. Each of them has one eye. They are also greedy. They do not want to share the warm weather. It will be dangerous.”

Tell the students that *greedy* is the last word they will learn today.

Display the “Sentences from ‘Gluskabe and Old Man Winter’” chart (WA3) and explain that these are two of the sentences you just read.

Point to the word *greedy* on WA3 and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *greedy*—by reading the sentence that includes the word or the sentences that come before or after it to look for clues. Tell the students that as you read the sentences again, you want them to think about what the word *greedy* might mean and which words in the sentences are clues to the meaning of *greedy*.

Read the sentences aloud again. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word greedy might mean?*

Point to the first prompt and read it aloud.

#### Teacher Note

If the students do not immediately determine the meaning of *greedy* from the context, give them the definition rather than having them guess.

### Sentences from “Gluskabe and Old Man Winter”

Grandson, the Summer Land people are strange people. Each of them has one eye. They are also greedy. They do not want to share the warm weather. It will be dangerous.

**PROMPT 1:** I think **greedy** might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word **greedy**.

**PROMPT 1:** “I think *greedy* might mean . . .”

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that a greedy person is selfish and wants more of something than he or she needs.

Then ask:

**Q** *What clues help you figure out the meaning of the word greedy?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “The clues [‘do not want to share’] help me figure out the meaning of the word *greedy*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that the phrase “do not want to share” is a clue that helps us figure out that a greedy person is selfish and wants more of something than he or she needs.

Display word card 75 (🍊 WA4) and have the students say the word *greedy*.

## 7 Play “Is That Person Greedy?”

Tell the students that they will play a game called “Is That Person Greedy?” Explain that you will describe the way someone behaves; then partners will discuss whether that person is greedy or not greedy and explain why they think so.

Begin by reading the following scenario aloud:

- *Elsie has two oranges. She decides to peel the oranges, divide them in half, and share them evenly with three of her friends.*



**Q** *Is Elsie greedy? Why or why not? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.*

**PROMPT 1:** “I think [Elsie] [is/is not] greedy because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Danny’s parents buy a glass of lemonade for him to share with his little brother, Chucky. Before Chucky has had any, Danny drinks the entire glass.*



**Q** *Is Danny greedy? Why or why not? [Point to the prompt.] Turn to your partner.*

- *Cindy’s neighbor gives her seven dollars for raking the leaves in his yard. Cindy gives four dollars to her brother, Seamus, because he helped.*



**Q** *Is Cindy greedy? Why or why not? [Point to the prompt.] Turn to your partner.*

Point to the word *greedy*, and review the pronunciation and meaning of the word.

## Review Wise, Unwise, and Greedy

# Day 2

### In this lesson, the students:

- Review and practice using the words *wise*, *unwise*, and *greedy* from Day 1

### Words Reviewed

#### **wise**

Wise means “having or showing good judgment and intelligence.” Wise people make good decisions and give good advice, often because they have a lot of experience.

#### **unwise**

Unwise means “not having or showing good judgment and intelligence.”

#### **greedy**

A greedy person is selfish and wants more of something than he or she needs.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA5). Review the pronunciation and meaning of each word.

### Materials

- Daily review cards (WA5)

Discuss as a class:

**Q** Which of yesterday's words might you use if you were telling a story about a boy who keeps making bad decisions and getting into trouble? How might you use the word?

Click **1** on the daily review cards (WA5) to reveal the first prompt, and have a few volunteers use the prompt to share their thinking with the class.

wise unwise greedy

**PROMPT 1:** I might use the word \_\_\_\_\_ when describing a boy who keeps making bad decisions. I might say . . .

**1** **2**

WA5

**PROMPT 1:** “I might use the word [*unwise*] when describing a boy who keeps making bad decisions. I might say . . .”

## PRACTICE USING THE WORDS

### **2** Play the Game “Which Word Am I?”

Tell the students that partners will play the game “Which Word Am I?” Point to the vocabulary words on the daily review cards (WA5), and review that you will give a clue about one of these words; partners will figure out which word they think the clue is about and discuss why they think that.

Begin by reading the following clue aloud twice:

- *I'm how you might describe a friend who has more pretzels than he can eat, but won't share any with you.*

Ask:



**Q** Which word am I? Why do you think that? [Click **2** on WA5 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think the word is [*greedy*] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following clues:

- *I'm how you might describe a decision you make that you later wish you could take back.* (unwise)
- *I'm how you might describe someone who has lived a long time and has learned a lot from her many experiences.* (wise)

### Teacher Note

You might remind the students that an *experience* is “something you have done, seen, or taken part in.”

## Introduce *Pursue*, *Deceive*, and *Crouch*

# Day 3

### In this lesson, the students:

- Learn and use the words *pursue*, *deceive*, and *crouch*
- Review synonyms
- Confirm that they understand another person’s thinking by repeating back what they heard

### Materials

- “Gluskabe and Old Man Winter” (*Pushing Up the Sky*, pages 11–23)
- Word card 76 (WA6)
- Word card 77 (WA7)
- Word card 78 (WA8)

### Words Taught

#### ***pursue***

*Pursue* means “follow or chase someone in order to catch him or her.”

#### ***deceive***

*Deceive* means “trick or fool someone into believing something that isn’t true.”

#### ***crouch*** (p. 23)

When you *crouch*, you bend your legs and lower your body close to the ground.

## INTRODUCE AND USE *PURSUE*

### 1 Introduce and Define *Pursue*

Briefly review “Gluskabe and Old Man Winter.”

Show pages 20–21 and review that after Gluskabe grabs one of the summersticks, the four crows chase after him. Point to the illustration on page 21 and point out that the crow is pursuing Gluskabe. Tell the students that *pursue* is the first word they will discuss today, and explain that *pursue* means “follow or chase someone in order to catch him or her.”

Display word card 76 (WA6) and have the students say the word *pursue*.

## 2 Discuss “Would You?” Questions

Tell the students that you will describe an imaginary situation; then partners will discuss whether they would pursue someone or something in that situation and explain why.

Begin with the following:

-  **Q** *If you were playing tag with your friends and you were “it,” would you pursue them? Why or why not? [Click 1 on WA6 to reveal the prompt.] Turn to your partner.*

WA6

pursue

**PROMPT 1:** I [would/would not] **pursue** \_\_\_\_\_  
because . . .

1

**PROMPT 1:** “I [would/would not] pursue [my friends] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

-  **Q** *If you were a police officer and saw someone drive through a red light without stopping, would you pursue the driver? Why or why not? [Point to the prompt.] Turn to your partner.*
- Q** *If you were playing catch in your friend’s front yard and the ball went into the busy street, would you pursue it? Why or why not? [Point to the prompt.] Turn to your partner.*
- Q** *If you were walking your dog and it ran away from you, would you pursue it? Why or why not? [Point to the prompt.] Turn to your partner.*

Point to the word *pursue* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *DECEIVE*

### 3 Introduce and Define *Deceive* and Review Synonyms

Show pages 20–21 again, point to the ball in the illustration on page 21, and tell the students that Gluskabe deceives the crows into thinking that they have grabbed his head. Tell the students that *deceive* is the next word they will discuss today. Explain that *deceive* means “trick or fool someone into believing something that isn’t true.” Tell the students that the words *deceive*, *trick*, and *fool* are synonyms. Remind them that *synonyms* are “words that mean the same thing or almost the same thing.”

Display word card 77 (🗨️ WA7) and have the students say the word *deceive*.

### 4 Play “Was Milton Deceived?”

Tell the students that they will play a game called “Was Milton Deceived?” Explain that you will describe a situation involving our make-believe friend Milton. Then partners will decide whether Milton has been deceived or not and explain why they think that.

Begin by reading the following scenario aloud:

- *Milton’s aunt tells him that they are going to the toy store. When their car pulls into the parking lot, Milton looks up and sees that they are at the dress shop instead.*

Ask:



Q *Was Milton deceived? Why or why not?* [Click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I think Milton [was/was not] deceived because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton’s brother offers to help Milton rake the leaves in the backyard after school. As promised, the brother meets Milton in the yard at 4:00 p.m. with a rake in his hand.*
- *Milton’s neighbor says that she wants to borrow his telescope for only a day, and then she refuses to give the telescope back to Milton.*

Point to the word *deceive* and review the pronunciation and meaning of the word.

#### Teacher Note

If you started a synonym chart, add the words *deceive*, *trick*, and *fool* to the chart.

## INTRODUCE AND USE CROUCH

### 5 Introduce and Define *Crouch*

Show pages 22–23 of “Gluskabe and Old Man Winter,” and review that Gluskabe defeats Old Man Winter and brings back warm weather. Read the first two sentences of the stage directions at the top of page 23 aloud, emphasizing the word *crouching*: “The blanket walls of Old Man Winter’s wigwam collapse. Old Man Winter stands up and walks away as swiftly as he can, crouching down as if getting smaller.”

Tell the students that *crouch* is the last word they will discuss today. Explain that when you crouch, you bend your legs and lower your body close to the ground. Point to Old Man Winter in the illustration on page 23. Point out that Old Man Winter crouches as he hurries away, which makes him seem smaller.

Display word card 78 (🗨️ WA8) and have the students say the word *crouch*.

### 6 Act Out and Discuss Crouching

Remind the students that when people crouch, they bend their legs and lower their bodies close to the ground. Tell the students that people might crouch when they want to see something small on the ground, such as a flower or a bug. People might also crouch to pet an animal, such as a kitten or a puppy. People also crouch when they want to hide from other people.

Ask a volunteer to help you demonstrate crouching as if she is looking at a bug on the ground. Then discuss:

**Q** *What did you see [Trina] do when she crouched?*

Click ❶ on word card 78 (WA8) to reveal the first prompt, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “When [Trina] crouched, she . . .”

Then use “Think, Pair, Share” to discuss the following:



**Q** *When have you crouched? Why did you crouch?* [Pause; click ❷ to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I crouched when [I played hide-and-seek and hid behind the piano].”

After partners have talked, click ❸ on word card 78 (WA8) to reveal the next prompt. Have a few volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 3:** “My partner said that she crouched when she [played hide-and-seek and hid behind the piano].”

Point to the word *crouch* and review the pronunciation and meaning of the word.

#### Teacher Note

Support struggling students by asking questions such as “When have you crouched to look at something on the ground?” “When have you crouched while playing a game?” and “When have you crouched to pet an animal or talk to a small child?” If the students struggle to recall when they have crouched, ask questions such as “When might you crouch?” and “Why might you have to crouch?”

# Review *Pursue*, *Deceive*, and *Crouch*

# Day 4

## In this lesson, the students:

- Review and practice using the words *pursue*, *deceive*, and *crouch* from Day 3

## Words Reviewed

### *pursue*

*Pursue* means “follow or chase someone in order to catch him or her.”

### *deceive*

*Deceive* means “trick or fool someone into believing something that isn’t true.”

### *crouch*

When you crouch, you bend your legs and lower your body close to the ground.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Discuss as a class:

- Q Which of yesterday’s words might you use if you were describing a game of hide-and-seek? How might you use the word?

Click 1 on the daily review cards (WA9) to reveal the first prompt, and have a few volunteers use the prompt to share their thinking with the class.

pursuedeceivecrouch

**PROMPT 1:** I might use the word \_\_\_\_\_ when describing a game of hide-and-seek. I might say . . .

1234

WA9

## Materials

- Daily review cards (WA9)
- Copy of this week’s family letter (BLM1) for each student

## ELL Note

You might explain that hide-and-seek is a game in which one player closes her eyes while other players hide. She then attempts to find the hidden players. In most versions of the game, the last person to be found wins.

**PROMPT 1:** “I might use the word [*pursue*] when describing a game of hide-and-seek. I might say . . .”

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Tell the students that you will ask some “Would You?” questions that include the vocabulary words, and then partners will discuss their thinking.

Begin with the following question:

 **Q** *If you were trying to reach for something sitting on a very high shelf, would you crouch? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] crouch because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

 **Q** *If you knew someone had deceived you, would you rejoice? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “If I knew someone had deceived me, I [would/would not] rejoice because . . .”

 **Q** *If your hat blew off in the wind, would you pursue it? Why?* [Click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I [would/would not] pursue it because . . .”

#### Teacher Note

You might remind the students that *rejoice* means “show or feel great joy.”

#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

## In this lesson, the students:

- Review words learned earlier

## Words Reviewed

### **bellow**

*Bellow* means “shout or roar loudly.”

### **desire**

*Desire* means “want, wish for, or long for something.”

### **launch**

*Launch* means “start or begin.” *Launch* also means “throw, hurl, or send off” and “put a boat or ship into the water.”

### **pelt**

*Pelt* means “strike or hit something again and again.”

### **rickety**

*Rickety* means “in bad condition and likely to break.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA10). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Remind them that you will tell them the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (🗉 WA11) and show the first story and its accompanying prompt.

## Materials

- Ongoing review cards (WA10)
- “Tell Me a Story” chart (WA11)

## Teacher Note

For an example of how to introduce this activity, see Week 1, Day 1, Step 5.

### Tell Me a Story

In the middle of the night, Mr. Williams walks barefoot into the kitchen to get a drink. Just as he opens the refrigerator, he steps on a toy soldier his son left on the floor. Mr. Williams hops up and down on one foot, bellowing . . .

**PROMPT 1:** Mr. Williams hops up and down on one foot, **bellowing** . . .

Point to the word *bellow* and tell the students that the first story uses the word *bellow*. Then read story 1 aloud slowly and clearly.

Use “Think, Pair, Share” to discuss:



**Q** *How might you finish the story? What does Mr. Williams bellow? [Pause; point to prompt 1.] Turn to your partner.*

**PROMPT 1:** “Mr. Williams hops up and down on one foot, bellowing . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following stories:

**[desire]**

- Story 2: *Leila daydreams about what her life will be like when she grows up. She sighs and thinks, “More than anything, I desire . . .”*



**Q** *How might you finish the story? What might Leila desire for her life? [Pause; point to prompt 2.] Turn to your partner.*

**PROMPT 2:** “She sighs and thinks, ‘More than anything, I desire . . .’”

**[rickety]**

- Story 3: *Benny and Bessie are exploring in the woods. They come to a rickety bridge over a stream. Benny warns, “It’s not safe,” but Bessie scrambles onto the bridge anyway. When she crosses the rickety bridge . . .*



**Q** *How might you finish the story? What happens when Bessie crosses the rickety bridge? [Pause; point to prompt 3.] Turn to your partner.*

**PROMPT 3:** “When she crosses the rickety bridge . . .”

**[pelt]**

- Story 4: *Mac is playing in his snow-covered backyard. He hears giggling behind him, and then Mac is pelted by . . .*

### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *bellow* and think aloud about an ending. For example, say “Mr. Williams bellows, ‘Ow! Ow! My poor foot!’” Then reread the beginning of the story and repeat the questions.



**Q** How might you finish the story? What is Mac pelted by? Who pelts him?  
[Pause; point to prompt 4.] Turn to your partner.

**PROMPT 4:** “Mac is pelted by [snowballs that his friends threw].”

**[launch]**

- Story 5: “Oh, no!” Steve shouts. “The cat just ran through the gate!” Steve races after the cat. He launches himself into the air to catch her and . . .

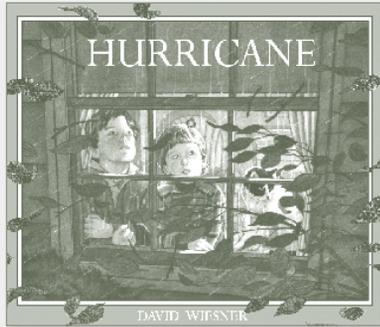


**Q** How might you finish the story? What happens when Steve launches himself at the cat? [Pause; point to prompt 5.] Turn to your partner.

**PROMPT 5:** “He launches himself into the air to catch her and . . .”

# Week 14

## RESOURCES



### Read-aloud

- *Hurricane* by David Wiesner

### More Strategy Practice

- “Review the Suffix *-ly* and Discuss the Word *Securely*”
- “Discuss Another Meaning of *Stalk*”

### Assessment Resource Book

- Week 14 vocabulary assessment



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 14 family letter (BLM1)
- (Optional) “Week 14 Word Cards” (BLM2)
- (Optional) “Week 14 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

secure  
thoroughly  
indignantly  
sustain  
serene  
stalk

## Words Reviewed

circulate  
inspire  
intimidate  
intricate  
neglect

## Word-learning Strategies

- Recognizing synonyms (review)
- Using the suffix *-ly* to determine word meanings (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review synonyms.
- Students review the suffix *-ly*.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students analyze why it is important to be respectful.
- Students develop the skill of using clarifying questions and statements.

## 1 DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Review the Suffix *-ly* and Discuss the Word *Securely*” on page 306.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Another Meaning of *Stalk*” on page 312.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 178 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 14 Word Cards” (BLM2) and “Week 14 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Secure*, *Thoroughly*, and *Indignantly*

# Day 1

## In this lesson, the students:

- Learn and use the words *secure*, *thoroughly*, and *indignantly*
- Review synonyms
- Review the suffix *-ly*
- Use clarifying questions and statements

## Words Taught

### **secure** (p. 2)

*Secure* means “fasten or tie firmly.” *Secure* also means “safe and protected.”

### **thoroughly** (p. 5)

*Thoroughly* means “in a thorough way, or completely.”

### **indignantly** (p. 5)

*Indignantly* means “in an indignant way, or in a way that shows you are angry because you feel insulted or unfairly treated.”

## INTRODUCE AND USE *SECURE*

### 1 Introduce and Define *Secure* and Review Synonyms

Briefly review *Hurricane*.

Show pages 2–3 and review that David and George are looking for their cat, Hannibal. Read page 2 aloud, emphasizing the word *securing* in the last sentence.

Tell the students that *secure* is the first word they will discuss today. Explain that *secure* means “fasten or tie firmly” and that *fasten* and *tie* are synonyms of *secure*.

Explain that Father is securing, or firmly tying down, things in the yard that might blow away in the hurricane. For example, if there is a swing set in the yard, Father might secure it by firmly tying it to a tree or fence post.

Display word card 79 (🌐 WA1) and have the students say the word *secure*.

### 2 Discuss Another Meaning of *Secure*

Explain that, like some other words the students have discussed this year, the word *secure* has more than one meaning. Review that in the

## Materials

- *Hurricane*
- Word card 79 (WA1)
- Word card 80 (WA2)
- Word card 81 (WA3)

## Teacher Note

If you started a synonym chart, add the word *secure* and its synonyms to it. Remind the students that they can use synonyms, like *secure* and *fasten*, in their writing to replace overused words, like *tie*, and make their writing more interesting.

## ELL Note

The Spanish cognate of *secure* is *seguro/a*.

story, *secure* means “fasten or tie firmly.” Explain that *secure* has another meaning; it also means “safe and protected.”

Show pages 8–9 of *Hurricane*. Review that the lights have gone out and the family gathers by the fireplace as the storm blows outside. Explain that as you read this part of the story aloud, you want the students to listen for the words that tell them that the family feels secure, or safe and protected.

Read page 8 aloud.

Discuss as a class:

**Q** *How do you know that the family feels secure?*

Click **1** on word card 79 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA1



**PROMPT 1:** “I know that the family feels secure because . . .”

If necessary, explain that the words “it felt safe with everybody together” tell us that the family feels secure.

Point to the illustration on page 9, and explain that the illustration also shows that the family is feeling secure. Point out that they are warm and dry inside the house—safe and protected from the storm—and they do not look worried or scared.

### **3** Talk More About the Meanings of *Secure*

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a scenario, or imaginary situation, that includes the word *secure*. Partners will decide whether *secure* means “fasten or tie firmly” or “safe and protected” and explain why they think that.

#### **ELL Note**

English Language Learners may struggle to understand verbal definitions. Using illustrations in a book to discuss a word provides the students with critical visual support for the word’s meaning.

#### **Teacher Note**

You might write the two definitions where everyone can see them.

Read the following scenario aloud twice:

- *Robin's puppy, Buster, is lost and scared. Suddenly Buster hears Robin calling him. He runs to her, and she scoops him up. Buster snuggles in her arms, happy and secure.*

Ask:



**Q** *In the scenario, does secure mean “fasten or tie firmly” or “safe and protected”? Why? [Click 2 on WA1 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “Secure means . . .”

Using the same procedure, discuss the following scenario:

- *Robin's puppy, Buster, got out of the backyard because the gate flew open. She asks her dad to help her secure the gate so that it won't fly open again.*

Point to the word *secure* and review the pronunciation and meanings of the word.

## INTRODUCE AND USE THOROUGHLY

### 4 Introduce and Define *Thoroughly* and Review Synonyms

Show pages 4–5 of *Hurricane* and review that the boys are worried about Hannibal. Read the first paragraph on page 5 aloud, emphasizing the word *thoroughly*.

Tell the students that *thoroughly* is the next word they will discuss. Explain that *thoroughly* means “completely” and that *thoroughly* and *completely* are synonyms.

Explain that Hannibal is thoroughly, or completely, wet.

Display word card 80 (C WA2) and have the students say the word *thoroughly*.

### 5 Review the Suffix *-ly*

Point to the word *thorough* in *thoroughly* on word card 80 (WA2), and explain that *thorough* means “complete.” Point to the suffix *-ly*, and review that *-ly* is a suffix that means “in a certain way.” Explain that when the suffix *-ly* is added to the end of *thorough*, it makes the new word *thoroughly*, which means “in a thorough way, or completely.”

### 6 Discuss Doing Something Thoroughly

Explain that when you do something thoroughly, you do it completely and carefully. You do not take shortcuts or leave anything undone. For example, if you do a homework assignment thoroughly, you do the

#### Teacher Note

If you started a synonym chart, add the words *thoroughly* and *completely* to it.

#### Teacher Note

You might remind the students that a *suffix* is a “letter or a group of letters that is added to the end of a word to make a new word” and that they discussed the suffix *-ly* when they learned the word *consistently*.

If you started a chart of words that use the suffix *-ly*, add the word *thoroughly* to it.

## Teacher Note

Support struggling students by asking questions such as “What would you do with any clothing that is lying about? Games and toys on the floor? Trash on the floor or under the bed? Dirt or dust on the floor or furniture?”

## ELL Note

The Spanish cognate of *indignantly* is *indignamente*.

## Teacher Note

If you started a chart of words that use the suffix *-ly*, add the word *indignantly* to it.

assignment carefully and completely. You take your time and do the best work you can do. If you clean up thoroughly after an art project, you put away the markers, paints, paper, and other materials you used. You pick up any trash and clean up any paint or glue you spilled.

Ask the students to imagine that a friend is coming for a sleepover and you want to clean your bedroom thoroughly.

Ask:



**Q** *What would you do to clean your bedroom thoroughly?* [Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “To clean my bedroom thoroughly, I would . . .”

Point to the word *thoroughly* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE INDIGNANTLY

### 7 Introduce and Define *Indignantly* and Review the Suffix *-ly*

Show pages 4–5 of *Hurricane* again. Reread the following sentence, this time emphasizing the word *indignantly*: “A thoroughly wet Hannibal peered indignantly back at them.”

Tell the students that *indignantly* is the last word they will discuss today. Explain that *indignantly* means “in a way that shows you are angry because you feel insulted or unfairly treated.”

Explain that Hannibal looks at the boys indignantly, or in a way that shows he is angry, because he thinks it is unfair that he is outside getting soaking wet in the storm.

Display word card 81 (WA3) and have the students say the word *indignantly*.

Point to the word *indignant* in *indignantly* on word card 81 (WA3). Tell the students that *indignant* means “angry because you feel insulted or unfairly treated.” Point to the suffix *-ly* and review that *-ly* means “in a certain way.” Explain that when the suffix *-ly* is added to the end of *indignant*, it makes the new word *indignantly*, which means “in an indignant way, or in a way that shows you are angry because you feel insulted or unfairly treated.”

### 8 Discuss Feeling Indignant

Explain that all of us feel indignant at times, especially when we think we have been treated unfairly. Give a few examples of times when you or someone you know has felt indignant.

**You might say:**

“At the grocery store, I was waiting my turn in the checkout line. When I finally got to the clerk, she said, ‘Sorry. I’m going to lunch. Please go to another checkout line.’ I felt indignant, or angry, because I was being treated unfairly. Last weekend my six-year-old nephew stayed with me while his parents were out of town. When I told my nephew that he had to go to bed at eight o’clock, he was indignant. He thought it was unfair. He stays up until nine or ten at home and was insulted because he felt he was being treated like a baby. I explained that at my house the rules are different, but he was still angry because he thought I was being unreasonable.”

Discuss as a class:

**Q** *When have you felt indignant? Why did you feel that way?*

Click **1** on word card 81 (WA3) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “I felt indignant when [I couldn’t watch my favorite television show] because . . .”

## **9** Talk About Responding Indignantly

Explain that when something makes you indignant, you might respond indignantly, or in a way that shows you are insulted or angry. Model responding indignantly, using an indignant tone of voice and wearing an indignant expression.

**You might say:**

“When the grocery store clerk told me to go to another line, I indignantly said, ‘I’ve been waiting in line for 15 minutes. You should have told me you were closing to go to lunch when you saw me get into line!’”

Tell the students that you will read a scenario in which our make-believe fourth-grade friend Milton feels indignant. Then partners will discuss the indignant ways Milton might respond.

Read the following scenario aloud twice:

- *At family dinners, Milton always had to sit with the little children at the children’s table. Now that he is ten, he hopes and expects to sit with the adults. At the next family dinner, Milton’s aunt tells him to take a seat at the children’s table. Milton indignantly says . . .*



**Q** *What does Milton say indignantly? How does he say it indignantly?* [Click **2** on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “Milton indignantly says . . .”

Point to the word *indignantly* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Review the Suffix *-ly* and Discuss the Word *Securely*

Remind the students that a *suffix* is “a letter or a group of letters that is added to the end of a word to make a new word.” Review that the suffix *-ly* means “in a certain way.” Review that the students learned the word *thoroughly*, which means “in a thorough way, or completely”; and the word *indignantly*, which means “in an indignant way, or in a way that shows you are angry because you feel you have been insulted or unfairly treated.”

Remind the students that *secure* means “fasten or tie firmly.”

Ask:

**Q** *Based on what you know about the meaning of the word secure and the suffix -ly, what do you think the word securely means? Turn to your partner.*

After partners have talked, have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “I think *securely* means . . .”

If necessary, explain that *securely* means “in a secure way, or in a way that is fastened or tied firmly.”

#### Teacher Note

If you started a chart of words that use the suffix *-ly*, add the word *securely* to it. For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

## Day 2

### Review *Secure*, *Thoroughly*, and *Indignantly*

#### Materials

- Daily review cards (WA4)

#### In this lesson, the students:

- Review and practice using the words *secure*, *thoroughly*, and *indignantly* from Day 1
- Use clarifying questions and statements

#### Words Reviewed

##### **secure**

*Secure* means “fasten or tie firmly.” *Secure* also means “safe and protected.”

##### **thoroughly**

*Thoroughly* means “in a thorough way, or completely.”

##### **indignantly**

*Indignantly* means “in an indignant way, or in a way that shows you are angry because you feel insulted or unfairly treated.”

# REVIEW THE WORDS

## 1 Briefly Review the Words

Display the daily review cards (🗉 WA4). Review the pronunciation and meaning of each word.

Ask:

-  **Q** *Would you be indignant if you had to do chores that your brother or sister did not have to do? Why?* [Click **1** on WA4 to reveal the first prompt.]  
*Turn to your partner.*

WA4

securethoroughlyindignantly

**PROMPT 1:** I [would/would not] be **indignant** because . . .

1 2 3 4 5 6 7

**PROMPT 1:** “I [would/would not] be indignant because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask the following questions:

-  **Q** *If your mother told you to wash your hands thoroughly, what would you do?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “To wash my hands thoroughly, I would . . .”

-  **Q** *Would you feel secure sleeping in a tent in your backyard? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] feel secure sleeping in a tent in my backyard because . . .”

-  **Q** *How would you secure your dog if it kept running away?* [Click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “To secure my dog, I would . . .”

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Might You Say or Do?”

Tell the students that they will do the activity “What Might You Say or Do?” Remind them that you will describe a situation, and then partners will discuss what they might say or do in that situation.

Begin by reading the following scenario aloud:

- *Your father asks you to wash his car thoroughly.*

Ask:

 **Q** *What might you do to wash the car thoroughly?* [Click **5** to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “To wash the car thoroughly, I might . . .”

Using the same procedure, discuss the following scenarios:

- *You have been practicing and are a much improved soccer player. Even so, the coach will not let you play, and you are indignant.*

 **Q** *What might you say to the coach to let her know you are indignant?* [Click **6** to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** “To let the coach know I am indignant, I might say . . .”

- *You are lost in a huge department store and do not feel secure.*

 **Q** *What might you say or do to feel secure?* [Click **7** to reveal the prompt.] *Turn to your partner.*

**PROMPT 7:** “To feel secure, I might . . .”

## In this lesson, the students:

- Learn and use the words *sustain*, *serene*, and *stalk*
- Review synonyms
- Review words with multiple meanings
- Use clarifying questions and statements

## Words Taught

### **sustain** (p. 7)

*Sustain* means “keep going for a long period of time.”

### **serene**

*Serene* means “calm or peaceful.”

### **stalk** (p. 17)

*Stalk* means “follow or hunt a person or animal quietly and secretly.”

## INTRODUCE AND USE *SUSTAIN*

### 1 Introduce and Define *Sustain*

Show pages 6–7 of *Hurricane* and review that David and George are talking about the hurricane that is approaching. Read the first two paragraphs on page 7 aloud, emphasizing the word *sustained*.

Tell the students that *sustain* is the first word they will discuss today and explain that *sustain* means “keep going for a long period of time.”

Review that the radio said the hurricane would bring “sustained winds of fifty miles per hour.” Explain that “sustained winds” means that the hurricane’s winds would sustain, or keep blowing, at fifty miles per hour for a long period of time. Explain that winds that sustain, or blow continuously, at that speed can cause a lot of damage.

Display word card 82 (🗉 WA5) and have the students say the word *sustain*.

### 2 Discuss the Word *Sustain*

Explain that we often use the word *sustain* to talk about something we need to continue for a long period of time. For example, when you visit a library, you need to sustain silence, or keep being silent, until you leave the library. In that way, you do not disturb people who are reading. If you are listening to a story being read aloud, you need to sustain your

## Materials

- *Hurricane*
- Word card 82 (WA5)
- Word card 83 (WA6)
- Word card 84 (WA7)

attention, or keep paying attention to the story, so that you will not miss anything.

Explain that if something sustains your interest, it keeps you interested for a long time.

Ask:

-  **Q** *What kind of [books/movies] sustain your interest? Why?* [Click **1** on WA5 to reveal the prompt.] *Turn to your partner.*



sustain

**PROMPT 1:** \_\_\_\_\_ **sustain** my interest  
because . . .

**1** **2**

WA5

**PROMPT 1:** “[Mysteries] sustain my interest because . . .”

Discuss as a class:

- Q** *Could you sustain a conversation with someone for two hours? Why?*

Click **2** on word card 82 (WA5) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I [could/could not] sustain a conversation for two hours because . . .”

Point to the word *sustain* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE SERENE

### **3** Introduce and Define *Serene* and Review Synonyms

Show pages 10–11 and review that David and George talk about the hurricane after they go to bed. Read the first two paragraphs of page 10 aloud.

Tell the students that the next word they will learn today is *serene*. Explain that *serene* means “calm or peaceful” and that *serene*, *calm*, and *peaceful* are synonyms.

#### Teacher Note

If you started a synonym chart, add the words *serene*, *calm*, and *peaceful* to it.

Explain that it is serene, or very calm and peaceful, inside the eye, or the center, of the hurricane.

Display word card 83 (🌍 WA6) and have the students say the word *serene*.

#### 4 Play “Serene or Not Serene?”

Tell the students that partners will play “Serene or Not Serene?” You will describe something, and partners will discuss whether it is serene or not serene and why they think so.

Read the following scenario aloud twice:

- *A meadow full of wildflowers blowing gently in the wind*

Ask:

 **Q** *Is the meadow serene or not serene? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I think the meadow [is/is not] serene because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

- *A roaring river overflowing its banks, washing away houses and stores*

 **Q** *Is the river serene or not serene? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I think the river [is/is not] serene because . . .”

- *A baby’s room where soft music is playing and the baby is sleeping*

 **Q** *Is the baby’s room serene or not serene? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I think the baby’s room [is/is not] serene because . . .”

Point to the word *serene* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE STALK

#### 5 Introduce and Define *Stalk*

Show pages 16–17 and review that after the storm the boys discover an elm tree lying across the neighbor’s lawn. The boys begin playing safari in the tree.

Read the sentence on pages 16–17 aloud, emphasizing the word *stalking*.

Tell the students that *stalk* is the last word they will learn today, and explain that *stalk* means “follow or hunt a person or animal quietly and secretly.”

#### **ELL Note**

The Spanish cognate of *serene* is *sereno/a*.

## ELL Note

You or a volunteer might act out how David and George looked as they stalked the leopard.

Point out that the boys are pretending to stalk a leopard, or hunt it by sneaking up on it quietly and secretly.

Display word card 84 ( WA7) and have the students say the word *stalk*.

## 6 Discuss Animals That Stalk

Explain that members of the cat family stalk their prey, or hunt their prey quietly and secretly.

Ask:



**Q** *What does a cat look like when it stalks a mouse? How does it move?*  
[Click **1** on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “When a cat stalks a mouse, it . . .”

Explain that people who hunt stalk wild animals such as deer and wild boar.

Discuss as a class:

**Q** *What might a hunter do if she were stalking a deer? Why?*

Click **2** on word card 84 (WA7) to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “If a hunter were stalking a deer, she might . . .”

Point to the word *stalk* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Stalk*

Remind the students that many words have more than one meaning and that the meanings are often very different. Write the word *stalk* where everyone can see it, and review that in the story *stalk* means “follow or hunt a person or animal quietly and secretly.”

Discuss as a class:

**Q** *What else do you know about the word stalk? What do we mean when we talk about the stalk of a plant?*

Write the following prompts where everyone can see them. Have one or two volunteers use the prompts to share their thinking with the class.

**PROMPT:** “*Stalk* also means [‘stem’]. The stalk of a plant is [the stem].”

If necessary, explain that a *stalk* is “the stem of a plant.”

## In this lesson, the students:

- Review and practice using the words *sustain*, *serene*, and *stalk* from Day 3
- Use clarifying questions and statements

## Words Reviewed

### sustain

*Sustain* means “keep going for a long period of time.”

### serene

*Serene* means “calm or peaceful.”

### stalk

*Stalk* means “follow or hunt a person or animal quietly and secretly.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words might you use if you were writing a story about a trip to the mountains? How might you use the word? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

sustain serene stalk

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1 2 3 4

WA8

**PROMPT 1:** “I might use the word [*serene*]. I might write . . .”

## Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 14 Crossword Puzzle” (BLM3) for each student

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Point to yesterday’s words on the daily review cards (WA8), and explain that the students are to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Point to the word *sustain*, and explain that *sustain* is the first word the students will think about.

Model the activity by closing your eyes and describing what comes into your mind when you hear the word *sustain*.

#### You might say:

“When I hear the word *sustain*, I think about a holiday tradition in my family. We make special spaghetti every New Year’s Eve. We have sustained this tradition, or kept it going, for more than 100 years. When I hear the word *sustain*, I also think about talking with my best friend. We can sustain a conversation for hours because we enjoy talking with each other and have a lot to share.”

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word sustain? What picture comes into your mind? [Pause.] Open your eyes. [Click 2 on WA8 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “When I hear the word *sustain*, I think about [practicing the piano] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *serene* and explain that *serene* is the next word the students will think about.

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word serene? What picture comes into your mind? [Pause.] Open your eyes. [Click 3 to reveal the prompt.] Turn to your partner.*

#### Teacher Note

If the students struggle to make associations, support them by asking questions such as “What is a tradition you sustain in your family?” “When have you sustained something, or kept something going, even though it was hard?” and “What is something that sustains your interest or attention?”

#### Teacher Note

If the students struggle to make associations, call for their attention and describe what comes into your mind when you hear the word *serene*. For example, close your eyes and say “When I hear the word *serene*, I picture a beach with palm trees and gentle winds because that is a place where I feel peaceful and calm.” If the students continue to struggle, support them by asking questions such as “What place comes into your mind when you think about the word *serene*?” and “When do you feel serene?”

**PROMPT 3:** “When I hear the word *serene*, I think about [a pond in the early morning] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following:



**Q** *What do you think about when you hear the word stalk? What picture comes into your mind? [Pause.] Open your eyes. [Click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “When I hear the word *stalk*, I think about . . .”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 13 and 14, you might distribute a copy of the “Week 14 Crossword Puzzle” (BLM3) to each student.

## Ongoing Review

# Day 5

### In this lesson, the students:

- Review words learned earlier
- Use clarifying questions and statements

### Words Reviewed

#### circulate

*Circulate* means “move or send from person to person or place to place.”

#### inspire

*Inspire* means “make someone feel that he or she wants to do something and can do it.”

#### intimidate

*Intimidate* means “make someone feel afraid or timid.”

#### intricate

*Intricate* means “complicated.”

#### neglect

*Neglect* means “fail to do something or take care of something properly.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9). Review the pronunciation and meaning of each word.

Point to the word *circulate* and ask:

**Q** *What do you think about when you hear the word circulate?*

### Materials

- Ongoing review cards (WA9)
- “Class Vocabulary Assessment Record” sheet (CA1)

Click ❶ on the ongoing review cards (WA9) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA9

circulate      inspire      intimidate

intricate      neglect

**PROMPT 1:** When I hear the word \_\_\_\_\_, I think about . . .

❶    ❷

**PROMPT 1:** “When I hear the word [*circulate*], I think about . . .”

Use the same procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Point to the word *neglect* on the ongoing review cards (WA9), and explain that you will read a scenario that includes the word *neglect*. Partners will discuss whether or not *neglect* makes sense in the scenario and explain why they think so.

Read the following scenario aloud twice:

- *Niva neglects her math homework. She is very careful and double-checks each problem to make sure she has the answer right.*

Ask:



**Q** Does neglect make sense in the scenario? Why do you think so? [Click ❷ on WA9 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “[*Neglect*] [does/does not] make sense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

**[circulate]**

- *It is getting stuffy in the room, so Joan turns on the fan to circulate the air.*

**[inspire]**

- *Stephanie goes to a piano concert. After the concert, she announces, "I am so inspired. I will never play the piano."*

**[intimidate]**

- *Mr. Wilson is intimidated by the instructions for setting up his computer. He worries that he will not understand the instructions and won't get his computer running.*

**[intricate]**

- *Tito thinks the intricate pattern of his mother's sweater is lovely. He says, "It is so simple, yet so beautiful."*



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand what the words mean?
- Do the students have difficulty using any of the words correctly? (Note the words with which they have difficulty.)
- Are the students using the independent word-learning strategies they have learned as they read independently?

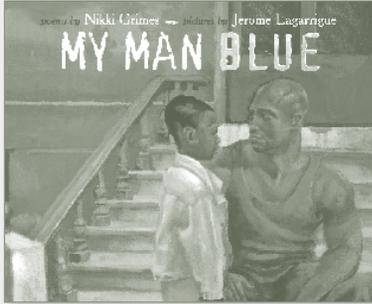
Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 178 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences. For example, if the students are struggling with the word *inspire*, ask questions such as "When has someone inspired you?" and "What did that person inspire you to do?"

# Week 15

## RESOURCES



### Read-aloud

- *My Man Blue* by Nikki Grimes, illustrated by Jerome Lagarrigue

### More Strategy Practice

- “Play ‘Synonym Match’”
- “Review the Suffix *-ly* and Discuss the Word *Dubiously*”



### More ELL Support

- “Discuss *Conceal Further*”



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Week 15 family letter (BLM1)
- (Optional) “Week 15 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

rugged  
*conceal*  
*amiable*  
*dubious*  
sandwiched  
blurt out

## Words Reviewed

crouch  
greedy  
jittery  
rejoice  
unwise

## Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)
- Using the suffix *-ly* to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the poems.
- Students review words with multiple meanings.
- Students review synonyms.
- Students review the suffix *-ly*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of including everyone in and contributing to group work.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Play ‘Synonym Match’” on page 326.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Review the Suffix *-ly* and Discuss the Word *Dubiously*” on page 333.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 15 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Rugged, Conceal,* and *Amiable*

# Day 1

## In this lesson, the students:

- Learn and use the words *rugged*, *conceal*, and *amiable*
- Review words with multiple meanings
- Review synonyms
- Work in a responsible way

## Words Taught

### **rugged** (p. 4)

*Rugged* means “tough and strong.” *Rugged* also means “having a rough, uneven surface” and “harsh or difficult.”

### **conceal**

*Conceal* means “hide.”

### **amiable**

*Amiable* means “friendly and pleasant.”

## INTRODUCE AND USE *RUGGED*

### 1 Introduce and Define *Rugged*

Briefly review the book *My Man Blue*.

Show the poem “My Man Blue” on pages 4–5, and read the title of the poem aloud. Review that the boy Damon describes Blue in this poem.

Read the first six lines of the poem aloud, ending with the line “Of midnight black,” and emphasize the word *rugged*. Tell the students that *rugged* is the first word they will learn today. Explain that *rugged* means “tough and strong.”

Point out that Damon thinks Blue is a “rugged dude,” or a man who is tough and strong, and that Blue’s “leathery skin” and black clothes make him appear rugged to some people.

Display word card 85 (C WA1) and have the students say the word *rugged*.

### 2 Discuss Rugged People and Materials

Give an example of someone you know or a character in a book or movie who you think is rugged, and explain why you think the person is rugged.

## Materials

- “My Man Blue” from *My Man Blue* (page 4)
- Word card 85 (WA1)
- Word card 86 (WA2)
- “Tell Me a Story” chart (WA3)
- Word card 87 (WA4)

**You might say:**

"My grandfather was rugged. All his life he worked on a farm, and farm work made him tough and strong. He could work from sunup to sundown, plowing fields and lifting bales of hay and sacks of grain. I think [name an action hero] is a rugged movie character. He's strong and tough enough to handle any bad guy that comes his way."

Use "Think, Pair, Share" to discuss:



**Q** *Who do you know who is rugged, or what movie or book character do you think is rugged? Why do you say that person is rugged?* [Pause; click ❶ on WA1 to reveal the first prompt.] *Turn to your partner.*

rugged

**PROMPT 1:** \_\_\_\_\_ is **rugged** because . . .

❶ ❷ ❸

WA1

**PROMPT 1:** "[My uncle] is rugged because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Explain that building and clothing materials can also be rugged, or tough and strong. For example, buildings and bridges are built with rugged materials like iron, steel, concrete, and brick. Builders use these tough materials so that structures will be strong and safe. Winter boots and coats are often made of rugged leather. Tough, strong leather provides protection from wet, cold weather.

Explain that bicycles are made with rugged materials like metal and rubber.

Discuss as a class:

**Q** *Why do you think bicycles are made with rugged materials?*

Click ❷ to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** "Bicycles are made with rugged materials because . . ."

### 3 Discuss Other Meanings of *Rugged*

Write the following definitions of *rugged* where everyone can see them.

Rugged means:  
Tough and strong  
Having a rough, uneven surface  
Harsh or difficult

Direct the students' attention to the definitions, and explain that *rugged* has more than one meaning. Point to the first definition, and review that in the poem *rugged* means "tough and strong."

Point to the second definition, and explain that *rugged* can also mean "having a rough, uneven surface." Explain that rugged land is rocky and hilly and not easy to travel over. Tell the students that if they rode a bicycle down a rugged mountain trail, it would be a very bumpy ride.

Point to the last definition, and tell the students that *rugged* can also mean "harsh or difficult." Explain that the earliest European settlers in North America led rugged, or harsh or difficult, lives. They had to work very hard to survive, and they faced many hardships, including starvation and disease.

Tell the students that you will read a sentence that includes the word *rugged*. Partners will decide whether *rugged* means "tough and strong," "having a rough, uneven surface," or "harsh or difficult."

Read the following sentence aloud twice:

- *The explorers survived the rugged winter by eating berries and burning whatever wood they could find.*

Ask:



**Q** *In the sentence, does rugged mean "tough and strong," "having a rough, uneven surface," or "harsh or difficult"? Why? [Click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** "*Rugged* means . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Mr. Thompson's car broke down when he tried to drive over the rugged mountain road.*
- *Enrique has a rugged toy truck that does not break, even when he plays roughly with it.*

#### Teacher Note

You might remind the students that a *hardship* is "something that causes difficulty, pain, or suffering."

Point to the word *rugged* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE CONCEAL

### 4 Introduce and Define *Conceal* and Review Synonyms

Show pages 4–5 of *My Man Blue* again, and read the rest of the poem aloud, beginning with the line “Then there’s his teeth.” Tell the students that the next word they will learn today is *conceal*. Explain that *conceal* means “hide” and tell the students that *conceal* and *hide* are synonyms.

Explain that Blue looks rugged and fierce on the outside, but his tough appearance conceals, or hides, the gentle man he is inside.

Display word card 86 (🎧 WA2) and have the students say the word *conceal*.

Discuss as a class:

**Q** *If you skinned your knee while playing kickball, how might you conceal your injury?*

Click 1 on word card 86 (WA2) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “If I skinned my knee while playing kickball, I might conceal my injury by [putting a bandage on it and wearing long pants].”

### 5 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Explain that you will tell them the beginning of a story that uses the word *conceal*. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (🎧 WA3) and show story 1 and its accompanying prompt. Then read the story aloud, slowly and clearly.

- **Story 1:** *Abe peered around the tree and saw his friend. He quickly concealed himself behind the tree because . . .*

#### Tell Me a Story

Abe peered around the tree and saw his friend. He quickly concealed himself behind the tree because . . .

**PROMPT 1:** Abe quickly **concealed** himself behind the tree because . . .

WA3

#### Teacher Note

If you started a synonym chart, add the words *conceal* and *hide* to it.

#### Teacher Note

If you are not using an interactive whiteboard, write each story where everyone can see it.

Use “Think, Pair, Share” to discuss:



**Q** *How might you finish the story? Why does Abe conceal himself behind the tree?* [Pause; point to prompt 1.] *Turn to your partner.*

**PROMPT 1:** “Abe quickly concealed himself behind the tree because . . .”

Show the next story and prompt, and repeat the procedure to discuss the following story:

- *Story 2: Gita broke her mother’s favorite lamp. When her mother asked her what happened to the lamp, Gita concealed the truth by saying . . .*



**Q** *How might you finish the story? What did Gita say to conceal the truth?* [Pause; point to prompt 2.] *Turn to your partner.*

**PROMPT 2:** “To conceal the truth, Gita said . . .”

Point to the word *conceal* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE AMIABLE

### 6 Introduce and Define *Amiable* and Review Synonyms

Tell the students that the last word they will learn today is *amiable*. Explain that *amiable* means “friendly and pleasant” and that *amiable*, *friendly*, and *pleasant* are synonyms.

Explain that some people think Blue is a frightening, unfriendly person because of his rugged appearance, but he is actually an amiable, or friendly and pleasant, person. His tough appearance conceals his amiable nature.

Display word card 87 (🌐 WA4) and have the students say the word *amiable*.

### 7 Discuss Amiable People

Explain that amiable people are kind and easy to talk to. Give an example of an amiable person you know.

**You might say:**

“I think our school secretary, Mrs. Allan, is an amiable person. Every morning she greets me with a smile and a friendly hello. She’s kind to everyone. I’ve never heard her speak crossly to a teacher or student.”

Ask:



**Q** *Who is an amiable person you know? Why do you say that person is amiable?* [Click 1 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “[My Uncle Lee] is amiable. I say he is amiable because . . .”

#### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *conceal* and think aloud about an ending. For example, say “Abe quickly concealed himself behind the tree because he was playing hide-and-seek with his friend, and he didn’t want to be found.” Then reread the beginning of the story and repeat the questions.

#### Teacher Note

If you started a synonym chart, add the words *amiable*, *friendly*, and *pleasant* to it.

#### ELL Note

The Spanish cognate of *amiable* is *amable*.

## Materials

- (Optional) Chart paper and a marker

Discuss as a class:

**Q** *When we have a classroom visitor, what can we do to be amiable hosts?*

Click **2** on word card 87 (WA4) to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “To be amiable hosts, we can . . .”

Point to the word *amiable* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Play “Synonym Match”

Write these words in two columns on a sheet of chart paper or someplace where everyone can see them.

1	2
<i>amiable</i>	<i>want</i>
<i>desire</i>	<i>tie</i>
<i>intricate</i>	<i>peaceful</i>
<i>secure</i>	<i>friendly</i>
<i>serene</i>	<i>complicated</i>

Tell the students that partners will play the game “Synonym Match.” Point to the words in column 1, and explain that these are vocabulary words the students have learned.

Point to the words in column 2, and explain that these are synonyms of the words in column 1, or words that mean the same thing or almost the same thing as the vocabulary words. Explain that partners will match each vocabulary word to its synonym.

Point to the word *amiable*, read it aloud, and have the students say it. Then point to the words in column 2, and ask:

**Q** *Which word in column 2 is the synonym of amiable? Turn to your partner.*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “[*Friendly*] is the synonym of *amiable*.”

Have a volunteer draw a line from the word *amiable* to the word *friendly*.

Use the same procedure to discuss the remaining words. When you get to the final two words, have the students discuss them together by asking:

**Q** Which word in column 2 is the synonym of *secure*, and which word is the synonym of *serene*? Turn to your partner.



## MORE ELL SUPPORT

### Discuss *Conceal* Further

Review that the students learned the word *conceal*, which means “hide,” and that *conceal* and *hide* are synonyms. Tell the students that you will conceal something (such as your keys) in the classroom and that they will discuss with a partner where they think the item is concealed. Show them the item. Then have the students close their eyes while you hide it. Afterward, ask them to open their eyes. Then ask:

**Q** Where do you think I concealed [my keys]?

Have the students use the following prompt to share their thinking with a partner:

**PROMPT:** “I think [the keys] are concealed [behind the whiteboard].”

Have a few volunteers share their thinking with the group. Then reveal where you concealed the item. Repeat the activity with different objects and hiding places.

## Review *Rugged*, *Conceal*, and *Amiable*

## Day 2

### In this lesson, the students:

- Review and practice using the words *rugged*, *conceal*, and *amiable* from Day 1
- Work in a responsible way

### Words Reviewed

#### **rugged**

*Rugged* means “tough and strong.” *Rugged* also means “having a rough, uneven surface” and “harsh or difficult.”

#### **conceal**

*Conceal* means “hide.”

#### **amiable**

*Amiable* means “friendly and pleasant.”

### Materials

- Daily review cards (WA5)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA5). Review the pronunciation and the meaning of each word.

Discuss as a class:

**Q** Which of yesterday's words might you use when you talk with your friends or family? How might you use the word?

Click 1 on the daily review cards (WA5) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA5

rugged conceal amiable

**PROMPT 1:** I might use the word \_\_\_\_\_ when  
I talk with \_\_\_\_\_. I might say . . .

1

**PROMPT 1:** “I might use the word [*amiable*] when I talk with [my friends]. I might say . . .”

### Teacher Note

Support struggling students by asking questions such as “Who is a rugged person you know?” “What do you own that is made of a rugged material?” “When have you been on a rugged road or trail?” and “What would make a person’s life rugged?” If the students continue to struggle, provide a sentence starter such as “The rugged toy . . .” or “The rugged winter . . .” Then repeat the question.

### Teacher Note

If a pair’s sentence does not convey the meaning of *rugged*, help the students develop the sentence further by asking follow-up questions.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

Explain that partners will do an activity called “Create a Sentence.” Review that they will use their imaginations and what they know about yesterday’s vocabulary words to create sentences that use the words.

Point to the word *rugged* on the daily review cards (WA5), and review that *rugged* means “tough and strong,” “having a rough, uneven surface,” and “harsh or difficult.” Tell the students that you want partners to work together to make up sentences of their own that use the word *rugged*.

Use “Think, Pair, Share” to discuss:

 **Q** How might you use the word *rugged* in a sentence? [Pause.] Turn to your partner.

After partners have talked, have a few pairs share their sentences with the class.

Follow up by asking:

**Q** Does it make sense to say [*“The rugged tent kept us safe from the wind and rain”*]? Why?

Use the same procedure to have the students create sentences that use the remaining words.

## Introduce *Dubious*, *Sandwiched*, and *Blurt Out*

# Day 3

### In this lesson, the students:

- Learn and use the words *dubious*, *sandwiched*, and *blurt out*
- Review synonyms
- Review using the suffix *-ly* to determine word meanings
- Work in a responsible way

### Words Taught

#### **dubious**

*Dubious* means “uncertain, unsure, or doubtful.”

#### **sandwiched** (p. 8)

*Sandwiched* means “squeezed in between two people or things.”

#### **blurt out** (p. 8)

If you blurt out something, you say it suddenly or without thinking.

### Materials

- “When We First Met” and “Second Son” from *My Man Blue* (page 6 and page 8)
- Word card 88 (WA6)
- Word card 89 (WA7)
- Word card 90 (WA8)

## INTRODUCE AND USE *DUBIOUS*

### 1 Introduce and Define *Dubious* and Review Synonyms

Show “When We First Met” on pages 6–7 in *My Man Blue*, and read the title of the poem aloud. Review that in this poem Damon meets Blue for the first time. Then read the poem aloud.

Tell the students that the first word they will learn today is *dubious*. Explain that *dubious* means “uncertain, unsure, or doubtful” and that *dubious*, *uncertain*, *unsure*, and *doubtful* are synonyms.

Explain that when Damon first meets Blue, he is *dubious*, or uncertain, about him. He is not sure who Blue is or what he wants. He wonders why Blue stops him and his mother, and because he is *dubious* about Blue, he looks him up and down suspiciously.

Display word card 88 (WA6) and have the students say the word *dubious*.

### Teacher Note

If you started a synonym chart, add the word *dubious* and its synonyms to it.

## 2 Play “Would You Be Dubious?”

Explain that if you are dubious about something that you are told, you are doubtful about it—you are not sure that it is true or accurate. Tell the students that you will describe an imaginary situation in which they are told something. Partners will discuss whether or not they would be dubious about what they were told and explain why.

Read the following scenario aloud twice:

- *Someone knocks on your door. You open the door, and the person says, “Congratulations! You’ve won a million dollars!”*

Ask:



**Q** *Would you be dubious? Why? [Click 1 on WA6 to reveal the first prompt.] Turn to your partner.*

WA6

**PROMPT 1:** “I [would/would not] be dubious because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Your little brother bursts into your room. “Guess what!” he shouts. “It’s snowing!”*
- *It’s 6:00 p.m. Your mother says, “Brush your teeth. It’s time for bed.”*

Discuss as a class:

**Q** *When have you been dubious about something that was said to you? Why were you dubious?*

Click 2 on word card 88 (WA6) to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I was dubious when [my sister offered me her dessert] because . . .”

Point to the word *dubious* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE SANDWICHED

### 3 Introduce and Define *Sandwiched*

Show “Second Son” on pages 8–9, and read the title of the poem aloud. Review that in this poem Damon and Blue discuss their friendship. Then read the poem aloud.

Reread the first stanza aloud, emphasizing the word *sandwiched*. Tell the students that *sandwiched* is the next word they will discuss. Explain that *sandwiched* means “squeezed in between two people or things.”

Explain that Damon thinks it looks like wedges of blue sky are sandwiched between, or squeezed in between, the roofs of the buildings and the white clouds drifting high in the sky. The clouds and rooftops are like the slices of bread in a sandwich, with pieces of blue sky squeezed in between them.

Display word card 89 (🌐 WA7) and have the students say the word *sandwiched*.

### 4 Talk About Being Sandwiched

Review that we use the word *sandwiched* to talk about people or things that are squeezed in tightly between other people or things. For example, three people sometimes need to share a seat on a crowded bus. The person in the middle is sandwiched between, or squeezed in between, the other two people. In a city you sometimes see a little house or building sandwiched between, or squeezed in between, two big buildings.

Use “Think, Pair, Share” to discuss:



**Q** *When have you been sandwiched or seen someone or something sandwiched between two people or things?* [Pause; click 1 on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I was sandwiched between [my brothers] when [we took a crowded subway train downtown]” or “I saw [my backpack] sandwiched between [two large suitcases] when [we packed the car for our trip].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.



#### ELL Note

You might explain that *sandwiched* comes from the word *sandwich*, which is a food made by putting meat, cheese, peanut butter, or another spread between two slices of bread.



#### ELL Note

You might invite three volunteers to model how a person looks sandwiched between two other people.

Follow up by asking questions such as:

Q *How did it feel to be sandwiched?*

Q *How did [your friend] look when [she] was sandwiched?*

Q *How did the sandwiched [plant] look?*

Point to the word *sandwiched* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *BLURT OUT*

### 5 Introduce and Define *Blurt Out*

Show pages 8–9 again, and reread the second stanza of the poem “Second Son” aloud, emphasizing the words *blurt out*.

Tell the students that *blurt out* are the last words they will discuss today. Explain that if you blurt out something, you say it suddenly or without thinking.

Tell the students that Damon blurts out, or suddenly asks, “Why’d you want my friendship, Blue?” Explain that the question may have just popped into Damon’s mind, so he blurted it out, or asked it without thinking about it.

Display word card 90 (🗨️ WA8) and have the students say the words *blurt out*.

### 6 Play “Did Milton Blurt Out?”

Tell the students that they will play a game called “Did Milton Blurt Out?” Explain that you will describe something our make-believe friend Milton says; then partners will discuss whether or not Milton blurts it out and explain why they think so.

Begin by reading the following scenario aloud twice:

- *Milton is annoyed. His friend Santos is on the computer, and Milton wants to use it. Milton doesn’t want to start an argument, so he thinks quietly for a moment and then he says, “You’ve been on the computer for quite a while, Santos. Is it OK if I use it for a minute or two?”*

Ask:



Q *Did Milton blurt out what he said to Santos? Why do you think that?*  
[Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Milton [did/did not] blurt out what he said to Santos because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

- *The class is working quietly on math problems. Milton is struggling with a problem when suddenly he figures it out. He leaps from his chair and shouts, “I’ve got it! I’ve got it!”*



**Q** *Did Milton blurt out, “I’ve got it! I’ve got it!”? Why do you think that?*  
[Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “Milton [did/did not] blurt out, ‘I’ve got it! I’ve got it!’ because . . .”

Discuss as a class:

**Q** *When have you blurted out something or heard another person blurt out something?*

Click 3 on word card 90 (WA8) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I blurted out \_\_\_\_\_ when . . .” or “I heard [my dad] blurt out \_\_\_\_\_ when . . .”

Point to the words *blurt out* and review the pronunciation and meaning of the words.

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## MORE STRATEGY PRACTICE

### Review the Suffix *-ly* and Discuss the Word *Dubiously*

Write the words *dubious* and *dubiously* next to each other where everyone can see them. Remind the students that *dubious* means “uncertain, unsure, or doubtful.” Then read the word *dubiously*, and have the students say the word. Point to the *-ly* in *dubiously* and review that *-ly* is a suffix that means “in a certain way.”

Discuss as a class:

**Q** *Based on what you know about the word *dubious* and the suffix *-ly*, what do you think the word *dubiously* means?*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “*Dubiously* means [‘in a dubious, or doubtful, way’].”

Using the same procedure, discuss the following question:

**Q** *What does it mean if you say someone looked at you *dubiously*?*

**PROMPT:** “If someone looked at me *dubiously*, the person looked at me [in a dubious, or doubtful, way].”

### Materials

- (Optional) Chart paper and a marker

## Teacher Note

If you started a chart of words that use the suffix *-ly*, add the word *dubiously* to it. For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

Explain that *dubiously* means “in a dubious way, or uncertainly, unsurely, or doubtfully.” If someone looks at you *dubiously*, that person looks in a way that shows he is uncertain or doubtful about what you have said or done.

# Day 4

## Review *Dubious*, *Sandwiched*, and *Blurt Out*

### Materials

- Daily review cards (WA9)
- Copy of this week’s family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *dubious*, *sandwiched*, and *blurt out* from Day 3
- Work in a responsible way

### Words Reviewed

#### **dubious**

*Dubious* means “uncertain, unsure, or doubtful.”

#### **sandwiched**

*Sandwiched* means “squeezed in between two people or things.”

#### **blurt out**

If you blurt out something, you say it suddenly or without thinking.

**ELPS 4.F.ix**  
Step 1 and Step 2  
(all, beginning on  
page 334 and  
continuing on to  
page 335)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words do you think was especially interesting or fun to talk about? Why? [Pause; click 1 on WA9 to reveal the first prompt.] Turn to your partner.

dubious

sandwiched

blurt out

**PROMPT 1:** I think \_\_\_\_\_ was especially [interesting/fun] to talk about because . . .

1

**PROMPT 1:** “I think [*blurt out*] was especially [interesting/fun] to talk about because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that they will use their imaginations and what they know about yesterday’s vocabulary words to create sentences that use the words.

Point to the word *dubious* on the daily review cards (WA9) and review that *dubious* means “uncertain, unsure, or doubtful.”

Use “Think, Pair, Share” to discuss:

 **Q** *How might you use the word dubious in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few pairs share their sentences with the class.

Follow up on each response by asking the class to think about the student’s sentence. Ask:

**Q** *Does it make sense to say [“Because there was snow on the ground, I was dubious when my sister said I could go outside without my coat”]? Why?*

#### Teacher Note

Support struggling students by asking questions such as “When have you been dubious about something you were told?” or “When has someone been dubious about something you have said or done?” If the students continue to struggle, provide a sentence starter such as “I was dubious when my sister told me . . .” or “My mother was dubious when I said . . .” Then repeat the question.

#### Teacher Note

If a pair’s sentence does not convey the meaning of *dubious*, point out that the sentence does not make the meaning of *dubious* clear, and help the students develop the sentence further by asking follow-up questions.

#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Materials

- Ongoing review cards (WA10)

### In this lesson, the students:

- Review words learned earlier
- Work in a responsible way

### Words Reviewed

#### **crouch**

When you crouch, you bend your legs and lower your body close to the ground.

#### **greedy**

A greedy person is selfish and wants more of something than he or she needs.

#### **jittery**

*Jittery* means “worried and nervous.”

#### **rejoice**

*Rejoice* means “show or feel great joy.”

#### **unwise**

*Unwise* means “not having or showing good judgment and intelligence.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA10) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Tell the students that partners will play the game “Which Word Am I?” Point to the vocabulary words on the ongoing review cards (WA10). Review that you will give a clue about a word and partners will figure out which word it is. Then you will ask a few pairs to share their thinking with the class.

Begin by reading the following clue aloud twice:

- *I’m how you describe the way you might feel before an important test.*

Ask:



**Q** Which word am I? Why do you think that? [Click 1 on WA10 to reveal the prompt.] Turn to your partner.

crouch

greedy

jittery

rejoice

unwise

**PROMPT 1:** I think the word is \_\_\_\_\_ because . . .

1

**PROMPT 1:** “I think the word is [*jittery*] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following clues:

- *I’m what you might do if a new baby brother or sister were born. (rejoice)*
- *I’m what the catcher does behind home plate in baseball. (crouch)*
- *I’m how you describe someone who doesn’t look both ways before crossing the street. (unwise)*
- *I’m how you describe a person who helps himself to all the mashed potatoes before his sister has gotten any. (greedy)*



Center for the  
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1001 Marina Village Parkway, Suite 110  
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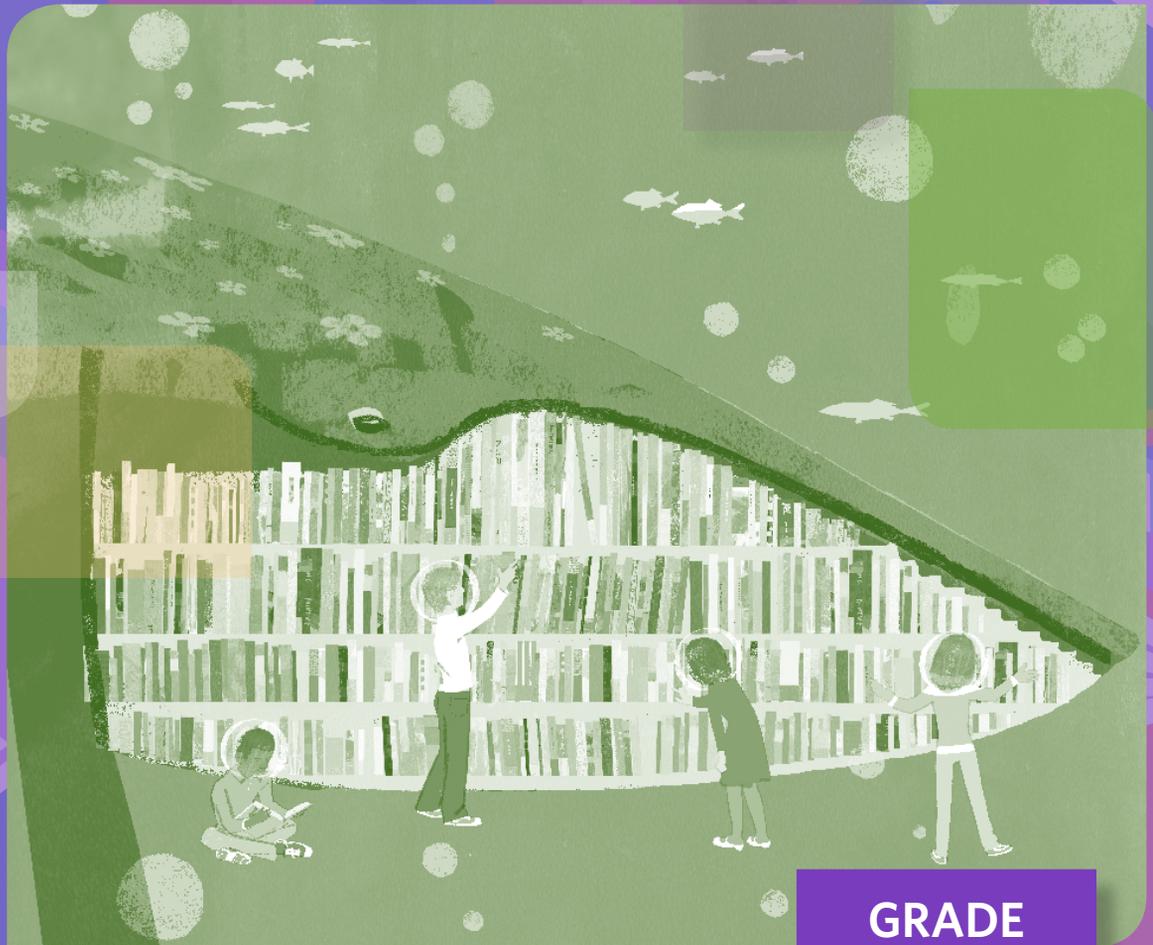
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Vocabulary Teaching Guide | Volume 2

CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



GRADE

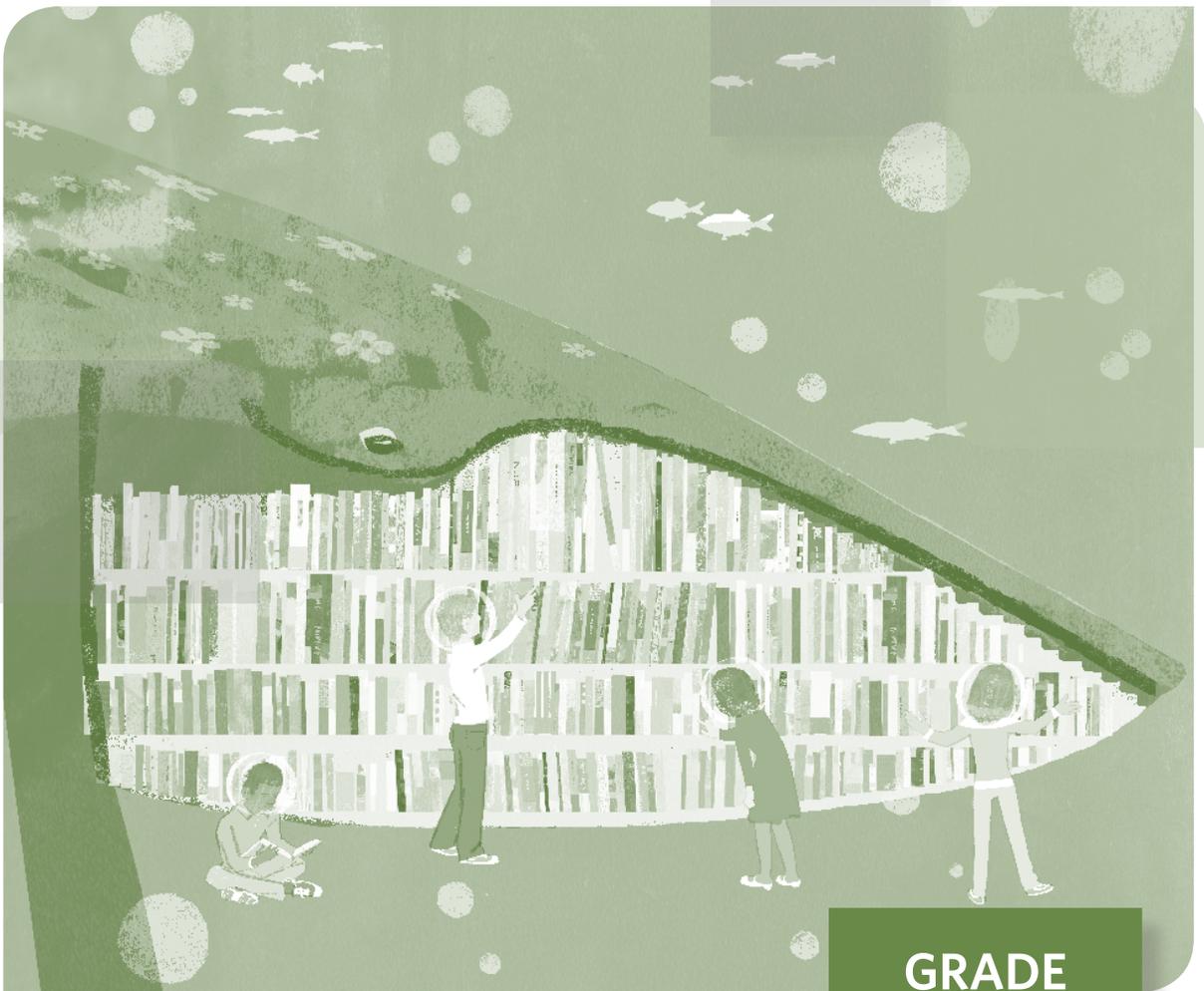
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CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



GRADE

4



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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270, fax: (510) 464-3670  
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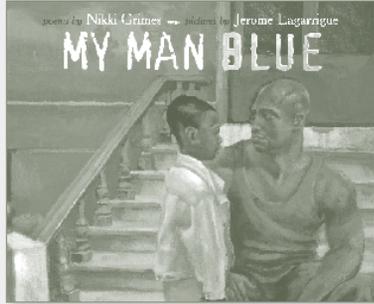
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# Week 16

## RESOURCES



### Read-aloud

- *My Man Blue* by Nikki Grimes, illustrated by Jerome Lagarrigue

### More Strategy Practice

- “Play ‘Use the Clues’”
- “Discuss the Idiom ‘Reduced to Tears’”

### Extension

- “Discuss the Prefix *im-*”



### More ELL Support

- “Read Another Poem from *My Man Blue*”

### Assessment Resource Book

- Week 16 vocabulary assessments



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 16 family letter (BLM1)
- (Optional) “Week 16 Word Cards” (BLM2)
- (Optional) “Week 16 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

glum  
*gleeful*  
*fume*  
*imprudent*  
*prudent*  
reduce

## Words Reviewed

indignantly  
serene  
stalk  
sustain  
thoroughly

## Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing antonyms (review)
- Recognizing words with multiple meanings (review)
- Recognizing idioms (review)

## Vocabulary Focus

- Students learn and use six words from or about the poems.
- Students review using context to determine word meanings.
- Students review antonyms and idioms.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students develop the skills of using clarifying questions or statements and including everyone in and contributing to group work.

## **J** DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Play ‘Use the Clues’” on page 345.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss the Idiom ‘Reduced to Tears’” on page 353.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 179 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1); see page 183 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 186 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 16 Word Cards” (BLM2) and “Week 16 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Glum*, *Gleeful*, and *Fume*

# Day 1

## In this lesson, the students:

- Learn and use the words *glum*, *gleeful*, and *fume*
- Review using context to determine word meanings
- Review antonyms
- Use clarifying questions or statements

## Words Taught

### **glum** (p. 12)

*Glum* means “unhappy, gloomy, or miserable.”

### **gleeful**

*Gleeful* means “happy, delighted, or joyous.”

### **fume**

*Fume* means “be very angry or irritated.”

## INTRODUCE AND USE *GLUM*

### 1 Introduce *Glum* and Use Context to Determine Its Meaning

Show “Grounded” on pages 12–13 of *My Man Blue* and read the title of the poem aloud. Review that in this poem Damon’s asthma keeps him from playing stickball.

Read the poem aloud, emphasizing the word *glum*. Tell the students that *glum* is the first word they will learn today.

Display the “Lines from ‘Grounded’” chart (WA1), and explain that these are the first seven lines of the poem you just read.

Point to the word *glum* and underline it. Tell the students that they can sometimes figure out the meaning of an unfamiliar word—like *glum*—by rereading the line that includes the word, or the lines that come before or after it, to look for clues. Explain that as you read these lines again, you want the students to think about what the word *glum* might mean and which words in the poem are clues to the meaning of *glum*.

Read the lines aloud. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word glum might mean?*

Point to the first prompt and read it aloud.

## Materials

- “Grounded” from *My Man Blue* (page 12)
- “Lines from ‘Grounded’” chart (WA1)
- Word card 91 (WA2)
- Word card 92 (WA3)
- Word card 93 (WA4)

## Teacher Note

Alternatively, you may wish to write the context lines where everyone can see them.

## Teacher Note

If the students do not immediately determine the meaning of *glum* from the context, give them the definition rather than having them guess.

### Lines from “Grounded”

Asthma stole my  
Weekend dose of fun  
Left me glum  
And wheezing while  
The stickball game  
Went on as planned  
Without me.

**PROMPT 1:** I think *glum* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *glum*.

**PROMPT 1:** “I think *glum* might mean . . .”

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *glum* means “unhappy, gloomy, or miserable,” and explain that *glum*, *unhappy*, *gloomy*, and *miserable* are synonyms.

Then ask:

**Q** *What clues help you figure out the meaning of the word glum?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “The clues [‘stole my weekend dose of fun’ and ‘went on as planned without me’] help me figure out the meaning of the word *glum*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that “stole my weekend dose of fun” and “went on as planned without me” are clues that help us figure out that *glum* means “unhappy, gloomy, or miserable.”

Display word card 91 (🎧 WA2) and have the students say the word *glum*.

## 2 Talk About Feeling Glum

Explain that, like Damon in the poem, people feel glum when they are disappointed. People also feel glum when they hear sad or upsetting news. Give an example of a time you felt glum.

### Teacher Note

If you started a synonym chart, add the word *glum* and its synonyms to it.

**You might say:**

"My mother planned a swimming party for my tenth birthday. I had a new bathing suit and towel and I was looking forward to all the fun we would have. On the day of my party, there was a huge storm, so we had to have the party indoors. I was so glum that I did not enjoy any of it."

Use "Think, Pair, Share" to discuss:



**Q** *When have you felt glum? Why were you glum?* [Pause; click ❶ on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** "I felt glum when [my dog Ace ran away] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *glum* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE GLEEFUL

### 3 Introduce and Define *Gleeful* and Review Antonyms

Display word card 92 (🎧 WA3) and have the students say the word *gleeful*. Tell the students that *gleeful* is the next word they will learn today. Explain that *gleeful* and *glum* are antonyms, or words with opposite meanings.

Discuss as a class:

**Q** *If gleeful and glum are antonyms, and glum means "unhappy, gloomy, or miserable," what do you think gleeful means?*

Click ❶ on word card 92 (WA3) to reveal the first prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** "I think *gleeful* means ['happy']."

If necessary, explain that *gleeful* means "happy, delighted, or joyous," and tell the students that *gleeful*, *happy*, *delighted*, and *joyous* are synonyms.

### 4 Talk About Feeling Gleeful

Explain that when you are feeling gleeful, you are not just a little happy, you are *very* happy. You are delighted and full of joy.

Use "Think, Pair, Share" to discuss:



**Q** *When have you felt gleeful? Why?* [Pause; click ❷ on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** "I felt gleeful when [I found my dog Ace] because . . ."

#### Teacher Note

If you started an antonym chart, add the words *glum* and *gleeful* to it.

#### Teacher Note

If you started a synonym chart, add the word *gleeful* and its synonyms to it.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then discuss as a class:

**Q** *On the last day of school this year, do you think you'll feel glum or gleeful? Why?*

Click **3** to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** "On the last day of school, I think I'll feel [glum/gleeful] because . . ."

Point to the word *gleeful* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *FUME*

### 5 Introduce and Define *Fume*

Display word card 93 (🌍 WA4) and have the students say the word *fume*. Tell the students that *fume* is the last word they will learn today, and explain that *fume* means "be very angry or irritated."

Tell the students that as you reread the next part of the poem "Grounded" aloud, you want them to listen for what Damon does that shows he is fuming, or feeling very angry.

Read the next four lines of the poem aloud, beginning with "I balled my fist."

Discuss as a class:

**Q** *What does Damon do that shows he is fuming?*

Click **1** on word card 93 (WA4) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** "Damon shows he is fuming by [shaking his fist at the sky]."

If necessary, explain that Damon shows he is fuming by balling his fist, shaking his fist at the sky, and asking why he is cursed with asthma.

### 6 Discuss Fuming

Explain that people who are fuming sometimes behave in ways that show that they are angry or irritated. For example, they ball or shake their fists, as Damon does, or they stomp their feet, become red in the face, or say things in angry voices.

Explain that at other times people fume silently—they keep their anger concealed inside so that no one can see it. Explain that people might fume inside because they do not want others to know how angry they are or because showing anger might get them into trouble. For example, if your mother asks you to do a chore you really do not want to do, you might fume silently but do as you are told.

#### ELL Note

You or a volunteer might act out how Damon looked when he fumed.

#### Teacher Note

Using a previously taught word such as *conceal* as you discuss a new word is an excellent way to review the word. You might review that *conceal* means "hide."

Use “Think, Pair, Share” to discuss:



**Q** *When have you fumed?* [Pause; click 2 on WA4 to reveal the prompt.]

Turn to your partner.

**PROMPT 2:** “I fumed when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *When you fumed, did you show your anger or conceal it? Why?*

Click 3 to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “When I fumed, I [showed/concealed] my anger because . . .”

Point to the word *fume* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Play “Use the Clues”

Write the following sentences on a sheet of chart paper or someplace where everyone can see them, leaving blanks as shown:

*Shondra and her family are at the zoo and see a most unusual creature. “I’ve never seen anything like that!” Shondra exclaims. “That animal is \_\_\_\_\_.”*

*Riding home in the car after a long day at the zoo, Shondra’s eyes begin to droop. She tells her parents, “That was fun, but I am \_\_\_\_\_.”*

Remind the students that, when you are reading and come to a word you do not know, you can sometimes figure out the meaning of the word by rereading the sentence that includes the word, or the sentence that comes before or after it, to look for clues. Explain that today partners will play “Use the Clues,” in which they look for clues to a word that is missing from a sentence.

### Materials

- (Optional) Chart paper and a marker

### Teacher Note

Listen as partners share. If the students cannot suggest a word that is supported by context or suggest words that are not supported by the context, call for their attention. Provide a word and point out the context clues. Then have the students discuss the second example.

### Teacher Note

You might review that *bizarre* means “very strange or odd.”

### Teacher Note

Possible responses include *exhausted*, *tired*, *worn out*, or *beat*.

Direct the students’ attention to the first example. Point to the blank, and explain that as you read the sentences aloud, you want the students to think about what the missing word might be and what words in the sentences are clues to the missing word. Tell the students that more than one word might make sense in the sentence and that the word does not have to be a vocabulary word. Explain that partners may not agree about what the missing word is and that is fine. What is important is that the students explain their thinking.

Read the sentences in the first example aloud twice, saying “blank” for the missing word.

Use “Think, Pair, Share” to discuss:

**Q** *What is the missing word? What words are clues to the missing word?*  
[Pause.] *Turn to your partner.*

After partners have talked, have a few volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “I think the missing word is [*bizarre*] because . . .”

Have volunteers share their thinking with the class. Accept any word the students can support with context clues from the sentences. If necessary, explain that the missing word might be *bizarre*, *weird*, *peculiar*, *strange*, or *odd*, and that “unusual” and “I’ve never seen anything like that” are clues.

Use the same procedure to discuss the second example.

## Day 2

## Review *Glum*, *Gleeful*, and *Fume*

### Materials

- Daily review cards (WA5)

### In this lesson, the students:

- Review the words *glum*, *gleeful*, and *fume* from Day 1
- Use clarifying questions or statements

### Words Reviewed

#### **glum**

*Glum* means “unhappy, gloomy, or miserable.”

#### **gleeful**

*Gleeful* means “happy, delighted, or joyous.”

#### **fume**

*Fume* means “be very angry or irritated.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗨️ WA5). Review the pronunciation and meaning of each word.

Ask:

-  **Q** *If you are doing something you adore, are you likely to be glum or gleeful? Why?* [Click **1** on WA5 to reveal the first prompt.] *Turn to your partner.*

WA5

glum gleeful fume

**PROMPT 1:** If I am doing something I adore, I will likely be [gleeful/glum] because . . .

**1** 2 3 4 5

**PROMPT 1:** “If I am doing something I adore, I will likely be [gleeful/glum] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following question:

-  **Q** *If someone intimidated you, would you fume? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “If someone intimidated me, I [would/would not] fume because . . .”

## PRACTICE USING THE WORDS

### 2 Play the Game “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Point to *glum* on the daily review cards, and explain that you will read a scenario that includes the word *glum*. Partners will discuss whether or not *glum* makes sense in the scenario and explain why they think so.

#### Teacher Note

You might review that *adore* means “love or be very fond of someone or something.”

#### Teacher Note

You might review that *intimidate* means “make someone feel afraid or timid.”

Read the following scenario aloud twice:

- *Maxine is glum. It's a cold and rainy day, her kitten Rainbow has run away, and her best friend Trixie is mad at her.*

Ask:



**Q** Does the word *glum* make sense in the scenario? Why do you think that? [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “The word *glum* [does/does not] make sense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

**[gleeful]**

- “Our class trip to the museum is cancelled,” says Garret with a gleeful expression on his face. “I’m so disappointed. I was looking forward to seeing the dinosaur exhibit.”



**Q** Does the word *gleeful* make sense in the scenario? Why do you think that? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “The word *gleeful* [does/does not] make sense because . . .”

**[fume]**

- *Angelica is fuming. “I’ve never been so uncomfortable in my life,” she grumbles to herself as she sits sandwiched between two boys on the bus. “I can barely breathe.”*



**Q** Does the word *fuming* make sense in the scenario? Why do you think that? [Click 5 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “The word *fuming* [does/does not] make sense because . . .”

### Teacher Note

You might review that *sandwiched* means “squeezed in between two people or things.”

# Introduce *Imprudent*, *Prudent*, and *Reduce*

## Day 3

### In this lesson, the students:

- Learn and use the words *imprudent*, *prudent*, and *reduce*
- Review antonyms
- Review words with multiple meanings
- Review idioms
- Use clarifying questions or statements

### Words Taught

#### ***imprudent***

*Imprudent* means “unwise or careless.” If you are imprudent, you do not use good judgment or think carefully before you do things.

#### ***prudent***

*Prudent* means “wise or careful.” If you are prudent, you use good judgment or think carefully before you do things.

#### ***reduce*** (p. 14)

*Reduce* means “destroy or break down completely.”  
*Reduce* also means “make less, fewer, or smaller.”

## INTRODUCE AND USE *IMPRUDENT* AND *PRUDENT*

### 1 Introduce and Define *Imprudent*

Show “The Watcher,” on pages 14–15 of *My Man Blue*, and read the title of the poem aloud. Review that in this poem Blue saves Damon’s life.

Read the poem aloud.

Tell the students that the first word they will learn today is *imprudent*, and explain that *imprudent* means “unwise or careless.” Explain that if you are imprudent, you do not use good judgment or think carefully before you do things. Display word cards 94–95 (WA6), and click to reveal word card 94. Have the students say the word *imprudent*.

Explain that as you reread the beginning of the poem aloud, you want the students to listen for what Damon does that is imprudent, or unwise or careless.

Reread the first four lines of the poem aloud.

### Materials

- “The Watcher” from *My Man Blue* (page 14)
- Word cards 94–95 (WA6)
- Word card 96 (WA7)

#### **ELL Note**

The Spanish cognate of *imprudent* is *imprudente*.

Discuss as a class:

**Q** *What does Damon do that is imprudent? Why is it imprudent?*

Click **1** on word card 94 (WA6) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

imprudent 95

**PROMPT 1:** Damon \_\_\_\_\_. That is **imprudent** because . . .

**1** **2** **3**

WA6

**PROMPT 1:** “Damon [chases his ball into the street]. That is imprudent because . . .”

If necessary, point out that Damon is imprudent when he runs blindly into the street to get his ball. Explain that running into the street without looking is very unwise and careless. Damon is not using good judgment.

## **2** Introduce and Define *Prudent* and Review Antonyms

Direct the students’ attention to word cards 94–95 (WA6) and click to reveal word card 95. Have the students say the word *prudent*. Tell the students that *prudent* is the next word they will learn today.

Explain that *prudent* and *imprudent* are antonyms, or words with opposite meanings.

Discuss as a class:

**Q** *If prudent and imprudent are antonyms, and imprudent means “unwise or careless,” what do you think prudent means?*

Click **2** to reveal the prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think *prudent* means [‘wise or careful’].”

If necessary, explain that *prudent* means “wise or careful.” Explain that, if you are prudent, you use good judgment and think carefully before you do things. Explain that, if Damon had been prudent, he would have

### Teacher Note

If you started an antonym chart, add the words *prudent* and *imprudent* to it.

### Teacher Note

You might explain that *im-* is a prefix that means “not.”

### ELL Note

The Spanish cognate of *prudent* is *prudente*.

looked both ways before running into the street. That would have shown wisdom and good judgment.

### 3 Play “Is Milton Prudent or Imprudent?”

Tell the students that you will describe something that our friend Milton does; then partners will decide whether Milton is prudent or imprudent and explain why they think so.

Read the following scenario aloud twice:

- *Milton eats a huge meal right before he runs in a race.*

Ask:



**Q** *Is Milton prudent or imprudent? Why?* [Click 3 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 3:** “Milton is [prudent/imprudent] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton does all of his homework on Friday evening so that he has the whole weekend to relax and have fun.*
- *The night before an important test at school, Milton stays up late playing video games.*

Point to the words *imprudent* and *prudent* and review the pronunciation and meaning of the words.

## INTRODUCE AND USE REDUCE

### 4 Introduce and Define *Reduce*

Show pages 14–15 again, and review that Damon is imprudent and runs into the street after his ball.

Read the rest of the poem aloud, emphasizing the word *reduced*. Tell the students that *reduce* is the last word they will learn today, and explain that *reduce* means “destroy or break down completely.”

Point out that when the truck runs over the ball, it reduces it to dust, or destroys it completely. It smashes the ball into dust.

Display word card 96 (🌐 WA7) and have the students say the word *reduce*.

### 5 Talk About Using the Word *to* with *Reduce*

Explain that when we use the word *reduce* to mean “destroy or break down completely,” we use the word *to* with *reduce*. For example, we say, “The truck reduced Damon’s ball *to* dust.” Explain that we might also say,



#### ELL Note

The Spanish cognate of *reduce* is *reducir*.

“A bulldozer reduced the building *to* rubble,” “A fire reduced the house *to* ashes,” and “Smashing a rock with a hammer reduced the rock *to* pebbles.”

Ask:



**Q** *What would dropping a glass jar on a hard floor reduce the glass to?* [Click **1** on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Dropping a glass jar on a hard floor would reduce it to [tiny pieces].”

Using the same procedure, discuss:



**Q** *What would chopping up a tree reduce the tree to?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “Chopping up a tree would reduce it to [a pile of limbs, logs, or wood].”

## **6** Discuss Another Meaning of *Reduce*

Point to the word *reduce* on word card 96 (WA7), and review that in the poem, *reduce* means “destroy or break down completely.”

Discuss as a class:

**Q** *What else do you know about the word reduce?*

Click **3** to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “*Reduce* also means [‘make less, fewer, or smaller’].”

Follow up by asking:

**Q** *What do we mean when we say we want to reduce the amount of junk food we eat?*

Click **4** to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 4:** “When we reduce the amount of junk food we eat, we . . .”

If necessary, explain that the word *reduce* also means “make less, fewer, or smaller.” Explain that if you reduce the amount of junk food you eat, you eat less junk food. Explain that on a computer you can reduce the size of a picture or document, or make the picture or document smaller.

## **7** Talk More About the Meanings of *Reduce*

Explain that you will read a sentence that includes the word *reduce*. Partners will decide whether *reduce* means “destroy or break down completely” or “make less, fewer, or smaller.”

Read the following sentence aloud twice:

- *During the sale, all the skateboards were reduced in price.*

### Teacher Note

You might write the two definitions where everyone can see them.

Ask:



**Q** In the sentence, does *reduce* mean “destroy or break down completely” or “make less, fewer, or smaller”? Why? [Click 5 to reveal the prompt.]  
Turn to your partner.

**PROMPT 5:** “Reduce means . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

- *The tornado reduced the building to a pile of bricks.*
- *I reduced the number of guests on my guest list from 20 to 10.*

Point to the word *reduce* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Discuss the Idiom “Reduced to Tears”

Write the idiom “reduced to tears” where everyone can see it. Explain that “reduced to tears” is an idiom. Review that an *idiom* is “an expression or phrase that means something different from what it appears to mean.”

Discuss as a class:

**Q** What do you think this sentence means: “The sad movie reduced me to tears”?

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “The sad movie reduced me to tears’ means . . .”

If necessary, explain that “reduced me to tears” means “caused me to cry.” Explain that if a movie is very sad, it can cause you to feel so emotional that all that seems to be left of you is tears.

---

## EXTENSION

### Discuss the Prefix *im-*

Remind the students that a *prefix* is “a letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *im-* means “not.” Point out that when the prefix *im-* is added to the word *prudent*, it makes the new word *imprudent*, which means “not prudent, or not wise.”

---

### Teacher Note

For a list of common idioms, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Idioms” list in the General Resources section.

## Teacher Note

For a list of common prefixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Prefixes" list in the General Resources section.

Have the students discuss the meaning of other words that use the prefix *im-*, such as *immature*, *immovable*, *impatient*, *impossible*, and *improper*.

## MORE ELL SUPPORT

### Read Another Poem from *My Man Blue*

Choose another poem from *My Man Blue* to read aloud, such as "Fearless" (page 10), "My Own Man" (page 25), or "Like Blue" (page 30). Read the title of the poem and tell the students that you will read the poem aloud twice while they think about what is happening in the poem.

Read the poem aloud twice. Then ask:

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

Have the students discuss the question in pairs. Then have one or two volunteers share their thinking with the group.

# Day 4

## Review *Imprudent*, *Prudent*, and *Reduce*

### Materials

- Daily review cards (WA8)
- Daily review activity (WA9)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 16 Crossword Puzzle" (BLM3) for each student

### In this lesson, the students:

- Review the words *imprudent*, *prudent*, and *reduce* from Day 3
- Use clarifying questions or statements

### Words Reviewed

#### ***imprudent***

*Imprudent* means "unwise or careless." If you are imprudent, you do not use good judgment or think carefully before you do things.

#### ***prudent***

*Prudent* means "wise or careful." If you are prudent, you use good judgment or think carefully before you do things.

#### ***reduce***

*Reduce* means "destroy or break down completely." *Reduce* also means "make less, fewer, or smaller."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards ( WA8). Review the pronunciation and meaning of each word.

Discuss as a class:

**Q** Which of yesterday's words might you use when you talk with your family or friends? How might you use the word?

Click **1** on the daily review cards (WA8) to reveal the first prompt.

WA8

imprudentprudentreduce

**PROMPT 1:** I might use the word \_\_\_\_\_ when I'm talking to my \_\_\_\_\_. I might say . . .

**1**

**PROMPT 1:** "I might use the word [*imprudent*] when I'm talking to my [little brother]. I might say . . ."

## PRACTICE USING THE WORDS

### **2** Play "What's the Missing Word?"

Tell the students that partners will play the game "What's the Missing Word?" Remind the students that you will read a story that has a word missing. Partners must decide which of the vocabulary words is the missing word and explain why they think so.

Display the daily review activity (🔊 WA9) and begin playing the game:

1. Click **1** to reveal the first story. Point to the sentence and read it aloud.
  - Story 1: *Demarco is wise and makes good decisions. His parents let him babysit for his brother and sister because they know Demarco is \_\_\_\_\_.*
2. Give the students a few moments to think about the story. Then point to the word choices and ask:



**Q** What's the missing word? Why do you think so? [Click **1** again to reveal the first prompt.] Turn to your partner.

**PROMPT:** "I think [*prudent*] is the missing word because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

### Teacher Note

Each sentence on the daily review activity (WA9) has a corresponding number: the first story is **1**; the second story is **2**; the third story is **3**; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

imprudent
prudent
reduce

**STORY 1:** Demarco is wise and makes good decisions. His parents let him babysit for his brother and sister because they know Demarco is **prudent**.

❶
❷
❸
❹

### Teacher Note

If you are not using an interactive whiteboard, you might write the review words and the stories where everyone can see them.

4. Click ❶ to clear the screen.

## 3 Continue Playing the Game

Use the same procedure to continue playing the game.

- Click ❷ to reveal the second story and read it aloud.
  - Story 2: To \_\_\_\_\_ his chance of falling, Grandpa uses a cane.
- Give the students a few moments to think about the story. Then point to the word choices and ask:



**Q** *What's the missing word? Why do you think so?* [Click ❷ again to reveal the prompt.] *Turn to your partner.*

**PROMPT:** "I think [*reduce*] is the missing word because . . ."

Have partners take turns using the prompt to talk about the questions. Then have one or two volunteers use the prompt to share their thinking with the class.

- Conclude the discussion by clicking ❷ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.
- Click ❷ to clear the screen.

Use the same procedure to discuss the following sentences:

- Story 3: *Jayla dashed out the door and left her suitcase behind. When she arrived at the airport, Jayla realized how \_\_\_\_\_ she had been.* (imprudent)
- Story 4: *Cleavon ate and ate until the sunflower seeds were \_\_\_\_\_ to a pile of shells.* (reduced)

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 15 and 16, you might distribute a copy of the "Week 16 Crossword Puzzle" (BLM3) to each student.

## In this lesson, the students:

- Review words they learned earlier
- Use clarifying questions or statements

## Words Reviewed

### indignantly

*Indignantly* means “in an indignant way, or in a way that shows you are angry because you feel insulted or unfairly treated.”

### serene

*Serene* means “calm or peaceful.”

### stalk

*Stalk* means “follow or hunt a person or animal quietly and secretly.”

### sustain

*Sustain* means “keep going for a long period of time.”

### thoroughly

*Thoroughly* means “in a thorough way, or completely.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA10) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Direct the students’ attention to the words on the ongoing review cards (WA10). Explain that you want the students to describe what they think about, or what pictures come into their minds, when they hear each of the words.

Model the activity by closing your eyes and describing what comes into your mind when you hear the word *sustain*.

#### You might say:

“When I hear the word *sustain*, I think about a train trip my family took from Chicago to New Orleans. The train sustained high speeds for hundreds of miles between stops. The train kept moving through the night, and when we woke up, we had arrived.”

## Materials

- Ongoing review cards (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

### Teacher Note

If the students struggle to make associations, support them by asking questions such as “What [things/events] do you think about when you hear the word *sustain*?” and “If something sustains, does it end quickly or last a long time?”

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word sustain? Why?* [Pause.] *Open your eyes.* [Click 1 on WA10 to reveal the prompt.] *Turn to your partner.*

WA10

indignantlyserenestalk

sustainthoroughly

**PROMPT 1:** When I hear the word \_\_\_\_\_, I think about \_\_\_\_\_ because . . .

1

**PROMPT 1:** “When I hear the word [*sustain*], I think about [a hurricane] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining words.



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses show that they understand what the words mean?
- Do the students have difficulty using any of the words? (Note the words with which they have difficulty.)
- Are they using the words in their speech and their writing outside of the vocabulary lessons?

(continues)

## Assessment Notes *(continued)*

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 179 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having the students act out the word in two or three scenarios you provide. For example, you might say “Imagine that you are a lion stalking a zebra across a wide valley. Act that out.”

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

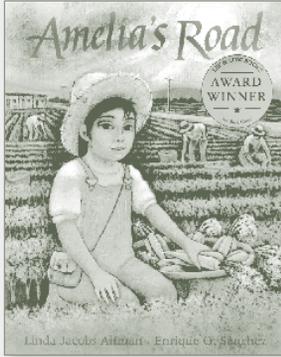
Before continuing with the week 17 lesson, take this opportunity to assess individual students’ understanding of words taught in Weeks 13–16 using the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1). For instructions on administering this assessment, see “Completing the Individual Vocabulary Assessment” on page 180 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 13–16 using the “Student Self-assessment” response sheet (SA1). For instructions on administering this assessment, see “Completing the Student Self-assessment” on page 184 of the *Assessment Resource Book*.

# Week 17

## RESOURCES



### Read-aloud

- *Amelia's Road* by Linda Jacobs Altman, illustrated by Enrique O. Sanchez

### More Strategy Practice

- “Use an Online Dictionary”
- “Review the Suffix *-ly* and Discuss the Words *Permanently* and *Temporarily*”

### Extension

- “Review the Prefix *im-*”



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 17 family letter (BLM1)
- (Optional) “Week 17 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

*loathe*

labor

*crave*

*lend a hand*

permanent

*temporary*

## Words Reviewed

amiable

blurt out

conceal

dubious

sandwiched

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing antonyms (review)
- Using context to determine word meanings (review)
- Using an online dictionary to determine word meanings
- Recognizing idioms (review)
- Using the suffix *-ly* to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review synonyms, antonyms, and using context to determine word meanings.
- Students discuss using an online dictionary to determine word meanings.
- Students review idioms and review the suffix *-ly*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students take responsibility for their learning and behavior.
- Students develop the skills of using clarifying questions or statements and including everyone in and contributing to group work.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Use an Online Dictionary” on page 367.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Review the Suffix *-ly* and Discuss the Words *Permanently* and *Temporarily*” on page 374.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 17 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Loathe*, *Labor*, and *Crave*

# Day 1

## In this lesson, the students:

- Learn and use the words *loathe*, *labor*, and *crave*
- Review synonyms
- Review antonyms
- Review using context to determine word meanings
- Use an online dictionary
- Use clarifying questions or statements

## Words Taught

### **loathe**

*Loathe* means “hate, or strongly dislike.”

### **labor** (p. 5)

*Labor* means “work hard.”

### **crave**

*Crave* means “want badly, long for, or desire very much.”

## INTRODUCE AND USE *LOATHE*

### 1 Introduce and Define *Loathe* and Review Synonyms and Antonyms

Briefly review *Amelia’s Road*. Show pages 4–5 and review that Amelia and her family move from place to place to find work in the fields. Read pages 4–5 aloud.

Tell the students that the first word they will learn today is *loathe*. Explain that *loathe* means “hate, or strongly dislike” and that *loathe* and *hate* are synonyms.

Explain that Amelia loathes, or hates, roads because they take her to farms where her family must work, rather than to places she wants to go.

Remind the students that earlier they learned the word *adore*, and review that *adore* means “love or be very fond of someone or something.” Explain that *adore* and *loathe* are antonyms, or words with opposite meanings.

Display word card 97 (🎧 WA1) and have the students say the word *loathe*.

## Materials

- *Amelia’s Road*
- Word card 97 (WA1)
- “Sentence from *Amelia’s Road*” chart (WA2)
- Word card 98 (WA3)
- Word card 99 (WA4)

## Teacher Note

If you started a synonym chart, add the words *loathe* and *hate* to it. Remind the students that they can use a synonym, like *loathe*, to replace an overused word, like *hate*, in their writing.

## Teacher Note

If you started an antonym chart, add the words *loathe* and *adore* to it.

## 2 Talk About Things People Loathe

Remind the students that we use the word *loathe* to talk about things we *strongly* dislike, and give examples of things you or someone you know loathes.

**You might say:**

“When I was your age, I loathed going to bed at 8:30 p.m., which was my bedtime on school nights. I wanted to stay up later. My son loathes green beans. He says they taste disgusting, and he refuses to eat them. I know some of you loathe rainy days because you can’t go outside for recess.”

Ask:



**Q** What is something you or someone you know loathes? [Click 1 on WA1 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:**

I **loathe** . . .

or

\_\_\_\_\_ **loathes** . . .

1

WA1

**PROMPT 1:** “I loathe . . .” or “[My dad] loathes . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *loathe* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE LABOR

### 3 Introduce *Labor* and Use Context to Determine Its Meaning

Show pages 4–5 of the book again and review that Amelia loathes roads. Read the following sentence from page 5 aloud, emphasizing the word *labored*: “The roads Amelia knew went to farms where workers labored in sunstruck fields and lived in grim, gray shanties.”

Tell the students that *labor* is the next word they will learn today. Display the “Sentence from *Amelia’s Road*” chart (📄 WA2), and explain that this is the sentence you just read.

Point to the word *labored* and underline it. Tell the students that they can sometimes figure out the meaning of an unfamiliar word—like *labor*—by rereading the sentence that includes the word to look for clues. Explain that as you read this sentence again, you want the students to think about what the word *labor* might mean and which words in the sentence are clues to the meaning of *labor*.

Read the sentence aloud. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word labor might mean?*

Point to the first prompt and read it aloud.

### Sentence from *Amelia’s Road*

The roads Amelia knew went to farms where workers labored in sunstruck fields and lived in grim, gray shanties.

**PROMPT 1:** I think *labor* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *labor*.

WA2

**PROMPT 1:** “I think *labor* might mean . . .”

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *labor* means “work hard.” Explain that *labor* and *work* are synonyms.

Then ask:

**Q** *What clues help you figure out the meaning of the word labor?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “The clues [‘workers’ and ‘in the sunstruck fields’] help me figure out the meaning of the word *labor*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that “workers” and “in the sunstruck fields” are clues that help us figure out that *labor* means *work hard*. Explain that the workers labor, or work hard, in the hot fields.

Display word card 98 (📄 WA3) and have the students say the word *labor*.

### Teacher Note

Alternatively, you may wish to write the context sentence where everyone can see it.

### TEKS 3.B.i

#### Student/Teacher Activity

#### Step 3

(second paragraph on page 365 to the end of the step)

### Teacher Note

If the students do not immediately determine the meaning of *labor* from the context, give them the definition rather than having them guess.

### Teacher Note

If you started a synonym chart, add the words *labor* and *work* to it.

### Teacher Note

You might show the illustration on pages 4-5 again and explain that illustrations can sometimes provide clues to the meaning of unfamiliar words. Point out that the illustration shows farm workers laboring, or working, in a field.

## 4 Talk About Laboring Physically and Mentally

Explain that you can labor, or work hard, physically (with your body) or mentally (with your mind). Give an example of each.

**You might say:**

“Last weekend I labored physically to put in a new fence around my yard. It was hot, sweaty work. Last night I labored mentally to write lessons for today. I thought a lot about how to make the lessons clear and interesting.”

Tell the students that partners will tell each other about times they have labored physically or mentally. Then a few volunteers will share their partners’ thinking with the class.

Ask:



**Q** *When have you labored physically or mentally?* [Click ❶ on WA3 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “I labored [physically/mentally] when . . .”

After partners have talked, click ❷ on word card 98 (WA3) and have a few volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 2:** “My partner labored [physically/mentally] when . . .”

Point to the word *labor* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE CRAVE

### 5 Introduce and Define *Crave* and Review Synonyms

Show pages 6–7 of *Amelia’s Road* and review that Amelia does not enjoy her life because she has to move so often and labor in the fields. Read pages 6–7 aloud.

Tell the students that the next word they will learn is *crave*. Explain that *crave* means “want badly, long for, or desire very much,” and that *crave*, *want*, *long for*, and *desire* are synonyms.

Explain that Amelia craves, or badly wants, a different kind of life. She longs to go to a place where people do not work so hard, move so often, or live in labor camps.

Display word card 99 (WA4) and have the students say the word *crave*.

### 6 Play “Does Milton Crave It?”

Tell the students that you will describe how our friend Milton is acting or feeling; then partners will discuss whether or not he is craving something and explain why they think that.

#### Teacher Note

You might review that *desire* means “want, wish for, or long for something.” If you started a synonym chart, add *crave* to the synonyms of *desire*.

Read the following scenario aloud twice:

- *Milton loves attention so much that he is constantly making jokes in class so the other students will notice him.*

Ask:



**Q** *Does Milton crave attention? Why?* [Click **1** on WA4 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Milton [does/does not] crave attention because . . .”

Using the same procedure, discuss the following scenarios:

- *All day at school, Milton thinks about pickles. When he gets home, he begs his mother to give him a pickle for his snack.*



**Q** *Does Milton crave pickles? Why?* [Click **2** on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “Milton [does/does not] crave pickles because . . .”

- *Everyone in Milton’s class wants the newest cell phone, but Milton is happy with the old cell phone his grandfather gave him.*



**Q** *Does Milton crave a new cell phone? Why?* [Click **3** on WA4 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 3:** “Milton [does/does not] crave a new cell phone because . . .”

Point to the word *crave* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Use an Online Dictionary

Write the following words from *Amelia’s Road* where everyone can see them: *tidy, occasion, rhythm, harvest, accidental, and wondrous*.

Have partners sit together at a computer or with a tablet. Have the students navigate to the online dictionary you selected. Direct their attention to the Search box. Ask them to type a familiar word, such as *steamboat* or *journey*, into the box and click the Search button or icon. Then discuss:

**Q** *What information is provided for the word [journey]?*

Have one or two volunteers share their thinking with the class. As necessary, point out these key features:

- *The division of the word into syllables*
- *The pronunciation of the word, which may include both a phonetic respelling and an audio pronunciation, accessed through an Audio button or icon*

### Materials

- Computers or tablets with Internet access for each pair of students



### Technology Tip

To find an appropriate online dictionary, search online using the keywords “children’s dictionary” or “online dictionary for students.”

- *The word's part of speech (whether the word is a noun, verb, adjective, or other part of speech)*
- *The definitions of the word*
- *A sentence or phrase that shows how the word is used*

Point out any additional information or features, which may include lists of synonyms or antonyms, the etymology (history) of the word, or links to related words or other information. Then briefly discuss:

**Q** *In what ways is this online dictionary [different from/the same as] a print (book) dictionary?*

**Q** *Which type of dictionary do you prefer? Why?*

Direct the students' attention to the words you have displayed, and explain that the words are from *Amelia's Road*. Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.

Give partners a minute or two to choose a word, look it up in the online dictionary, and read and discuss the word entry. When most pairs have finished, discuss each word as a class by asking:

**Q** *Who looked up the word [wondrous]? What did you find out about the word?*

**Q** *Who else looked up the word [wondrous]? What can you add to what [Kristen and Roberto] told us about the word?*

Encourage the students to continue to use an online or print dictionary to look up the meanings of words they do not know.

## Day 2

## Review *Loathe*, *Labor*, and *Crave*

### Materials

- Daily review cards (WA5)

### In this lesson, the students:

- Review and practice using the words *loathe*, *labor*, and *crave* from Day 1
- Use clarifying questions or statements

### Words Reviewed

#### **loathe**

*Loathe* means "hate, or strongly dislike."

#### **labor**

*Labor* means "work hard."

#### **crave**

*Crave* means "want badly, long for, or desire very much."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🔊 WA5). Review the pronunciation and meaning of each word.

Discuss as a class:

**Q** Which of yesterday's words do you think was especially fun to talk about? Why do you think that?

Click **1** on the daily review cards (WA5) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA5

loathelaborcrave

**PROMPT 1:** I think \_\_\_\_\_ was especially fun to talk about because . . .

1 2 3

**PROMPT 1:** "I think [*crave*] was especially fun to talk about because . . ."

## PRACTICE USING THE WORDS

### 2 Do the Activity "What Do You Think About?"

Tell the students that partners will do the activity "What Do You Think About?" Point to the words on the daily review cards (WA5). Explain that you want the students to describe what they think about, or what pictures come into their minds, when they hear each of the words.

Point to the word *loathe*, and explain that *loathe* is the first word the students will think about.

Model the activity by closing your eyes and describing what comes into your mind when you hear the word *loathe*.

**You might say:**

"When I hear the word *loathe*, I think about mowing the yard and pulling weeds. I loathe mowing and weeding because it is hard, hot work."

### Teacher Note

If the students struggle to make associations, support them by asking questions such as “What is something you loathe [doing/eating]?”

### Teacher Note

If the students struggle to make associations, signal for their attention and describe what comes into your mind when you hear the word *labor*. You might close your eyes and say “When I hear the word *labor*, I picture painting my kitchen walls because it was such hard work.” If the students continue to struggle, support them by asking questions such as “When do you do hard physical labor?” and “When do you do hard mental labor?”

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word loathe? Why?* [Pause.] *Open your eyes.* [Click 2 on WA5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “When I hear the word *loathe*, I think about [getting up in the morning] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *labor* on the daily review cards (WA5), and explain that *labor* is the next word the students will think about.

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word labor? Why?* [Pause.] *Open your eyes.* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “When I hear the word *labor*, I think about . . .”

Use the same procedure to discuss the word *crave*. If the students struggle with the word, think aloud about what you picture when you hear the word, or ask supporting questions like those in the notes.

## Day 3

## Introduce “Lend a Hand,” Permanent, and Temporary

### Materials

- *Amelia’s Road*
- Word card 100 (WA6)
- Word cards 101–102 (WA7)

### In this lesson, the students:

- Learn and use the words *permanent* and *temporary* and the idiom “lend a hand”
- Review idioms
- Review antonyms
- Review using the suffix *-ly* to determine word meanings
- Use clarifying questions or statements

### Words Taught

#### *lend a hand*

“Lend a hand” means “help or assist.”

#### **permanent** (p. 18)

*Permanent* means “lasting or meant to last a very long time or forever.”

#### **temporary**

*Temporary* means “lasting or meant to last only a short time.”

# INTRODUCE AND USE “LEND A HAND”

## 1 Introduce and Define “Lend a Hand” and Review Idioms

Show pages 12–13 of *Amelia’s Road* and review that Amelia and her family travel from place to place doing farm work. Read pages 12–13 aloud.

Tell the students that next they will discuss the idiom “lend a hand,” and explain that “lend a hand” means “help or assist.”

Show pages 12–13 again, point to the illustration on page 13, and explain that when the family gets up at dawn to pick apples, Amelia lends a hand, or helps.

Display word card 100 ( WA6) and have the students say “lend a hand.”

Remind the students that an *idiom* is “an expression or phrase that means something different from what it appears to mean.” Explain that when we say that Amelia “lends a hand,” we do not mean that she removes her hand from her body and gives it to her family. Instead, we mean that she helps her family—she helps them pick apples.

## 2 Discuss Times Students Have Lent a Hand

Tell the students that the past tense of *lend* is *lent*; then point out that all of us have lent a hand, or helped another person do something, at one time or another.

Give examples of times when you or someone you know lent a hand.

### You might say:

“When I arrived at school this morning, I saw Mr. Juarez in the parking lot. He needed help carrying some books into the building, so I lent him a hand by carrying a box of books. I noticed that Alexandra lent Paula a hand this morning when she couldn’t find her library book. Alexandra helped Paula look for the book.”

Ask:



**Q** *When have you lent someone a hand?* [Click **1** on WA6 to reveal the first prompt.] *Turn to your partner.*

### **ELL Note**

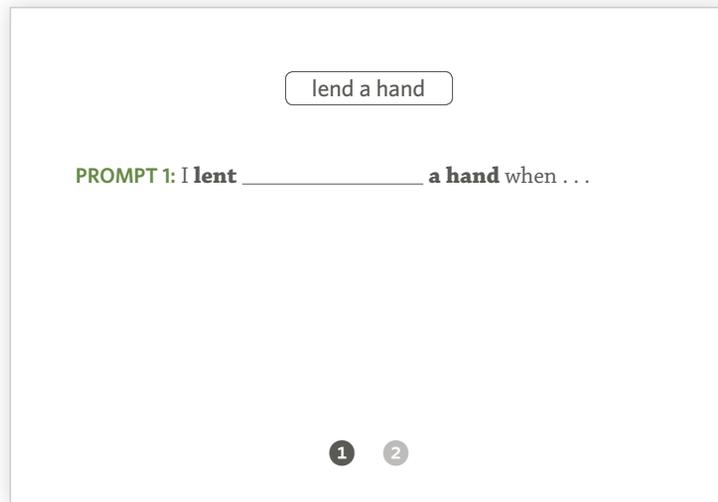
You might explain that *lend* means “give someone something that you expect to get back.”

### **Teacher Note**

You might remind the students that earlier they discussed the idioms “get-up-and-go,” *sidesplitting*, “nosing around,” and “pay no mind.” If you started an idioms chart, add “lend a hand” to it.

### **Teacher Note**

You might explain that the “past tense” is the form of a word we use to talk about past action.



**PROMPT 1:** “I lent [my sister] a hand when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then discuss as a class:

**Q** *When has another person lent you a hand?*

Click **2** on word card 100 (WA6) to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[Angel] lent me a hand when . . .”

Point to the idiom “lend a hand” and review the pronunciation and meaning of the phrase.

## INTRODUCE AND USE *PERMANENT* AND *TEMPORARY*

### 3 Introduce and Define *Permanent*

Show pages 18–19 of *Amelia’s Road* and review that Amelia finds a shortcut from school to camp that she calls the “accidental road.” Read the last two paragraphs on page 18 aloud, emphasizing the word *permanent*. Tell the students that *permanent* is the next word they will learn today. Explain that *permanent* means “lasting or meant to last a very long time or forever.”

Display word cards 101–102 (WA7) and click to reveal word card 101. Have the students say the word *permanent*.

Point out that Amelia is amazed by the tree because it is so old and sturdy. She thinks it is the most permanent, or longest-lasting, thing she has ever seen.

Discuss as a class:

**Q** *Do you think Amelia would be pleased if her family found a permanent place to live? Why?*

**ELPS 3.D.ii**  
Step 3  
(all, beginning on page 372 and continuing on to page 373)

#### **ELL Note**

The Spanish cognate of *permanent* is *permanente*.

Click **1** on word cards 101–102 (WA7) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “I think Amelia [would/would not] be pleased if her family found a permanent place to live because . . .”

If necessary, explain that because Amelia travels around so much, she likes permanent things, or things that last for a long time. She would be pleased to find a permanent home—a place where she could live for a long time.

#### 4 Introduce and Define *Temporary* and Review Antonyms

Tell the students that the last word that they will learn today is *temporary*, and explain that *temporary* means “lasting or meant to last only a short time.” Explain that *temporary* and *permanent* are antonyms.

Direct the students’ attention to word cards 101–102 (WA7) and click to reveal word card 102. Have the students say the word *temporary*.

Show pages 8–9 of *Amelia’s Road* and remind the students that Amelia and her family are living in a cabin at the labor camp.

Discuss as a class:

**Q** *Do you think the cabin is the family’s temporary or permanent home?* [Click **2** to reveal the next prompt.] *Why?*

**PROMPT 2:** “I think the cabin is the family’s [temporary/permanent] home because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

#### 5 Play “Permanent or Temporary?”

Tell the students that you will name something; then partners will discuss whether it is permanent or temporary and explain why they think that.

Begin with the following:

- *Our school building*

Ask:



**Q** *Is it permanent or temporary? Why?* [Click **3** to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 3:** “It is [permanent/temporary] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

#### Teacher Note

If you started an antonym chart, add the words *permanent* and *temporary* to it.

#### ELL Note

The Spanish cognate of *temporary* is *temporal*.

Using the same procedure, discuss:

- *Your teeth*
- *The flu*

Point to the words *permanent* and *temporary* and review the pronunciation and meanings of the words.

---

## MORE STRATEGY PRACTICE

### Review the Suffix *-ly* and Discuss the Words *Permanently* and *Temporarily*

Remind the students that a *suffix* is “a letter or group of letters that is added to the end of a word to make a new word.” Review that the suffix *-ly* means “in a certain way.”

Explain that when the suffix *-ly* is added to the word *permanent*, it makes the new word *permanently*. Explain that *permanently* means “in a permanent way, or in a way meant to last a very long time or forever.” When the suffix *-ly* is added to the word *temporary*, it makes the new word *temporarily*, which means “in a temporary way, or in a way meant to last only a short time.”

Write the words *permanently* and *temporarily* where everyone can see them, and have the students say the words.

Discuss as a class:

**Q** *If you see a sign on a store that reads “Closed Permanently,” what does the sign mean?*

Write the following prompt where everyone can see it and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “If the sign reads ‘Closed Permanently,’ it means . . .”

If necessary, explain that “closed permanently” means that the store is closed forever. It will not reopen.

Discuss as a class:

**Q** *If you see a sign on a store that reads “Closed Temporarily,” what does the sign mean?*

Write the following prompt where everyone can see it and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “If the sign reads ‘Closed Temporarily,’ it means . . .”

If necessary, explain that “closed temporarily” means the store will be closed for only a short time. It will reopen.

---

#### Teacher Note

You might point out that when you add the suffix *-ly* to *temporary*, you change the *y* to an *i* to spell *temporarily*.

---

#### Teacher Note

If you started a chart of words that use the suffix *-ly*, add the words *permanently* and *temporarily* to it.

# Review “Lend a Hand,” Permanent, and Temporary

## Day 4

### In this lesson, the students:

- Review and practice using the words *permanent* and *temporary* and the idiom “lend a hand” from Day 3
- Use clarifying questions or statements

### Words Reviewed

#### *lend a hand*

“Lend a hand” means “help or assist.”

#### *permanent*

*Permanent* means “lasting or meant to last a very long time or forever.”

#### *temporary*

*Temporary* means “lasting or meant to last only a short time.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words do you think was especially interesting or fun to talk about? Why? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

lend a handpermanenttemporary

**PROMPT 1:** I think \_\_\_\_\_ was especially [interesting/fun] to talk about because . . .

1234

WA8

**PROMPT 1:** “I think [‘lend a hand’] was especially [interesting/fun] to talk about because . . .”

### Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student

### Teacher Note

You might review that “get-up-and-go” means “energy.”

### Teacher Note

You might review that *glower* means “stare angrily.”

### Teacher Note

You might review that *bellow* means “shout or roar loudly.”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Explain that you will ask the students questions that include yesterday’s words and words that they learned earlier in the year.

Ask:

 **Q** *Would it make sense to ask someone with get-up-and-go to lend you a hand? Why?* [Click **2** on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “It [would/would not] make sense to ask someone with get-up-and-go to lend me a hand because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

 **Q** *Would you glower if a friend said she had a permanent way to solve a problem you were having? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] glower if a friend said she had a permanent way of solving my problem because . . .”

 **Q** *If you were at the movies, would you bellow if there was a temporary delay before the movie started? Why?* [Click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I [would/would not] bellow if there was a temporary delay because . . .”

## EXTENSION

### Review the Prefix *im-*

Write the words *permanent* and *impermanent* next to each other where everyone can see them. Point to the letters *im* in *impermanent* and explain that *im-* is a prefix that means “not.”

Discuss as a class:

**Q** *Based on what you know about the prefix im- and the word permanent, what do you think the word impermanent means?*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “*Impermanent* means [‘not permanent’].”

If necessary, explain that *impermanent* means “not permanent or not lasting.” Explain that *impermanent* and *permanent* are antonyms.

Write the word *temporary* and the idiom “lend a hand” beside *permanent* and *impermanent*.

Discuss as a class:

**Q** Which of yesterday’s vocabulary words is a synonym of *impermanent*?

Have a few volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “A synonym of *impermanent* is [*temporary*].”

---

### Teacher Note

If you started an antonym chart, add the words *impermanent* and *permanent* to it.

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### Teacher Note

If you started a synonym chart, add the words *impermanent* and *temporary* to it.

## Ongoing Review

# Day 5

### In this lesson, the students:

- Review words learned earlier
- Use clarifying questions or statements

### Words Reviewed

**amiable**

*Amiable* means “friendly and pleasant.”

**blurt out**

If you blurt out something, you say it suddenly or without thinking.

**conceal**

*Conceal* means “hide.”

**dubious**

*Dubious* means “uncertain, unsure, or doubtful.”

**sandwiched**

*Sandwiched* means “squeezed in between two people or things.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA9) and review the pronunciation and meaning of each word.

### Materials

- Ongoing review cards (WA9)

## PRACTICE USING THE WORDS

### 2 Discuss Questions Using the Words

Tell the students that you will ask them questions that include the review words and other words that they learned earlier in the year.

Point to the word *amiable* on the ongoing review cards (WA9) and ask:



**Q** *Would an amiable person be likely to intimidate you? Why?* [Click **1** on WA9 to reveal the first prompt.] *Turn to your partner.*

WA9

amiable blurt out conceal

dubious sandwiched

**PROMPT 1:** An **amiable** person [would/would not] be likely to intimidate me because . . .

1 2 3 4 5

**PROMPT 1:** “An amiable person [would/would not] be likely to intimidate me because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

**[blurt out]**



**Q** *If a bizarre creature leaped out at you from behind a tree, would you be likely to blurt out something? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “If a bizarre creature leaped out at me, I [would/would not] be likely to blurt out something because . . .”

#### Teacher Note

You might review that *intimidate* means “make someone feel afraid or timid.”

#### Teacher Note

You might review that *bizarre* means “very strange or odd.”

#### Teacher Note

You might follow up by discussing this question as a class: “What might you blurt out if a bizarre creature leaped out at you from behind a tree?”

[conceal]



**Q** *If you were fuming because a friend hurt your feelings, would you conceal your emotions? Why?* [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “If I were fuming because a friend hurt my feelings, I [would/would not] conceal my emotions because . . .”

[dubious]



**Q** *Would you be dubious if someone tried to sell you a rickety bicycle? Why?* [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I [would/would not] be dubious if someone tried to sell me a rickety bicycle because . . .”

[sandwiched]



**Q** *If you were sandwiched between two older kids on the school bus, would you feel jittery? Why?* [Click 5 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “I [would/would not] feel jittery if I were sandwiched between two older kids because . . .”

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**Teacher Note**

You might review that *fume* means “be very angry or irritated.”

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**Teacher Note**

You might review that *rickety* means “in bad condition and likely to break.”

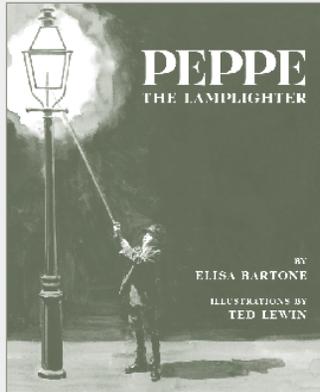
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**Teacher Note**

You might review that *jittery* means “worried and nervous.”

# Week 18

## RESOURCES



### Read-aloud

- *Peppe the Lamplighter* by Elisa Bartone, illustrated by Ted Lewin

### More Strategy Practice

- “Use a Thesaurus”

### Assessment Resource Book

- Week 18 vocabulary assessment



## Online Resources

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

### Whiteboard Activities

- WA1–WA8

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 18 family letter (BLM1)
- (Optional) “Week 18 Word Cards” (BLM2)
- (Optional) “Week 18 Crossword Puzzle” (BLM3)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

*circumstances*

*elated*

*dejected*

*pessimistic*

*optimistic*

*ambition*

## Words Reviewed

fume

gleeful

imprudent

rugged

secure

## Word-learning Strategies

- Recognizing Latin roots (review)
- Recognizing shades of meaning (review)
- Recognizing antonyms (review)
- Using a dictionary, glossary, or thesaurus (review)

## Vocabulary Focus

- Students learn and use six words about the story.
- Students recognize Latin roots and shades of meaning.
- Students review antonyms.
- Students use a thesaurus to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skills of using clarifying questions or statements and including everyone in and contributing to group work.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Use a Thesaurus” on page 392.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 187 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 18 Word Cards” (BLM2) and “Week 18 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Circumstances*, *Elated*, and *Dejected*

# Day 1

## In this lesson, the students:

- Learn and use the words *circumstances*, *elated*, and *dejected*
- Review Latin roots
- Review shades of meaning
- Review antonyms
- Work in a responsible way

## Words Taught

### *circumstances*

*Circumstances* are the “facts or events that affect or explain a situation.”

### *elated*

*Elated* means “extremely happy and excited.”

### *dejected*

*Dejected* means “sad and discouraged or in low spirits.”

## INTRODUCE AND USE CIRCUMSTANCES

### 1 Introduce and Define *Circumstances* and Review Latin Roots

Briefly review *Peppe the Lamplighter*.

Show pages 2–3 and review that Peppe and his family live in a section of New York City called Little Italy in the late 1800s. Read page 3 aloud.

Explain that because of the circumstances in which he lives, Peppe must find a job. Tell the students that *circumstances* is the first word they will learn today. Explain that *circumstances* are the “facts or events that affect or explain a situation.” Point out that the word *circumstances* comes from the Latin root *circ*, meaning “ring or circle.”

Explain that there are three circumstances, or facts, that surround Peppe’s life like a circle. One circumstance is that his father is sick and cannot support the family. Another circumstance is that his mother is dead. The third circumstance is that Peppe has many sisters who need food and clothing. To break through these difficult circumstances, Peppe must work.

Display word card 103 (WA1) and have the students say the word *circumstances*.

## Materials

- *Peppe the Lamplighter*
- Word card 103 (WA1)
- Word card 104 (WA2)
- Word card 105 (WA3)

TEKS 3.C.iv  
Student/Teacher Narrative  
Step 1 (all)

### Technology Tip

To find web-based activities that focus on using Greek and Latin roots to determine word meanings, you might search online using the keywords “whiteboard Greek and Latin roots activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### ELL Note

The Spanish cognate of *circumstances* is *circunstancias*.

## 2 Do the Activity “Imagine That!”

Ask the students to imagine the following situation as you read it aloud:

- *It is Monday morning. A group of students walk into a classroom. All of them have bright red cheeks and are wearing boots, gloves, and coats.*

Ask:



**Q** *What circumstances might explain the situation? What fact or event might explain why the students have bright red cheeks and are wearing boots, gloves, and coats? [Click 1 on WA1 to reveal the prompt.] Turn to your partner.*

circumstances

**PROMPT 1:** A **circumstance** that might explain the situation is . . .

1

WA1

### Teacher Note

Circumstances the students might mention are that the day is a school holiday, it is summertime, or the school is closed because of a snow day.

**PROMPT 1:** “A circumstance that might explain the situation is . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Then repeat the procedure, asking the students to imagine this situation:

- *It is Monday morning. The school bell rings, but no students enter the building. In fact, there are no students or teachers in school.*

Ask:



**Q** *What circumstances might explain the situation? [Point to prompt 1.] Turn to your partner.*

Point to the word *circumstances* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *ELATED*

### 3 Introduce and Define *Elated* and Review Shades of Meaning

Show pages 12–13 of *Peppe the Lamplighter* and review that Peppe looks hard for a job and finally finds one as a lamplighter. Read the first two paragraphs on page 12 aloud.

Tell the students that *elated* is the next word they will learn today, and explain that *elated* means “extremely happy and excited.” Explain that if you are elated, you don’t just feel somewhat happy, you feel very happy; you are overwhelmed with joy. Point out that Peppe and his sisters are elated, or extremely happy and excited, that he has a job. Display word card 104 (🗉 WA2) and have the students say the word *elated*.

Show pages 12–13 again and explain that as you reread this part of the story aloud, you want the students to listen for how we know that Peppe and his sisters are elated. Reread the first two paragraphs on page 12 aloud.

Discuss as a class:

**Q** *How do we know that Peppe and his sisters are elated?*

Click **1** on word card 104 (WA2) to reveal the first prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “We know that Peppe and his sisters are elated because . . .”

### 4 Discuss Feeling Elated

Give examples of times when you or someone you know has felt elated.

**You might say:**

“When I was your age, I was a big baseball fan. When my favorite team won the World Series, I was elated. I shouted and jumped up and down with joy. I was elated on my wedding day. It was one of the happiest, most exciting days of my life.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you felt elated? When has something happened to you that made you extremely happy and excited? [Pause; click **2** on WA2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “I felt elated when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *elated* and review the pronunciation and meaning of the word.

#### Teacher Note

If the students cannot recall times they were elated, ask alternative questions such as “When have you seen someone who was elated?” or “What might happen that would cause you to feel elated?”

## INTRODUCE AND USE *DEJECTED*

### 5 Introduce and Define *Dejected* and Review Antonyms

Show pages 12–13 of *Peppe the Lamplighter* again. Remind the students that Peppe and his sisters are elated when he gets a job, but that Papa has a very different reaction.

Read the rest of page 12 aloud, beginning with the sentence “But Papa sat silent and still, his face like stone.”

Tell the students that the last word they will learn today is *dejected*. Explain that *dejected* means “sad and discouraged or in low spirits.”

Explain that when Papa does not approve of his new job, Peppe goes from feeling elated to feeling dejected, or sad and in low spirits. Peppe hangs his head and does not feel like smiling because he is dejected.

Display word card 105 ( WA3) and have the students say the word *dejected*.

Explain that *dejected* and *elated* are antonyms. Remind the students that antonyms are words that are opposite in meaning.

### 6 Play “Elated or Dejected?”

Tell the students that partners will play a game called “Elated or Dejected?” Explain that you will describe something that happens to someone. Then partners will discuss whether the person is elated or dejected and explain why they think that.

Read the following scenario aloud twice:

- *Nicole plays softball. She has been working hard to improve her batting. When she hits a home run in her next game, she throws her cap in the air and shouts, “I did it! I did it!”*

Ask:

 **Q** *Is Nicole elated or dejected? Why?* [Click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “[Nicole] is [elated/dejected] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Ahmed has been looking forward to his grandmother’s visit for weeks. When his mother tells him that his grandmother is ill and cannot travel, Ahmed’s shoulders sag, and he tries not to cry.*
- *On Saturday morning, Michaela’s mother surprises the family. “Grab your swimsuits,” she tells them. “We’re going to the beach.” Michaela and her sister hug each other, hop up and down, and shout for joy.*

Point to the word *dejected* and review the pronunciation and meaning of the word.

#### Teacher Note

If you started an antonym chart, add the words *dejected* and *elated* to it.

#### Teacher Note

You might review that *sag* means “droop or hang down.”

# Review Circumstances, Elated, and Dejected

## Day 2

### In this lesson, the students:

- Review and practice using the words *circumstances*, *elated*, and *dejected* from Day 1
- Work in a responsible way

### Words Reviewed

#### **circumstances**

*Circumstances* are the “facts or events that affect or explain a situation.”

#### **elated**

*Elated* means “extremely happy and excited.”

#### **dejected**

*Dejected* means “sad and discouraged or in low spirits.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** *Would you be elated or dejected if circumstances kept you home from school? Why?* [Click 1 on WA4 to reveal the first prompt.] *Turn to your partner.*

circumstances elated dejected

**PROMPT 1:** I would be [elated/dejected] if circumstances kept me home from school because . . .

1 2 3 4

WA4

### Materials

- Daily review cards (WA4)

**PROMPT 1:** “I would be [elated/dejected] if circumstances kept me home from school because . . .”

Follow up by discussing as a class:

**Q** *What circumstances might keep you home from school?*

Click **2** on the daily review cards (WA4) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “A circumstance that might keep me home from school is . . .”

## PRACTICE USING THE WORDS

### **2** Play “What Are the Circumstances?”

Tell the students that partners will play a game called “What Are the Circumstances?” Explain that you will read a scenario in which our friend Milton is feeling either dejected or elated. Partners will use their imaginations to think of circumstances that might have caused Milton to feel as he does.

Read the following scenario aloud twice.

- *Milton is dejected because of something that happened at school.*

Use “Think, Pair, Share” to discuss the following:

 **Q** *What circumstances might have caused Milton to feel dejected?* [Pause; click **3** on WA4.] *Turn to your partner.*

**PROMPT 3:** “A circumstance that might have caused Milton to feel dejected might be . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenario:

- *Milton is elated because of something he received in the mail.*

 **Q** *What circumstances might have caused Milton to feel elated?* [Pause; click **4** on WA4.] *Turn to your partner.*

**PROMPT 4:** “A circumstance that might have caused Milton to feel elated might be . . .”

# Introduce *Pessimistic*, *Optimistic*, and *Ambition*

## Day 3

### In this lesson, the students:

- Learn and use the words *pessimistic*, *optimistic*, and *ambition*
- Review antonyms
- Use a thesaurus to determine word meanings
- Work in a responsible way

### Words Taught

#### **pessimistic**

*Pessimistic* means “expecting the worst to happen.”  
A pessimistic person thinks that things will turn out badly.

#### **optimistic**

*Optimistic* means “expecting the best to happen.”  
An optimistic person believes that things will turn out well.

#### **ambition**

An *ambition* is a “strong desire to do or achieve something.”

## INTRODUCE AND USE *PESSIMISTIC* AND *OPTIMISTIC*

### 1 Introduce and Define *Pessimistic*

Show pages 18–19 of *Peppe the Lamplighter* and review that Papa is angry because Peppe has taken a job as a lamplighter.

Read page 19 aloud, stopping after “But Papa stayed angry. ‘You’ll never amount to anything,’ he grumbled.”

Tell the students that the first word they will learn today is *pessimistic*. Explain that *pessimistic* means “expecting the worst to happen.” Explain that a pessimistic person thinks that things will turn out badly.

Point out that when Papa says, “You’ll never amount to anything,” he is being pessimistic about Peppe’s future. Explain that Papa thinks things will turn out badly for Peppe in the future because he is working as a lamplighter now.

Display word cards 106–107 (WA5), and click to reveal word card 106. Have the students say the word *pessimistic*.

### Materials

- *Peppe the Lamplighter*
- Word cards 106–107 (WA5)
- Word card 108 (WA6)

### ELL Note

The Spanish cognate of *pessimistic* is *pesimista*.

### ELL Note

The Spanish cognate of *optimistic* is *optimista*.

### Teacher Note

If you started an antonym chart, add the words *optimistic* and *pessimistic* to it.

### Teacher Note

You might review that *focus* means “concentrate your attention or effort on something.”

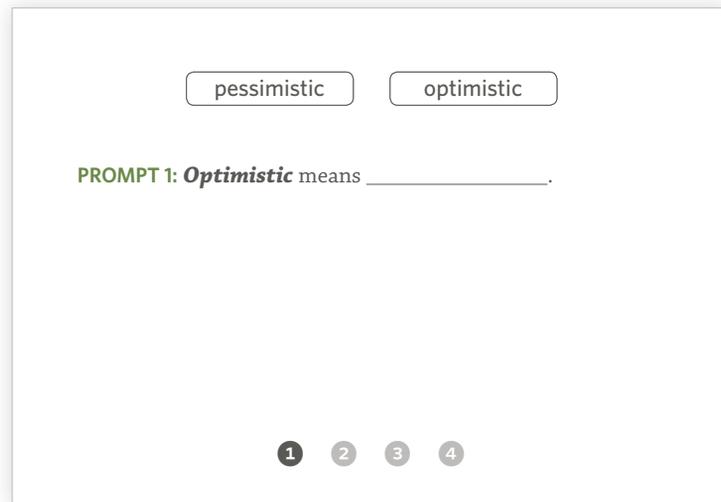
## 2 Introduce and Define *Optimistic* and Review Antonyms

Tell the students that the next word they will learn is *optimistic*. Explain that *optimistic* and *pessimistic* are antonyms, or words with opposite meanings.

Direct the students’ attention to word cards 106–107 (WA5) and click to reveal word card 107. Have the students say the word *optimistic*. Point to *optimistic* and *pessimistic* on the word cards, and discuss as a class:

**Q** *If optimistic and pessimistic are antonyms, and pessimistic means “expecting the worst to happen,” what do you think optimistic means?*

Click **1** on word cards 106–107 (WA5) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.



WA5

**PROMPT 1:** “*Optimistic* means [‘expecting the best to happen’].”

If necessary, explain that *optimistic* means “expecting the best to happen.” Explain that an optimistic person believes that things will turn out well.

## 3 Play “Optimistic or Pessimistic?”

Tell the students that partners will play a game called “Optimistic or Pessimistic?” Explain that you will describe a situation; then partners will discuss whether the person in the situation is optimistic or pessimistic and explain why.

Read the following scenario aloud, twice:

- *Quentin is having a hard time learning division facts. Even though he has been focusing and working hard, he still has not memorized them. He shouts, “I will never learn these facts! I’ll be fifty and I still won’t know them!”*

Ask:



**Q** Is Quentin optimistic or pessimistic? Why? [Click 2 on WA5 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think Quentin is [optimistic/pessimistic] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Sasha learns that her parents are going on a trip and she is being sent to her Aunt Jo’s house for the summer. She says, “That’s ideal. Aunt Jo will teach me to swim, and I’ll have lots of fun playing with my cousins.”*



**Q** Is Sasha optimistic or pessimistic? Why? [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I think Sasha is [optimistic/pessimistic] because . . .”

- *Tomo is going for a job interview. As he leaves the house, he says to his wife, “I don’t know why I’m even bothering to go to this interview. I’ll never get the job.”*



**Q** Is Tomo optimistic or pessimistic? Why? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think Tomo is [optimistic/pessimistic] because . . .”

Invite partners to create their own “Optimistic or Pessimistic?” scenarios and share them with the class.

Point to the words *pessimistic* and *optimistic* and review the pronunciation and meaning of the words.

## INTRODUCE AND USE AMBITION

### 4 Introduce and Define *Ambition*

Show pages 22–23 of *Peppe the Lamplighter*. Review that Peppe comes to loathe his job as a lamplighter, and one night he decides not to light the lamps. When Assunta does not come home, Papa begs Peppe to change his mind.

Read the fourth paragraph on page 22 aloud, beginning with “Peppe couldn’t believe what he was hearing.”

Tell the students that the last word they will learn today is *ambition*. Explain that an *ambition* is a “strong desire to do or achieve something.”

Explain that Peppe’s ambition, or strong desire, is to do something important with this life—to get an education and maybe become a doctor.

Display word card 108 (WA6) and have the students say the word *ambition*.

### Teacher Note

You might review that *ideal* means “perfect.”

### Teacher Note

Using a previously taught word, like *loathe*, when giving an explanation is an excellent way to review the word. You might review that *loathe* means “hate, or strongly dislike.”

### ELL Note

The Spanish cognate of *ambition* is *ambición*.

## 5 Talk About Ambitions

Remind the students that an *ambition* is a “strong desire to do or achieve something.” Give examples of ambitions you have now or have had in the past.

### You might say:

“I love to cook. One of my ambitions is to learn to cook dishes from countries around the world. I also like to run, and my ambition is to run a marathon. When I was your age, one of my ambitions was to become a veterinarian. I loved animals and wanted to be able to help animals that were sick or hurt.”

Use “Think, Pair, Share” to discuss:



**Q** *What is an ambition you have?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “My ambition is to [play in a band].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *ambition* and review the pronunciation and meaning of the word.

### Materials

- A print thesaurus for each pair of students

### Teacher Note

If you have not created a synonym chart (see the more strategy practice activity “Start a Synonym Chart” in Week 4), write vocabulary words for which the students have discussed synonyms where everyone can see them (for example, *transform*, *topple*, *analyze*, *boost*, *yearn*, *desire*, and *intricate*) and have the students use the thesaurus to find synonyms for the words.

## MORE STRATEGY PRACTICE

### Use a Thesaurus

Display the synonym chart where all the students can see it.

Distribute a thesaurus to each pair of students. Explain that a *thesaurus* is a “book of synonyms, or words that mean the same thing or almost the same thing.” As a class, discuss:

**Q** *When might you use a thesaurus? When might a thesaurus be helpful?*

If necessary, explain that you might use a thesaurus when you are writing to help you find just the right word or to avoid using the same word over and over again.

Have partners open their thesaurus to the first two-page spread of words. Point out that the words are listed alphabetically and that the guide words at the top of each page are the first and last words on the page. Explain that guide words help you find a word you are looking for. Also point out that the thesaurus provides each word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech) and its synonyms.

Direct the students' attention to the synonym chart and review that these are sets of synonyms the students have discussed this year. Explain that partners will choose one word from the synonym chart, look it up in the thesaurus, and share the additional synonyms they find with the class.

Give partners a minute or two to choose a word, find it in the thesaurus, and discuss its synonyms. When most pairs have finished, discuss the words and their synonyms as a class by asking:

**Q** *What word did you look up? What synonyms did you find for the word?*

Follow up by asking:

**Q** *Which of these synonyms are already on our synonym chart? Which synonyms should we add to the chart?*

Add the synonyms the students suggest to the chart.

### Teacher Note

Circulate as the students look up the words. If the students are having trouble finding a word, signal for their attention and show the students how to use the guide words to locate a word.

### Teacher Note

You might explain that when using a thesaurus, it is a good idea for students to look up the synonyms they are finding in a dictionary, where they can find more information about the words' meanings and how they are used. Synonyms listed for a word in a thesaurus may have varying shades of meaning and uses.

## Review *Pessimistic*, *Optimistic*, and *Ambition*

# Day 4

### In this lesson, the students:

- Review and practice using the words *pessimistic*, *optimistic*, and *ambition* from Day 3
- Work in a responsible way

### Words Reviewed

#### **pessimistic**

*Pessimistic* means "expecting the worst to happen." A pessimistic person thinks that things will turn out badly.

#### **optimistic**

*Optimistic* means "expecting the best to happen." An optimistic person believes that things will turn out well.

#### **ambition**

An *ambition* is a "strong desire to do or achieve something."

### Materials

- Daily review cards (WA7)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 18 Crossword Puzzle" (BLM3) for each student

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA7). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of yesterday's words do you think was the most interesting to talk about? Why? [Click **1** on WA7 to reveal the first prompt.] Turn to your partner.

WA7

pessimistic   optimistic   ambition

**PROMPT 1:** I think the word \_\_\_\_\_ was the most interesting to talk about because . . .

**1**   2   3   4   5   6

**PROMPT 1:** "I think the word [*optimistic*] was the most interesting to talk about because . . ."

## PRACTICE USING THE WORDS

### **2** Do the Activity "What Might You Say or Do?"

Tell the students that partners will do the activity "What Might You Say or Do?" Explain that you will describe an imaginary situation and partners will discuss what they might say or do in that situation.

Read the following scenario aloud twice:

- *You are about to run a race. You are feeling pessimistic about your chances of winning.*

Ask:



**Q** What might you say if you were feeling pessimistic about your chances of winning the race? Why? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** "If I were feeling pessimistic, I might say ['I don't think I'll win this race'] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

**Q** *Why might someone feel pessimistic about his or her chances of winning a race?*

Click **3** on the daily review cards (WA7) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “Someone might feel pessimistic because . . .”

Using the same procedure, discuss the following situations:

- *You are about to take a math test. You are feeling optimistic about how you will do.*



**Q** *What might you say if you were feeling optimistic about how you will do on the test? Why?* [Click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “If I were feeling optimistic, I might say [‘I know I’m going to do well on this test’] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

**Q** *Why might someone feel optimistic about how well he or she will do on a test?*

Click **5** to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 5:** “Someone might feel optimistic because . . .”

- *Your ambition is to become a famous writer and illustrator of children’s books.*

Ask:



**Q** *What might you do to prepare now if your ambition were to become a writer and illustrator of children’s books?* [Click **6** to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** “If my ambition were to become a writer and illustrator of children’s books, I might prepare by . . .”

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### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

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### Teacher Note

To provide students with additional review of words taught during Weeks 17 and 18, you might distribute a copy of the “Week 18 Crossword Puzzle” (BLM3) to each student.

### Materials

- Ongoing review cards (WA8)

### In this lesson, the students:

- Review words learned earlier
- Work in a responsible way

### Words Reviewed

#### **fume**

*Fume* means “be very angry or irritated.”

#### **gleeful**

*Gleeful* means “happy, delighted, or joyous.”

#### **imprudent**

*Imprudent* means “unwise or careless.” If you are imprudent, you do not use good judgment or think carefully before you do things.

#### **rugged**

*Rugged* means “tough and strong.” *Rugged* also means “having a rough, uneven surface” and “harsh or difficult.”

#### **secure**

*Secure* means “fasten, or tie firmly.” *Secure* also means “safe and protected.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA8). Review the pronunciation and meaning of each word.

### 2 Do the Activity “Which Word Goes With?”

Tell the students that partners will do the activity “Which Word Goes With?” Explain that you will write a word where everyone can see it and they are to think about which of the vocabulary words goes with the word you write. Tell the students that the word you write might go with more than one of the vocabulary words. Explain that partners may not always agree and that is fine. What is important is that they explain their thinking.

Write the word *mountaintop* where everyone can see it and read the word aloud. Then point to the ongoing review cards (WA8) and ask:

-  **Q** Which of these words do you think goes with *mountaintop*? Why do you think that? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

WA8

fumegleefulimprudent

ruggedsecure

**PROMPT 1:** I think \_\_\_\_\_ goes with *mountaintop* because . . .

1 2 3

**PROMPT 1:** “I think [*rugged*] goes with *mountaintop* because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Write the word *tease* where everyone can see it, and ask:

-  **Q** Which of the words do you think goes with *tease*? Why do you think that? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think [*fume*] goes with *tease* because . . .”

Use the same procedure to discuss the word *helicopter*.

-  **Q** Which of the words do you think goes with *helicopter*? Why do you think that? [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I think [*gleeful*] goes with *helicopter* because . . .”

### Teacher Note

If the students struggle to make associations, think aloud about associations you might make and why. For example, say “I think *rugged* goes with *mountaintop*, because I think a mountaintop might have a rough, uneven surface. I also think you might be happy or delighted to reach the top of a mountain, so *gleeful* goes with *mountaintop*, too. I think *secure* can go with *mountaintop*, also, because if you camped on top of a mountain, you would want to make sure your tent and belongings were securely fastened.”

### Teacher Note

If the students have trouble making associations, think aloud about associations you might make or ask questions, such as “How might the word *imprudent* go with *tease*? Why might it be imprudent to tease someone?” “How might the word *fume* go with *tease*? Would you expect someone to fume if they were teased?”



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' associations and explanations show that they understand what the words mean?
- Do the students have difficulty using or explaining any of the words? (Note the words with which they have difficulty.)
- Are the students using the independent word-learning strategies as they read independently?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 187 of the *Assessment Resource Book*.

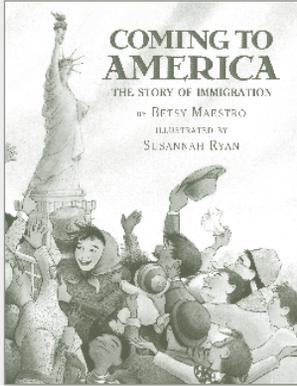
Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences. For example, if the students are struggling with the word *gleeful*, ask questions such as "When have you felt gleeful?" and "What would make you feel most gleeful?"



# Week 19

## RESOURCES



### Read-aloud

- *Coming to America: The Story of Immigration* by Betsy Maestro, illustrated by Susannah Ryan

### More Strategy Practice

- “Explore Other Words that Use the Prefix *in-*”
- “Review the Suffix *-er*”

### Extension

- “Explore Domain-specific Words: *Colony*”



## Online Resources

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

### Whiteboard Activities

- WA1–WA8

### Reproducibles

- Week 19 family letter (BLM1)
- (Optional) “Week 19 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

rove  
inadequate  
adequate  
scrutinize  
ineligible  
eligible

## Words Reviewed

glum  
inconsistent  
mysterious  
optimistic  
prudent

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing antonyms (review)
- Using the prefix *in-* to determine word meanings (review)
- Recognizing shades of meaning (review)
- Using the suffix *-er* to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words about the book.
- Students review synonyms and antonyms.
- Students review the prefix *in-* and the suffix *-er*.
- Students review shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students take responsibility for their learning and behavior.
- Students develop the skills of using clarifying questions or statements and confirming another person's thinking.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Explore Other Words that Use the Prefix *in-*” on page 413.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 5, review the more strategy practice activity “Review the Suffix *-er*” on page 419.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 19 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Rove*, *Inadequate*, and *Adequate*

# Day 1

## In this lesson, the students:

- Learn and use the words *rove*, *inadequate*, and *adequate*
- Review synonyms
- Review antonyms
- Review the prefix *in-*
- Take responsibility for their learning and behavior

## Words Taught

### **rove**

*Rove* means “wander about or roam.”

### **inadequate**

*Inadequate* means “not adequate, or not enough or not good enough.”

### **adequate**

*Adequate* means “enough or good enough.”

## INTRODUCE AND USE ROVE

### 1 Introduce and Define *Rove* and Review Synonyms

Briefly review *Coming to America: The Story of Immigration*.

Show pages 4–5 and review that the first people came to North America thousands of years ago. Read page 4 aloud.

Tell the students that the first word they will learn today is *rove*. Explain that *rove* means “wander about or roam” and that the words *rove*, *wander*, and *roam* are synonyms.

Tell the students that when people rove, they wander about, often without knowing exactly where they are going. Explain that thousands of years ago, ancient hunters roved, or wandered, to the Americas. These nomads roved to the Americas “more or less by accident” as they searched for food.

Display word card 109 (WA1) and have the students say the word *rove*.

### 2 Talk About Roving

Tell the students that roving, or wandering about, can sometimes lead to a fun experience or an unexpected adventure. Give examples of times when you roved, and tell the students what happened.

## Materials

- *Coming to America: The Story of Immigration*
- Word card 109 (WA1)
- Word cards 110–111 (WA2)

## Teacher Note

If you started a synonym chart, add the word *rove* and its synonyms to it.

## Teacher Note

Support struggling students by asking questions such as “When have you roved through a neighborhood, park, or woods that you had never been to before? What did you see or do?” “When have you roved to someplace fun with a friend or family member? What made it fun?” or “When have you roved through a house or building? What did you see or do?” If the students cannot recall times when they have roved, ask alternative questions such as “Where would you like to rove? Why?”

## ELL Note

The Spanish cognate of *inadequate* is *inadecuado/a*.

### You might say:

“My husband and I were on vacation in the mountains. One day we roved on foot through the woods and came upon a beautiful clearing by a stream where we saw a beaver building a dam. One Sunday we decided to rove in our car with no destination in mind. Our roving led us to a town that was having an outdoor festival. We stayed all day listening to music and eating great food.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you roved by foot, bike, or car? What did you see or do when you roved?* [Pause; click 1 on WA1 to reveal the prompt.] *Turn to your partner.*

WA1

rove

**PROMPT 1:**

I **roved** . . .

and

When I **roved**, I . . .

1

**PROMPT 1:** “I roved . . .” and “When I roved, I . . .”

Point to the word *rove* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE INADEQUATE AND ADEQUATE

### 3 Introduce and Define *Inadequate*

Show pages 12–13 of *Coming to America* and review that in the 1600s and 1700s thousands of European immigrants came to North America searching for a better life. Read the last paragraph on page 12 aloud.

Tell the students that the next word they will learn is *inadequate*. Explain that *inadequate* means “not enough or not good enough.”

Point to the illustration on page 13, and point out that there was inadequate, or not enough, living space onboard the ships. Because the space was inadequate, the immigrants lived in cramped quarters where they could not sit or rest comfortably. Explain that their supplies of food

and water often were inadequate as well. There was not enough food and water for everyone.

Display word cards 110–111 (WA2), and click to reveal word card 110. Have the students say the word *inadequate*.

#### 4 Introduce and Define *Adequate* and Review Antonyms and the Prefix *in-*

Tell the students that the last word they will learn today is *adequate*. Direct the students' attention to word cards 110–111 (WA2), and click to reveal word card 111. Have the students say the word *adequate*.

Point to *inadequate* and *adequate* on the word cards, and explain that *inadequate* and *adequate* are antonyms, or words with opposite meanings.

Discuss as a class:

**Q** *If inadequate and adequate are antonyms, and inadequate means "not enough or not good enough," what do you think adequate means?*

Click **1** on word cards 110–111 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** "I think *adequate* means ['enough or good enough']."

If necessary, explain that *adequate* means "enough or good enough." Explain that if living space had been adequate, or good enough, on the ships, then the immigrants would have had enough room to sit or rest comfortably. If food and water supplies had been adequate, there would have been enough food and water for everyone.

Point to the prefix *in-* in *inadequate* on the word card, and review that *in-* is a prefix that means "not." Point out that when the prefix *in-* is added to the word *adequate*, it makes the new word *inadequate*, which means "not adequate, or not enough or not good enough."

#### 5 Play "Adequate or Inadequate?"

Tell the students that they will now play a game called "Adequate or Inadequate?" Explain that you will describe a situation; then partners will decide whether what you have described is adequate or inadequate and explain why they think so.

Read the following scenario aloud twice:

- *There is just enough milk in the carton for Rachel and her sister to have milk on their cereal.*

Ask:



**Q** *Is the amount of milk in the carton adequate or inadequate? Why?*  
[Click **2** on WA2 to reveal the prompt.] *Turn to your partner.*



#### ELL Note

The Spanish cognate of *adequate* is *adecuado/a*.

#### Teacher Note

If you started a chart of words that use the prefix *in-*, add the word *inadequate* to it.

If you started an antonym chart, add the words *inadequate* and *adequate* to it.

**PROMPT 2:** “The amount of milk is [adequate/inadequate] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Miss Tam is handing out pencils to her students and discovers that she is one pencil short.*



**Q** *Is the number of pencils adequate or inadequate? Why? [Click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “The number of pencils is [adequate/inadequate] because . . .”

- *Mr. Billings is unhappy with the job Robby did weeding the garden because Robby didn’t pull all of the weeds.*



**Q** *Did Robby do an adequate or inadequate job weeding the garden? Why? [Click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “Robby did an [adequate/inadequate] job because . . .”

Point to the words *inadequate* and *adequate* and review the pronunciation and meaning of the words.

### Teacher Note

Academic language is the language necessary for success in school. It includes general academic words commonly found across content areas and in many different kinds of texts as well as content area or domain-specific words and terms. Knowledge of academic language is important for all students’ success in school and is especially critical for English Language Learners.

### Teacher Note

You might explain that after the American Revolution, the British colonies formed the first thirteen states of the United States.

## EXTENSION

### Explore Domain-specific Words: *Colony*

Explain that authors who write about social studies topics such as American history often use historical vocabulary to discuss their subjects. Explain that in the book *Coming to America*, author Betsy Maestro uses the word *colony* to describe the places where early European settlers lived in North America more than 300 years ago.

Write the word *colony* where everyone can see it. Tell the students that as you read the sentence from the book that includes the word *colony*, you want them to listen for the word and think about what it might mean. Then read these sentences from page 10 aloud: “By about 1700, thousands of settlers lived in the Spanish, French, and English colonies of North America. Other new Americans had arrived from the Netherlands, Sweden, Germany, Finland, and Wales.” Ask:

**Q** *What do you think the word colony might mean?*

Have a few volunteers share their thinking. If necessary, explain that a *colony* is an “area or region controlled by another country and settled by people from that country.” Tell the students that the Spanish, French, and British governments each claimed areas of North America in the early 1700s. Point out that many people from other countries also moved to North America, but they did not form colonies at that time, and their countries of origin had no power over any part of North America.

# Review *Rove*, *Inadequate*, and *Adequate*

## Day 2

### In this lesson, the students:

- Review and practice using the words *rove*, *inadequate*, and *adequate* from Day 1
- Take responsibility for their learning and behavior

### Words Reviewed

#### **rove**

*Rove* means “wander about or roam.”

#### **inadequate**

*Inadequate* means “not adequate, or not enough or not good enough.”

#### **adequate**

*Adequate* means “enough or good enough.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA3). Review the pronunciation and meaning of each word.

Ask:



- Q** *Would you say that you roved if you took the same route to school every day? Why or why not? [Click 1 on WA3 to reveal the first prompt.] Turn to your partner.*

roveinadequateadequate

**PROMPT 1:** I [would/would not] say that I **roved** because . . .

1 2 3

WA3

**PROMPT 1:** “I [would/would not] say that I roved because . . .”

### Materials

- Daily review cards (WA3)

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask:

-  **Q** *If you had six quarters and wanted to buy a bottle of juice that cost \$1.00, would the amount of money you had be adequate or inadequate? Why?*  
[Click **2** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “The amount of money I had would be [adequate/inadequate] because . . .”

## PRACTICE USING THE WORDS

### **2** Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Point to *rove* on the daily review cards (WA3), and explain that you will read a scenario that includes the word *rove*. Partners will then discuss whether or not *rove* makes sense in the scenario and explain why they think so.

Read the following scenario aloud twice:

- *Darius wants to rove, so he gets a map and plans exactly where he will go.*

Ask:

-  **Q** *Does the word rove make sense in the scenario? Why do you think that?*  
[Click **3** on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “The word [*rove*] [does/does not] make sense because . . .”

Using the same procedure, discuss the following scenarios:

#### [adequate]

- *Imani is planning a day at the beach. She packs towels, an adequate supply of sunscreen, a book, and a bottle of water.*

#### [inadequate]

- *Mr. Hitari is fuming. “I paid those boys to rake my lawn, but there are leaves everywhere. The job they did is inadequate.”*

### Teacher Note

You might review that *fume* means “be very angry or irritated.”

# Introduce *Scrutinize*, *Ineligible*, and *Eligible*

## Day 3

### In this lesson, the students:

- Learn and use the words *scrutinize*, *ineligible*, and *eligible*
- Review shades of meaning
- Review the prefix *in-*
- Review antonyms
- Take responsibility for their learning and behavior

### Words Taught

#### **scrutinize**

*Scrutinize* means “look at very carefully.”

#### **ineligible**

*Ineligible* means “not eligible, or not allowed to do or have something.”

#### **eligible**

*Eligible* means “allowed to do or have something.”

### Materials

- *Coming to America*
- Word card 112 (WA4)
- Word cards 113–114 (WA5)

## INTRODUCE AND USE SCRUTINIZE

### 1 Introduce and Define *Scrutinize*

Show pages 26–27 of *Coming to America*. Review that many ships bringing immigrants to the United States anchored at Ellis Island, where doctors checked the immigrants for diseases.

Read the first paragraph on page 26 aloud.

Tell the students that the first word they will learn today is *scrutinize*. Explain that *scrutinize* means “look at very carefully.”

Explain that doctors first gave the immigrants a quick examination. Immigrants with health problems were marked with chalk so that doctors could scrutinize them, or look at them very carefully, later.

Display word card 112 (WA4) and have the students say the word *scrutinize*.

### 2 Review Shades of Meaning and Discuss Scrutinizing

Point out that scrutinizing is similar to looking, with this important difference—when you scrutinize something, you do not just glance at it or look at it for a few moments. You look at it *very carefully*.

Ask the students to pay close attention as you scrutinize a wristwatch. Then scrutinize the watch by looking at it carefully from all angles, including examining the back.

Discuss as a class:

**Q** *What did you see me do when I scrutinized the watch?*

Click **1** on word card 112 (WA4) to reveal the first prompt, and have a few volunteers use the prompt to share their thinking with the class.

scrutinize

**PROMPT 1:** When you **scrutinized** the watch, you . . .

**1** **2** **3**

WA4

**PROMPT 1:** “When you scrutinized the watch, you . . .”

Discuss as a class:

**Q** *Why might someone scrutinize a watch?*

Click **2** to reveal the next prompt, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “You might scrutinize a watch because . . .”

Tell the students that you are going to have them scrutinize their right hands. Explain that afterwards, you will have partners discuss what they did and what they noticed. Then give the students a minute to scrutinize their right hands.

Ask:

 **Q** *What did you do when you scrutinized your hand? What did you notice?*  
[Click **3** on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “When I scrutinized my hand, I . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *scrutinize* and review the pronunciation and meaning of the word.

# INTRODUCE AND USE *INELIGIBLE* AND *ELIGIBLE*

## 3 Introduce and Define *Ineligible*

Show pages 26–27 of the book again, and review that doctors scrutinized immigrants with health problems. Read page 27 aloud.

Tell the students that the next word they will learn is *ineligible*. Explain that *ineligible* means “not allowed to do or have something.”

Explain that immigrants with permanent health problems were ineligible to stay in the United States—they were not allowed to stay—and they were sent back to the countries from which they came.

Display word cards 113–114 (WA5), and click to reveal word card 113. Have the students say the word *ineligible*.

## 4 Introduce and Define *Eligible* and Review Antonyms and the Prefix *in-*

Tell the students that the last word they will learn today is *eligible*. Have the students say the word *eligible*, and add it to the chart.

Direct the students’ attention to word cards 113–114 (WA5), and click to reveal word card 114. Have the students say the word *eligible*.

Discuss as a class:

**Q** *If ineligible and eligible are antonyms, and ineligible means “not allowed to do or have something,” what do you think eligible means?*

Click 1 on word cards 113–114 (WA5) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “I think *eligible* means [‘allowed to do or have something].”

If necessary, explain that *eligible* means “allowed to do or have something.” Explain that most new arrivals passed the health examination and were eligible, or allowed, to stay in the country.

Point to the prefix *in-* in *ineligible* on the word card. Point out that, like the word *inadequate*, the word *ineligible* uses the prefix *in-*, which means “not.” Explain that when the prefix *in-* is added to the word *eligible*, it makes the new word *ineligible*, which means “not eligible, or not allowed to do or have something.”

## 5 Discuss *Eligible* and *Ineligible*

Tell the students that a person must be 18 years old or older to be eligible, or allowed, to vote for president of the United States. Point out to the students that people their age are ineligible to vote for president because they are younger than 18 years old.

### Teacher Note

Using a previously taught word, like *permanent*, when giving an explanation is an excellent way to review words. You might review that *permanent* means “lasting or meant to last a very long time or forever.”

### Teacher Note

You might have the students say the syllables slowly and pronounce the word several times.

### Teacher Note

If you started a chart of words that use the prefix *in-*, add the word *ineligible* to it.

If you started an antonym chart, add the words *ineligible* and *eligible* to it.

Discuss as a class:

**Q** *Do you think it is right that people your age are ineligible to vote for president? Why?*

Click **2** to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I [think/do not think] it is right that people my age are ineligible to vote for president because . . .”

Explain that in most states, a person must be 16 years old to be eligible to get a driver’s license. People who are younger than 16 years old are ineligible to get licenses.

Discuss as a class:

**Q** *Do you think people who are younger than 16 years old should be eligible to get driver’s licenses?*

Click **3** to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I [think/do not think] people who are younger than 16 years old should be eligible to get driver’s licenses because . . .”

## **6** Play “Is Milton Eligible or Ineligible?”

Tell the students that partners will play a game called “Is Milton Eligible or Ineligible?” Explain that you will describe something our friend Milton wants to do; then partners will decide whether he is eligible or ineligible and explain why.

Read the following scenario aloud twice:

- *Milton wants to play football. The rules say that players must be eleven years old and Milton is ten.*

Ask:

 **Q** *Is Milton eligible or ineligible to play? Why? [Click **4** on WA5 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “Milton is [eligible/ineligible] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton wants to ride the new roller coaster at the amusement park. The sign says that you must be 48 inches tall to ride. Milton is 49 inches tall.*

 **Q** *Is Milton eligible or ineligible to ride? Why? [Point to prompt 4.] Turn to your partner.*

- Milton belongs to a science club and wants to earn a nature badge. To earn the badge, he needs to identify leaves from 15 different trees. Milton has identified the leaves of 12 trees.



**Q** Is Milton eligible or ineligible for the badge? Why? [Point to prompt 4.]  
Turn to your partner.

Point to the words *ineligible* and *eligible* and review the pronunciation and meanings of the words.

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## MORE STRATEGY PRACTICE

### Explore Other Words That Use the Prefix *in-*

Write the words *inadequate* and *ineligible* where everyone can see them, and review that the words use the prefix *in-*, which means “not.” Review that *inadequate* means “not adequate, or not enough or not good enough,” and that *ineligible* means “not eligible, or not allowed to do or have something.” Review that the word pairs *adequate* and *inadequate* and *eligible* and *ineligible* are antonyms, or words that are opposite in meaning.

Tell the students that knowing that the prefix *in-* means “not” can help them figure out the meanings of other words that use the prefix.

Discuss as a class:

**Q** Based on what you know about the prefix *in-* and the word *expensive*, what do you think the word *inexpensive* means? What do we mean when we say that something is *inexpensive*?

Have one or two volunteers use the following prompts to share their thinking with the class.

**PROMPT:** “*Inexpensive* means [‘not expensive’]. If something is *inexpensive*, it . . .”

If necessary, explain that *inexpensive* means “not expensive, or low in price.” If something is *inexpensive*, it does not cost a lot of money.

Using the same procedure, discuss the following words:

- *inconvenient*
- *inexact*

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### Materials

- (Optional) Chart paper and a marker

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### Teacher Note

If you started a chart of words that use the prefix *in-*, add the words *inexpensive*, *inconvenient*, and *inexact* to it.

# Day 4

## Review *Scrutinize*, *Ineligible*, and *Eligible*

### Materials

- Daily review cards (WA6)
- Copy of this week's family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *scrutinize*, *ineligible*, and *eligible* from Day 3
- Take responsibility for their learning and behavior

### Words Reviewed

#### **scrutinize**

*Scrutinize* means "look at very carefully."

#### **ineligible**

*Ineligible* means "not eligible, or not allowed to do or have something."

#### **eligible**

*Eligible* means "allowed to do or have something."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA6). Review the pronunciation and meaning of each word.

Use "Think, Pair, Share" to discuss:



**Q** *If you were going to form a basketball team, what would people need to do to be eligible to join your team? Why?* [Pause; click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

scrutinize ineligible eligible

**PROMPT 1:** To be **eligible**, people would need to \_\_\_\_\_ because . . .

1 2 3 4 5 6

WA6

**PROMPT 1:** "To be eligible, people would need to [show me that they can dribble and shoot] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:



**Q** *If you wanted to join a club but were told that you were ineligible, what might you say or do? Why?* [Pause; click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “If I were told I was ineligible, I might [ask why I was ineligible and what I needed to do to become eligible] because . . .”



**Q** *If you noticed someone scrutinizing you, what might you say or do? Why?* [Pause; click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “If I noticed someone scrutinizing me, I might [tell the person to stop] because . . .”

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Might You Say or Do?”

Tell the students that they will do the activity “What Might You Say or Do?” Remind the students that you will describe a situation; then partners will discuss what they might say or do in that situation and explain why.

Read the following scenario aloud twice:

- *Your teacher asks you to scrutinize a leaf on a plant.*

Use “Think, Pair, Share” to discuss:



**Q** *What might you do to scrutinize the leaf? Why?* [Pause; click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “To scrutinize the leaf, I would [use a magnifying glass] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Your class is going on a field trip. Your teacher says you are ineligible to go because you haven’t returned your permission slip.*



**Q** *What might you do if you were ineligible to go because you had not returned your permission slip? Why?* [Pause; click 5 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “If I were ineligible to go on the field trip, I would [ask the teacher to call my parents] because . . .”

- *To be eligible to go to a camp for performers, you must show that you can sing or dance.*

## Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.



**Q** *What might you do or say to show that you were eligible to go to the camp? Why?* [Pause; click 6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** "To show that I was eligible to go to the camp, I would [sing as well as I could] because . . ."

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA7)
- Ongoing review activity (WA8)

### In this lesson, the students:

- Review words learned earlier
- Take responsibility for their learning and behavior

### Words Reviewed

#### glum

*Glum* means "unhappy, gloomy, or miserable."

#### inconsistent

*Inconsistent* means "not consistent, or not always the same."

#### mysterious

*Mysterious* means "very hard to explain or understand."

#### optimistic

*Optimistic* means "expecting the best to happen." An optimistic person believes that things will turn out well.

#### prudent

*Prudent* means "wise or careful." If you are prudent, you use good judgment or think carefully before you do things.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA7). Review the pronunciation and meaning of each word.

# PRACTICE USING THE WORDS

## 2 Introduce the Activity “Describe the Character”

Tell the students that partners will do an activity called “Describe the Character.” Explain that you will read a story aloud; then partners will decide which vocabulary word best describes the main character in the story and explain why they think so. Tell the students that before they do the activity in pairs, they will practice as a class.

Display the ongoing review activity (WA8) and begin the activity:

1. Click 1 to reveal the first story (see WA8 below). Point to the story and read it aloud, slowly and clearly.
  - Story 1: *Roberta wants to go to college. She saves some of her allowance each week to help pay for it. When she is old enough, she gets a job after school and saves most of what she makes. When she is ready to go to college, Roberta has a good start on the money she needs.*
2. Give the students a few moments to think about the story. Then point to the word choices and ask:

**Q** Which vocabulary word best describes Roberta? Why?

Give the students a few moments to think; then click 1 again to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “[Prudent] best describes Roberta because . . .”

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word.

glum	inconsistent	mysterious	optimistic	prudent
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**STORY 1:** Roberta wants to go to college. She saves some of her allowance each week to help pay for it. When she is old enough, she gets a job after school and saves most of what she makes. When she is ready to go to college, Roberta has a good start on the money she needs.

1 2 3 4 5

4. Click 1 to clear the screen.

### Teacher Note

Each story on the ongoing review activity (WA8) has a corresponding number: the first story is 1; the second story is 2; the third story is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

### Teacher Note

If the students struggle to answer the questions, reread the story, and think aloud about which word best describes Roberta. For example, say “I think the word *prudent* best describes Roberta because *prudent* means ‘wise or careful.’ Roberta carefully saves money over many years so she can pay for college. This shows that Roberta uses good judgment.” Then read the next story and discuss it as a class rather than in pairs.

WA8

### 3 Continue the Activity “Describe the Character” in Pairs

Continue doing the activity with the students in pairs.

1. Click 2 to reveal the second story and read it aloud.
  - Story 2: *Mr. Wilson serves his wife lunch at different times each day. On some days, he serves lunch at eleven o'clock. On other days, he serves lunch at noon or one o'clock.*
2. Give the students a few moments to think about the story. Then point to the word choices and ask:



**Q** Which vocabulary word best describes Mr. Wilson? Why? [Click 2 again to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “[*Inconsistent*] best describes Mr. Wilson because . . .”

Have partners take turns using the prompt to talk about the questions. Then have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 2 a third time to highlight the correct vocabulary word.
4. Click 2 to clear the screen.

Use the same procedure to discuss the following stories:

- Story 3: *Tallulah’s best friend has moved away. Tallulah spends most of her time alone in her room. She won’t go out to play. She grumpily tells her mom, “I’ll never have another best friend.”* (glum)
- Story 4: *Dwayne wakes up every morning with a smile on his face. “It’s a beautiful day,” he says, even if it is raining. “I know that good things will happen today.”* (optimistic)
- Story 5: *No one knew where Ms. Walker came from or what she did for a living. She always parked her car down the street instead of in her own driveway. She never looked up or said hello to people passing by. The neighbors all wondered about her, but nobody really understood.* (mysterious)

## MORE STRATEGY PRACTICE

### Review the Suffix *-er*

Write the word *glum* where everyone can see it, and review that *glum* means “unhappy, gloomy, or miserable.” Then write the word *glummer* next to the word *glum*. Point to the suffix *-er* in *glummer*, and review that *-er* is a suffix that means “more.”

Discuss as a class:

**Q** *Based on what you know about the word glum and the suffix -er, what do you think the word glummer means?*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “The word *glummer* means [‘more glum’].”

If necessary, explain that *glummer* means “more glum, or more unhappy, gloomy, or miserable.”

Ask:

**Q** *Would you be glummer if you lost your lunch or your homework? Why? Turn to your partner.*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “I would be glummer if I lost [my lunch/my homework] because . . .”

Use the same procedure to discuss the words *rowdy* and *rowdier*.

Ask:

**Q** *When would you be rowdier: during a game of dodgeball or during a wedding ceremony? Why?*

**PROMPT:** “I would be rowdier during [a game of dodgeball] because . . .”

### Materials

- (Optional) Chart paper and a marker

### Teacher Note

You might explain that when you add the suffix *-er* to *glum*, you double the *m* to spell *glummer*.

### Teacher Note

If you started a chart of words that use the suffix *-er*, add the words *glummer* and *rowdier* to it.

For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

### Teacher Note

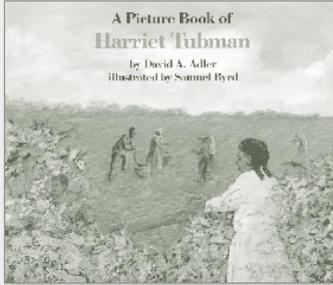
You might explain that when you add the suffix *-er* to *rowdy*, you change the *y* to an *i* to spell *rowdier*.

### Teacher Note

You might remind the students that a *ceremony* is an “event that celebrates a special occasion or honors someone.”

# Week 20

## RESOURCES



### Read-aloud

- *A Picture Book of Harriet Tubman* by David A. Adler, illustrated by Samuel Byrd

### More Strategy Practice

- “Use an Online Thesaurus”

### Extension

- “Explore Domain-specific Words: *Amendment*”

### Assessment Resource Book

- Week 20 vocabulary assessments



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 20 family letter (BLM1)
- (Optional) “Week 20 Word Cards” (BLM2)
- (Optional) “Week 20 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

*mistreat*

*apprehensive*

*refuge*

*bliss*

*valiant*

*revere*

## Words Reviewed

compromise

deceive

elated

lend a hand

wise

## Word-learning Strategies

- Using the prefix *mis-* to determine word meanings (review)
- Recognizing synonyms (review)
- Using an online thesaurus to determine word meanings

## Vocabulary Focus

- Students learn and use six words about the book.
- Students review using the prefix *mis-* to determine word meanings.
- Students review synonyms.
- Students discuss using an online thesaurus to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way during group work.
- Students include everyone in and contribute to the group work.

## 1 DO AHEAD

- ✓ (Optional) Prior to Day 4, review the more strategy practice activity “Use an Online Thesaurus” on page 435.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 188 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1); see page 192 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 195 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 20 Word Cards” (BLM2) and “Week 20 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Mistreat*, *Apprehensive*, and *Refuge*

# Day 1

## In this lesson, the students:

- Learn and use the words *mistreat*, *apprehensive*, and *refuge*
- Review the prefix *mis-*
- Review synonyms
- Work in a responsible way

## Words Taught

### *mistreat*

*Mistreat* means “treat badly, cruelly, or unfairly.”

### *apprehensive*

*Apprehensive* means “worried or anxious that something bad may happen.”

### *refuge*

*Refuge* means “shelter or protection from trouble or danger, or a place that provides shelter or protection.”

## INTRODUCE AND USE *MISTREAT*

### 1 Introduce and Define *Mistreat* and Review the Prefix *mis-*

Briefly review *A Picture Book of Harriet Tubman*.

Show pages 6–7 of the book and review that Harriet loathed being a slave and that sometimes she did not do as she was told.

Read pages 6–7 aloud, and point out that Miss Susan acted very cruelly and violently toward Harriet. Tell the students that the first word they will learn today is *mistreat*, and explain that *mistreat* means “treat badly, cruelly, or unfairly.” Explain that Miss Susan horribly mistreated Harriet when she chased after Harriet and whipped her for taking a lump of sugar from the bowl.

Display word card 115 (🗉 WA1) and have the students say the word *mistreat*. Point to the prefix *mis-* in *mistreat*, and review that *mis-* is a prefix that means “wrong or wrongly, or bad or badly.” Explain that when the prefix *mis-* is added to the word *treat*, which means “act or behave toward someone in a particular way,” it makes the new word *mistreat*, which means “act or behave wrongly or badly toward someone, or treat someone badly.”

## Materials

- *A Picture Book of Harriet Tubman*
- Word card 115 (WA1)
- Word card 116 (WA2)
- Word card 117 (WA3)

## Teacher Note

Using a previously taught word, like *loathe*, to discuss a new word is an excellent way to review the word. You might review that *loathe* means “hate, or strongly dislike.”

## Teacher Note

You might remind the students that earlier they discussed these words that use the prefix *mis-*: *mislead* (“lead someone to believe something that is not true”) and *misjudge* (“judge wrongly, or form a wrong or unfair opinion about a person or situation”).

If you started a chart of words that use the prefix *mis-*, add the word *mistreat* to it.

## 2 Discuss Whether Milton Is Mistreated

Explain that you will describe something that happens to Milton; then partners will discuss whether or not Milton is mistreated and explain why they think that.

Read the following scenario aloud twice:

- *Milton's mother divides a tuna sandwich into equal parts and gives one part to Milton and one to his sister.*

Ask:



**Q** *Is Milton mistreated? Why?* [Click **1** on WA1 to reveal the prompt.]  
*Turn to your partner.*

WA1

mistreat

**PROMPT 1:** I think Milton [is/is not] **mistreated** because . . .

**1**

**PROMPT 1:** “I think Milton [is/is not] mistreated because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Two boys push Milton down and take his lunch money.*
- *At the park, a group of children won't let Milton play ball with them. They tell him that he is a bad player and that he should go home.*

Point to the word *mistreat* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE APPREHENSIVE

### 3 Introduce and Define *Apprehensive* and Review Synonyms

Show pages 8–9 of the book and review that Harriet and her family were owned by Edward Brodas and were forced to live and work on his plantation. Read page 8 aloud.

Tell the students that the next word they will learn is *apprehensive*. Explain that *apprehensive* means “worried or anxious that something bad may happen.” Point out that the words *apprehensive*, *worried*, and *anxious* are synonyms.

Explain that Harriet was apprehensive, or worried, that one day she would be sold as her sisters were.

Display word card 116 (🌐 WA2) and have the students say the word *apprehensive*.

### 4 Discuss Being Apprehensive

Review that when you are apprehensive, you are worried or anxious that something bad may happen. You are jittery or uneasy about the future.

Give examples of times when you or someone you know has been apprehensive.

#### You might say:

“When I was 16, I had just gotten my driver’s license. I was a brand-new driver, and I was really apprehensive about driving. The first few times I drove by myself, I was worried that I might get into an accident and hurt someone. But I was a better driver than I thought, and everything went fine. My daughter was apprehensive the day she started kindergarten. I think most children are. They feel anxious because they don’t know the teacher or other children very well, and they worry that they might not like kindergarten.”

Use “Think, Pair, Share” to discuss:

 **Q** *When have you felt apprehensive? Why were you apprehensive?* [Pause; click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I felt apprehensive when [my family moved to Glen Cove] because . . .”

Point to the word *apprehensive* and review the pronunciation and meaning of the word.

#### Teacher Note

If you started a synonym chart, add the word *apprehensive* and its synonyms to it.

#### ELL Note

The Spanish cognate of *apprehensive* is *aprensivo/a*.

#### Teacher Note

You might review that *jittery* means “worried and nervous.”

#### Teacher Note

Support struggling students by asking questions such as “When have you felt apprehensive because you were [doing something/going somewhere] for the first time?” or “When have you felt apprehensive because you didn’t know how something might turn out?”

### Teacher Note

You might remind the students that *yearn* means “wish or long for something very strongly, especially something difficult to get.”

### Teacher Note

You might explain that the word *refugee* is related to the word *refuge*. A *refugee* is “a person who leaves his or her home or country to find safety, especially during a war or for political or religious reasons.”

### Teacher Note

If necessary, explain that standing under a tree during a lightning storm is very dangerous because lightning strikes whatever is tallest in the area. Explain that the safest thing to do when there is lightning is to crouch down in a place that is away from anything tall and metal.

### ELL Note

The Spanish cognate of *refuge* is *refugio*.

## INTRODUCE AND USE REFUGE

### 5 Introduce and Define *Refuge*

Show pages 16–17 of the book and review that Harriet yearned to be free, so she escaped from the plantation and traveled north. Read page 16 aloud.

Tell the students that the next word they will learn today is *refuge*. Explain that *refuge* means “shelter or protection from trouble or danger, or a place that provides shelter or protection.”

Explain that a white woman Harriet knew gave her refuge, or shelter and protection. As Harriet traveled north, other people who thought that slavery was wrong also provided Harriet with refuge in their homes.

Display word card 117 (🗣️ WA3) and have the students say the word *refuge*.

### 6 Talk About Taking Refuge

Explain that when we find shelter or protection from a storm, we say we “take refuge” from the storm. For example, if you are caught outside in a rain shower, you might take refuge, or find shelter or protection, by standing in a doorway or going into a building.

Discuss as a class:

**Q** *Would a tree be a good place to take refuge in a lightning storm? Why?*

Click **1** on word card 117 (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “A tree [would/would not] be a good place to take refuge because . . .”

Ask:

 **Q** *Where would you take refuge in your house if a tornado or hurricane were coming? Why?* [Click **2** on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I would take refuge [in the basement] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following question:

 **Q** *Where would you take refuge from hot weather? Why?* [Click **3** on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I would take refuge from hot weather [in a swimming pool] because . . .”

Point to the word *refuge* and review the pronunciation and meaning of the word.

# Review *Mistreat*, *Apprehensive*, and *Refuge*

# Day 2

## In this lesson, the students:

- Review the words *mistreat*, *apprehensive*, and *refuge* from Day 1
- Work in a responsible way

## Words Reviewed

### ***mistreat***

*Mistreat* means “treat badly, cruelly, or unfairly.”

### ***apprehensive***

*Apprehensive* means “worried or anxious that something bad may happen.”

### ***refuge***

*Refuge* means “shelter or protection from trouble or danger, or a place that provides shelter or protection.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** *Would you provide refuge to a dog that has been mistreated? Why?*  
[Click 1 on WA4 to reveal the first prompt.] *Turn to your partner.*

mistreatapprehensiverefuge

**PROMPT 1:** I [would/would not] provide **refuge** to a dog that has been **mistreated** because . . .

1234

WA4

**PROMPT 1:** “I [would/would not] provide refuge to a dog that has been mistreated because . . .”

## Materials

- Daily review cards (WA4)

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following question:

[apprehensive]



**Q** *Would you be apprehensive if you had to sing a song by yourself in front of the entire school next week? Why?* [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** "I [would/would not] be apprehensive because . . ."

## PRACTICE USING THE WORDS

### 2 Play the Game "Which Word Goes With?"

Tell the students that partners will play the game "Which Word Goes With?" Review that you will write a word on the board, and they are to think about which of yesterday's vocabulary words goes with the word you write.

Write the word *fear* where everyone can see it, and read the word aloud. Then direct the students' attention to the daily review cards (WA4) and ask:



**Q** *Which of yesterday's words do you think goes with fear? Why do you think that?* [Click 3 on WA4 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** "I think [*mistreat*] goes with *fear* because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Write the word *cat* where everyone can see it, read it aloud, and ask:



**Q** *Which of yesterday's words do you think goes with cat? Why do you think that?* [Click 4 on WA4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** "I think [*apprehensive*] goes with *cat* because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

### Teacher Note

Support struggling students by thinking aloud about associations you make or by asking questions such as "How might *mistreat* go with *fear*? Why might someone feel fearful if he or she is being mistreated?" "How might *apprehensive* go with *fear*? Why might you feel fearful if you are apprehensive?" and "How might *refuge* go with *fear*? Why might a person who is feeling fearful seek refuge?"

### Teacher Note

Support struggling students by thinking aloud about associations you might make or by asking questions such as "How might *mistreat* go with *cat*? How might a cat be mistreated?" "How might *apprehensive* go with *cat*? Why might you be apprehensive about a pet cat?" and "How might *refuge* go with *cat*? Where might a cat take refuge in a storm?"

# Introduce *Bliss*, *Valiant*, and *Revere*

## Day 3

### In this lesson, the students:

- Learn and use the words *bliss*, *valiant*, and *revere*
- Review synonyms
- Work in a responsible way

### Words Taught

#### **bliss**

*Bliss* is “great joy or complete happiness.”

#### **valiant**

*Valiant* means “brave or courageous.”

#### **revere**

*Revere* means “greatly respect and admire.”

## INTRODUCE AND USE *BLISS*

### 1 Introduce and Define *Bliss* and Review Synonyms

Show pages 18–19 of *A Picture Book of Harriet Tubman*. Review that Harriet Tubman traveled on the Underground Railroad until she reached Pennsylvania, a state that outlawed owning slaves. Read page 18 aloud.

Tell the students that the first word they will learn today is *bliss*. Explain that *bliss* is “great joy or complete happiness.” Point out that the words *bliss*, *joy*, and *happiness* are synonyms.

Explain that when Harriet became a free woman, she felt bliss, or great joy. She said, “I felt like I was in heaven.”

Display word card 118 (WA5) and have the students say the word *bliss*.

### 2 Discuss Feeling Bliss

Remind the students that earlier they learned the word *elated* and that *elated* means “extremely happy and excited.” Explain that when you feel bliss, you feel elated.

Give examples of times when you or someone you know felt bliss.

#### **You might say:**

“I felt bliss, or great joy, when my children were born. I recently went on a beach vacation. I did nothing but rest and relax. It was bliss. My son felt bliss when he got his dog Spanky. It was his first pet, and he was thrilled.”

### Materials

- *A Picture Book of Harriet Tubman*
- Word card 118 (WA5)
- Word card 119 (WA6)
- Word card 120 (WA7)

### Teacher Note

If you started a synonym chart, add the word *bliss* and its synonyms to it.

### Teacher Note

Using a previously taught vocabulary word like *elated* when giving an explanation is an excellent way to review the word.

Use “Think, Pair, Share” to discuss:



**Q** *When have you felt bliss?* [Pause; click **1** on WA5 to reveal the first prompt.] *Turn to your partner.*

WA5

bliss

**PROMPT 1:** I felt **bliss** when . . .

**1**

**PROMPT 1:** “I felt bliss when . . .”

Point to the word *bliss* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE VALIANT

### **3** Introduce and Define *Valiant*

Show pages 30–31 of the book and review that after a long, remarkable life, Harriet Tubman was more than ninety years old when she died in 1913. Read page 31 aloud, emphasizing the words *brave* and *courageous*.

Tell the students that the next word they will learn is *valiant*. Explain that *valiant* means “brave or courageous.” Point out that the words *valiant*, *brave*, and *courageous* are synonyms. Tell the students that when the author described Harriet, he could have replaced the words *brave* and *courageous* with the word *valiant* and written, “Harriet Tubman was a valiant woman.”

### Teacher Note

If you started a synonym chart, add the words *valiant*, *brave*, and *courageous* to it.

Display word card 119 (🗣️ WA6) and have the students say the word *valiant*. Then discuss as a class:

**Q** *What did Harriet do during her long life that showed she was valiant?*

Click **1** on WA6 to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “Harriet showed she was valiant when she . . .”

If necessary, explain that Harriet showed she was valiant when she ran away from the plantation to find freedom, led hundreds of other people to freedom, and acted as a spy during the Civil War.

#### **4** Play “Valiant or Not Valiant?”

Tell the students that partners will play a game called “Valiant or Not Valiant?” Explain that you will read a scenario. Partners will discuss whether the person or animal in the scenario is valiant or not valiant and explain why they think that.

Read the following scenario aloud twice:

- *Serena is very afraid of spiders, but when she sees a spider crawling on her sleeping brother’s arm, she reaches out and gently brushes it off him.*

Ask:



**Q** *Is Serena valiant? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “[Serena] [is/is not] valiant because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

- *Dave and his dog Digger are playing on a frozen pond. The ice breaks and Dave falls in. Digger crawls to Dave, grabs his jacket in his teeth, and pulls him out of the water.*



**Q** *Is Digger valiant? Why?* [Point to prompt 2.] *Turn to your partner.*

- *Ms. Brooks sees a traffic accident. People are hurt and one of the cars is on fire. Ms. Brooks drives away, saying to herself, “I’m late and I don’t want to get involved.”*



**Q** *Is Ms. Brooks valiant? Why?* [Point to prompt 2.] *Turn to your partner.*

Point to the word *valiant* and review the pronunciation and meaning of the word.

#### **ELL Note**

The Spanish cognate of *valiant* is *valiente*.

## INTRODUCE AND USE *REVERE*

### 5 Introduce and Define *Revere*

Show pages 30–31 of the book again, and review that Harriet was a valiant woman.

Reread this sentence on page 31 aloud: “She was admired and loved by the many people who knew her.”

Tell the students that the last word that they will learn today is *revere* and explain that *revere* means “greatly respect and admire.” Explain that the people who knew Harriet revered, or respected and admired, her because of her courage and all that she accomplished.

Display word card 120 (🔊 WA7) and have the students say the word *revere*.

### 6 Discuss People We Revere

Explain that you might revere, or greatly respect and admire, someone you know, such as a family member, teacher, or coach; or you might revere someone you do not know personally but have seen on TV or read about, such as a sports star or a famous singer or movie star. Some people revere historical figures who have accomplished great things, such as Harriet Tubman, Abraham Lincoln, or John F. Kennedy.

Give an example of someone you know and someone you do not know whom you revere, and explain why you revere these people.

#### You might say:

“I revere, or greatly respect and admire, my grandmother. She raised me, and I revere her because she worked hard to give me a good life and taught me by her example how to be a good person. I also revere Martin Luther King Jr. because he was a valiant man who believed in nonviolence and led the struggle for civil rights.”

Use “Think, Pair, Share” to discuss:



**Q** *Whom do you revere? Why?* [Pause; click 1 on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I revere [my big brother] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *revere* and review the pronunciation and meaning of the word.

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## EXTENSION

### Explore Domain-specific Words: *Amendment*

Remind the students that authors who write about social studies topics often use vocabulary terms specific to history, government, or geography to discuss their subjects. When we read about social studies topics, we may come across words that we do not often find in other books or stories.

Show pages 26–27 of *A Picture Book of Harriet Tubman*. Review that the Civil War lasted from 1861 until 1865 and that Harriet Tubman led hundreds of enslaved people to freedom during the war. Then read the following sentences from page 27 aloud: “In December 1865, soon after the Civil War ended, an amendment to the U.S. Constitution was passed. Slavery was no longer allowed in the United States.”

Write the word *amendment* where everyone can see it. Underline the base word *amend* and explain that *amend* means “change or improve.” Point out that when we add the suffix *-ment* to *amend*, we create the word *amendment*, which means “the act of changing or improving.” Tell the students that *amendment* has a very specific meaning when used to discuss the U.S. Constitution.

Explain that the U.S. Constitution is a document describing the beliefs and laws by which this country is governed. To add an amendment or make a change to the Constitution, members of Congress and the President must agree that the change is necessary to improve the lives of all people living in the United States. Explain that the amendments passed after the Civil War outlawed slavery and guaranteed that all Americans would be treated equally under the law.

Tell the students that there have been 27 amendments to the U.S. Constitution, and that these amendments were passed to protect and expand the rights of American citizens.

# Day 4

## Review *Bliss*, *Valiant*, and *Revere*

### Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 20 Crossword Puzzle" (BLM3) for each student

### In this lesson, the students:

- Review the words *bliss*, *valiant*, and *revere* from Day 3
- Work in a responsible way

### Words Reviewed

#### **bliss**

*Bliss* is "great joy or complete happiness."

#### **valiant**

*Valiant* means "brave or courageous."

#### **revere**

*Revere* means "greatly respect and admire."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Discuss as a class:

**Q** Which of yesterday's words do you think was especially fun or interesting to talk about? Why?

Click 1 on the daily review cards (WA8) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA8

bliss valiant revere

**PROMPT 1:** The word \_\_\_\_\_ was especially [fun/interesting] to talk about because . . .

1

**PROMPT 1:** "The word [*bliss*] was especially [fun/interesting] to talk about because . . ."

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *bliss* on the daily review cards (WA8) and review that *bliss* is “great joy or complete happiness.”

Use “Think, Pair, Share” to discuss:



**Q** *How might you use the word bliss in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few pairs share their sentences with the class.

Follow up on each response by asking the class to think about the students’ sentence:

**Q** *Does it make sense to say, [“A cold drink of water on a hot day is bliss”]? Why?*

Use the same procedure to have partners create sentences for *valiant* and *revere*.

## MORE STRATEGY PRACTICE

### Use an Online Thesaurus

Post the synonym chart where everyone can see it. Alternatively, you might write the vocabulary words for which the students have discussed synonyms where everyone can see them (for example, *secure*, *serene*, *conceal*, *amiable*, and *loathe*).

Have partners sit together. Ask the students to navigate to the thesaurus you selected. Direct their attention to the Search box. Ask them to type a familiar word, such as *brave* or *scary*, into the box and click the Search button or icon. Then discuss:

**Q** *What information is provided for the word [brave]?*

Have a few volunteers share their thinking with the class. As necessary, point out these key features:

- *The word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech)*
- *The word’s synonyms*
- *The word’s antonyms*
- *Definitions of the word*

### Teacher Note

Support struggling students by asking questions such as “When have you felt bliss? Why?” or “Where is a place you feel bliss? Why?” If they continue to struggle, provide a sentence starter such as “I felt bliss when . . .” or “It would be bliss if . . .” Then repeat the question.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 19 and 20, you might distribute a copy of the “Week 20 Crossword Puzzle” (BLM3) to each student.

### Materials

- Computers or tablets with Internet access for each pair of students

### Teacher Note

For an activity on using a print thesaurus, see the more strategy practice activity “Use a Thesaurus” (see Week 18, Day 3).



### Technology Tip

To find an appropriate online thesaurus, search online using the keywords “children’s thesaurus” or “online thesaurus for students.”

### Teacher Note

Alternatively, you might have the students look up vocabulary words that are not on the synonym chart and add those words and their synonyms to the chart.

Then briefly discuss:

- Q *In what ways is this online thesaurus [different from/the same as] a print (book) thesaurus?*
- Q *Which type of thesaurus do you prefer? Why?*

Direct the students' attention to the synonym chart. Tell the students that partners will choose one of the words on the chart and use the online thesaurus to find synonyms for it. Explain that after partners search for the word they will share additional synonyms they found with the class.

Give partners a minute or two to choose a word, look it up in the online thesaurus, and discuss its synonyms. When most pairs have finished talking, signal for the students' attention. Then discuss the words and their synonyms as a class by asking:

- Q *What word did you look up? What synonyms did you find for the word?*

Follow up by asking:

- Q *Which of these synonyms are already on our synonym chart? Which synonyms should we add to the chart?*

Add the synonyms the students suggest to the chart.

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

### In this lesson, the students:

- Review words learned earlier
- Work in a responsible way

### Words Reviewed

#### compromise

*Compromise* means "settle an argument with each side agreeing to give up something it wanted."

#### deceive

*Deceive* means "trick or fool someone into believing something that isn't true."

#### elated

*Elated* means "extremely happy and excited."

#### lend a hand

"Lend a hand" means "help or assist."

#### wise

*Wise* means "having or showing good judgment and intelligence." Wise people make good decisions and give good advice, often because they have a lot of experience.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA9) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Review the Game “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Review that you will show several sentences that have one or more words underlined. Tell the students that you will read each sentence aloud; then partners will decide which of the vocabulary words could replace the underlined part of the sentence.

Display the ongoing review activity (🗉 WA10) and begin the activity:

1. Click ❶ to reveal the first sentence (see WA10 on the next page). Point to the sentence and read it aloud, emphasizing the underlined words.
  - Sentence 1: “I’m thrilled to hear such wonderful news!” said Clara. “I couldn’t be more happy and excited!”
2. Give the students a few moments to think about the sentence and the underlined words. Then point to the word choices and ask:



**Q** Which vocabulary word could replace the underlined words in the sentence? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

**PROMPT:** “I think the word [*elated*] could replace [*happy and excited*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

#### Teacher Note

Each sentence on the ongoing review activity (WA10) has a corresponding number: the first sentence is ❶; the second sentence is ❷; the third sentence is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

#### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

compromise	deceive	<b>elated</b>	lend a hand	wise
------------	---------	---------------	-------------	------

**SENTENCE 1:** "I'm thrilled to hear such wonderful news!" said Clara. "I couldn't be more elated!"

1 2 3 4 5

4. Finally, click **1** to clear the screen.

Use the same procedure to discuss the remaining sentences:

- Sentence 2: *Donny decided to ask his Aunt Judy for advice. Judy always seemed to know what to do and made intelligent decisions.* (wise)
- Sentence 3: *"I think we should reach an agreement," Jolie said to her brother, Mark. "I'll lend you my volleyball if I can borrow your ski goggles."* (compromise)
- Sentence 4: *Rufus was so glad his sister, Kelly, could help out washing the car. It was much more fun with another person there to assist.* (lend a hand)
- Sentence 5: *"You have to believe me," Henry told his brother. "I wouldn't try to trick you."* (deceive)



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Can the students answer the questions and replace the underlined words?
- Do the students have difficulty identifying or using any of the words? (Note the words with which they have difficulty.)
- Are they using the words spontaneously and accurately in their speech and writing outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 188 of the *Assessment Resource Book*.

(continues)

## Assessment Notes *(continued)*

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences. For example, if the students are struggling with the word *compromise*, ask questions such as "When have you compromised with someone?" and "When you compromised, what did you offer to give up, and what did you get in return?"

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 21 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 17-20 using the "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 189 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 17-20 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 193 of the *Assessment Resource Book*.

# Week 21

## RESOURCES



### Read-alouds

- “Virtual Worlds: Community in a Computer” (see pages 462–463)
- “School Uniforms: The Way to Go” (see pages 464–465)

### More Strategy Practice

- “Discuss the Meanings of *Engage*”



### More ELL Support

- “Design and Discuss School Uniforms”



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 21 family letter (BLM1)
- (Optional) “Week 21 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

*proficient*

*engage*

*hinder*

*humdrum*

*formal*

*informal*

## Words Reviewed

*crave*

*enraged*

*labor*

*loathe*

*reduce*

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing words with multiple meanings (review)
- Using the prefix *in-* to determine word meanings (review)
- Recognizing antonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the articles.
- Students review synonyms and antonyms.
- Students review words with multiple meanings.
- Students review the prefix *in-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students include everyone in and contribute to the group work.
- Students listen respectfully to the thinking of others and share their own.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss the Meanings of *Engage*” on page 447.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 21 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Proficient*, *Engage*, and *Hinder*

# Day 1

## In this lesson, the students:

- Learn and use the words *proficient*, *engage*, and *hinder*
- Review synonyms
- Review words with multiple meanings
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

## Words Taught

### **proficient**

*Proficient* means “skillful, or able to do something well.”

### **engage** (p. 463)

*Engage* means “take part in or do something.”

*Engage* also means “promise to marry someone” and “get and hold someone’s interest or attention.”

### **hinder**

*Hinder* means “get in the way of, or make it difficult for someone to do something.”

## INTRODUCE AND USE *PROFICIENT*

### 1 Introduce and Define *Proficient* and Review Synonyms

Briefly review the article “Virtual Worlds: Community in a Computer.”

Review that one argument for playing video games is that they may improve a player’s motor skills.

Read the section titled “Improved Motor Skills” on page 462 aloud.

Tell the students that the first word they will learn today is *proficient*.

Explain that *proficient* means “skillful, or able to do something well.”

Point out that the words *proficient* and *skillful* are synonyms.

Review that professionals like pilots, firefighters, and police officers can use video games called simulation programs to practice important job skills and become more *proficient*, or *skillful*, at their jobs.

Display word card 121 (🎧 WA1) and have the students say the word *proficient*.

## Materials

- “Virtual Worlds: Community in a Computer” (see pages 462–463)
- Word card 121 (WA1)
- Word card 122 (WA2)
- Word card 123 (WA3)

## Teacher Note

If you started a synonym chart, add the words *proficient* and *skillful* to it.

## 2 Talk About Being Proficient

Explain that all of us are proficient, or skillful, at doing certain things. Give two or three examples of things at which you are proficient.

**You might say:**

"I am proficient at playing the guitar. I have taken lessons and have practiced and now I can play very well. I am proficient in speaking German. I have studied the language and have traveled in Germany and now I can speak German well. I am also a proficient skier. I can ski most of the trails at a ski area."

Ask:



**Q** *What is something you are proficient at doing? How did you become proficient?* [Click **1** on WA1 to reveal the prompt.]  
*Turn to your partner.*

### Teacher Note

Support struggling students by asking questions such as "What is a game or sport at which you are proficient?" "What is a hobby or activity at which you are proficient?" and "What is something you are proficient at doing at school?"

WA1

proficient

**PROMPT 1:** I am **proficient** at \_\_\_\_\_. I became **proficient** by . . .

1

**PROMPT 1:** "I am proficient at [playing basketball]. I became proficient by . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *proficient* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE ENGAGE

### 3 Introduce and Define Engage

Review that one argument against playing video games is that there may be health risks. Read the section titled "Health Risks" aloud, emphasizing the word *engage*. Tell the students that *engage* is the next word they will learn today, and explain that *engage* means "take part in or do something."

Explain that there is a concern that some people who play video games may engage in, or take part in, dangerous behavior in real life because they engage in dangerous behavior as part of playing the games.

Display word card 122 (WA2) and have the students say the word *engage*.

#### 4 Discuss Activities We Engage In

Explain that all of us enjoy engaging in, or taking part in, fun or relaxing activities on the weekend.

Ask:



**Q** *What activities do you enjoy engaging in on the weekend?* [Click 1 on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I enjoy engaging in . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then, discuss as a class:

**Q** *What activities do you enjoy engaging in at school or in class? Why?*

Click 2 on word card 122 (WA2) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I enjoy engaging in [sharing our writing] because [I like to hear people’s stories and talk about them].”

#### 5 Discuss Other Meanings of Engage

Remind the students that words can have more than one meaning and that the meanings are often very different. Point to the word *engage* on word card 122 (WA2), and review that in the article *engage* means “take part in or do something.”

Discuss as a class:

**Q** *What else do you know about the word engage? What do we mean when we say two people are engaged?*

If necessary, explain that *engage* can also mean “promise to marry.” When two people become engaged, they promise to marry each other.

Tell the students that *engage* has a third meaning. Explain that *engage* can also mean “get and hold someone’s interest or attention.” Give an example of something that engages you.

**You might say:**

“Birds engage me. I can spend hours engaged in watching the birds that come into my garden. I am also engaged by reading. If a book engages me, or gets and holds my interest, I might not put it down until I’ve finished it.”

Discuss as a class:

**Q** *What is something that engages you, or holds your interest or attention?*

Click **3** on word card 122 (WA2) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “[Watching my favorite football team play on TV] engages me because . . .”

Point to the word *engage* and review the pronunciation and meanings of the word.

## INTRODUCE AND USE *HINDER*

### **6** Introduce and Define *Hinder*

Review that another argument in the article against playing video games is that students may fall behind on their schoolwork if they spend a lot of time playing.

Read the section titled “Behind on the Books” on page 463 aloud.

Tell the students that the last word they will learn today is *hinder*. Explain that *hinder* means “get in the way of, or make it difficult for someone to do something.”

Explain that some teachers worry that playing video games at home hinders, or gets in the way of, students’ schoolwork. Other people believe that playing video games may hinder students from thinking imaginatively.

Display word card 123 (WA3) and have the students say the word *hinder*.

### **7** Play “Will It Hinder Milton?”

Tell the students that partners will play a game called “Will It Hinder Milton?” Remind the students that something that hinders you gets in your way or makes it difficult for you to do something. Explain that you will describe something that Milton is trying to do. Partners will discuss whether or not Milton is hindered and explain why they think so.

Read the following scenario aloud twice:

- *Milton wants to make a sandwich. He goes into the kitchen and discovers that there is only one piece of bread.*

Ask:

 **Q** *Will having only one piece of bread hinder Milton from making a sandwich? Why?* [Click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Having only one piece of bread [will/will not] hinder Milton because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton wants to go to his friend Abe’s costume party, but Milton does not have a costume.*



**Q** *Will not having a costume hinder Milton from going to the party? Why?*  
[Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “Not having a costume [will/will not] hinder Milton because . . .”

- *Milton runs to the garage to get his bike so that he can go on a bike ride with his friends. His bike has a flat tire.*



**Q** *Will having a flat tire hinder Milton from joining his friends? Why?*  
[Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “Having a flat tire [will/will not] hinder Milton because . . .”

Point to the word *hinder* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Discuss the Meanings of *Engage*

Write these definitions on a sheet of chart paper or where everyone can see them:

<p><u>Engage</u> means:</p> <p>Take part in or do something</p> <p>Promise to marry someone</p> <p>Get and hold someone’s interest or attention</p>
---

Point to the word *engage* where you wrote it, and remind the students that *engage* has three meanings. Point to and review each meaning.

Remind the students that when they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a scenario that includes the word *engage*. Partners will decide whether *engage* means “take part in or do something,” “promise to marry someone,” or “get and hold someone’s interest or attention.”

### Materials

- (Optional) Chart paper and a marker

### Teacher Note

The word *engage* has these other meanings you might discuss:

- “Attack or begin to fight,” as in “the soldiers engage an enemy in battle”
- “Fit into and move together with another part,” as in “the gears of a machine engage”
- “Hire someone,” as in “engage an assistant”

Read the following scenario aloud twice:

- *The baby is crying and fussing. Lucy engages the baby by shaking a rattle and making silly faces. The baby stops fussing and begins to laugh.*

Ask:

- Q** *In the scenario, does engage mean “take part in or do something,” “promise to marry someone,” or “get and hold someone’s interest or attention”? Why? Turn to your partner.*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “*Engage* means . . .”

Using the same procedure, discuss the following scenarios:

- *Andrew engages in different sports throughout the year. During the winter, his favorite is ice hockey because he loves to skate.*
- *Leticia burst through the door shouting, “Mom! Mom! Look at the ring Tyrel gave me. We’re engaged!”*

## Day 2

## Review *Proficient*, *Engage*, and *Hinder*

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *proficient*, *engage*, and *hinder* from Day 1
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **proficient**

*Proficient* means “skillful, or able to do something well.”

#### **engage**

*Engage* means “take part in or do something.” *Engage* also means “promise to marry someone” and “get and hold someone’s interest or attention.”

#### **hinder**

*Hinder* means “get in the way of, or make it difficult for someone to do something.”

# REVIEW THE WORDS

## 1 Briefly Review the Words

Display the daily review cards (🗉 WA4). Review the pronunciation and meaning of each word.

Ask:

-  **Q** *What sport do you most like to engage in? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.*

proficientengagehinder

**PROMPT 1:** I most like to **engage** in \_\_\_\_\_  
because . . .

1234

WA4

**PROMPT 1:** “I most like to engage in [swimming] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask the following questions:

-  **Q** *In what sport are you most proficient? Why do you say that you are proficient in that sport? [Click 2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “I’m most proficient in [baseball] because . . .”

-  **Q** *What might hinder someone from being good at a sport? [Click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “[Not practicing] might hinder someone from being good at a sport because . . .”

## PRACTICE USING THE WORDS

### 2 Play the Game “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Point to *proficient* on the daily review cards (WA4), and explain that you will read a scenario that includes the word *proficient*. Partners will then discuss whether or not *proficient* makes sense in the scenario and explain why they think so.

Read the following scenario aloud twice:

- *Sujin is having a hard time learning to swim. She doesn't like to put her head in the water, and she's afraid to let go of the edge of the pool. After swim class, Sujin tells her mother, "I need a lot more lessons, because I am a very proficient swimmer."*

Ask:

 **Q** *Does the word proficient make sense in the scenario? Why do you think that? [Click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “The word [*proficient*] [does/does not] make sense because . . .”

Using the same procedure, discuss the following scenarios:

**[engage]**

- *Gabriel enjoys engaging in classroom discussions. Whenever the teacher asks a question, he looks away and hopes he won't be called on.*

**[hinder]**

- *Just before she tries out for the school choir, Juanita catches a cold. She is afraid her sore throat and raspy voice will hinder her chances of singing well at the tryout.*

**[engage]**

- *Joaquin tells his friend Alejandro to go to the skate park without him. "I've tried to like skateboarding," he says, "but it just doesn't engage me."*

# Introduce *Humdrum*, *Formal*, and *Informal*

## Day 3

### In this lesson, the students:

- Learn and use the words *humdrum*, *formal*, and *informal*
- Review synonyms
- Review the prefix *in-*
- Review antonyms
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

### Words Taught

#### **humdrum**

*Humdrum* means “boring or dull.”

#### **formal** (p. 465)

Formal clothing, language, or behavior is appropriate for business or for official or special occasions.

#### **informal**

*Informal* means “not formal.” Informal clothing, language, or behavior is appropriate for relaxed or casual occasions or everyday activities.

## INTRODUCE AND USE *HUMDRUM*

### 1 Introduce and Define *Humdrum* and Review Synonyms

Briefly review the article “School Uniforms: The Way to Go.”

Review that students all over the world wear uniforms to school. Then read the introduction below the subtitle “The Way to Go” aloud.

Tell the students that the first word they will learn today is *humdrum*. Explain that *humdrum* means “boring or dull” and that the words *humdrum*, *boring*, and *dull* are synonyms.

Explain that many students say that uniforms look humdrum, or boring or dull.

Display word card 124 (WA5) and have the students say the word *humdrum*.

### 2 Discuss Humdrum Activities and Ways to Make a Humdrum Day Interesting

Explain that we sometimes use the word *humdrum* to describe the routine, ordinary, or uninteresting things we do day in and day out. For example, some people find everyday activities such as making the bed, washing the dishes, or walking the dog humdrum, or boring or dull.

### Materials

- “School Uniforms: The Way to Go” (see pages 464–465)
- Word card 124 (WA5)
- Word cards 125–126 (WA6)

### Teacher Note

Remind the students that they can use a synonym, like *humdrum*, to replace an overused word, like *boring* or *dull*, to make their writing more interesting.

If you started a synonym chart, add the words *humdrum*, *boring*, and *dull* to it.

Use “Think, Pair, Share” to discuss:



**Q** What is something you do at home that is *humdrum*? Why is it *humdrum*? [Pause; click 1 on WA5 to reveal the first prompt.] Turn to your partner.

humdrum

**PROMPT 1:** \_\_\_\_\_ is **humdrum** because . . .

1 2

WA5

**PROMPT 1:** “[Eating breakfast] is *humdrum* because [I eat the same thing every morning. That’s boring].”

Explain that all of us occasionally have *humdrum* days, or dull or boring days, on which nothing interesting happens.

Discuss as a class:

**Q** What might you do on a *humdrum* day to make the day more interesting?

Click 2 on word card 124 (WA5) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “To make a *humdrum* day more interesting, I might [call my friend Keenan to see if he wants to ride bikes].”

Point to the word *humdrum* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE FORMAL AND INFORMAL

### 3 Introduce and Define *Formal*

Review that a school uniform can give students a sense of identity and a sense of pride in their school.

Read the first paragraph of the section titled “Identity and Belonging” aloud, emphasizing the words *formal clothes*.

Tell the students that the next word they will learn today is *formal*. Explain that formal clothes are clothes that are appropriate for business or for official or special occasions such as weddings, graduations, and funerals.

Explain that a suit is an example of formal clothing and that some businesspeople wear suits to work. Point out that some people think that a school uniform is like a suit or other formal clothing. They believe that if students dress more formally in uniforms, they will feel more serious and ready to work in school.

Display word cards 125–126 (WA6) and click to reveal word card 125. Have the students say the word *formal*.

## 4 Play the Game “Make a Choice”

ELPS 3.G.ii  
Step 4  
(all)

Explain that we also use the word *formal* to describe polite or respectful language and behavior that is appropriate for business or official or special occasions. For example, people often use formal language or behave in formal, or polite and respectful, ways when they are talking with strangers or people like police officers or judges.

Tell the students that partners will play the game “Make a Choice.”

Explain that you will describe two ways of speaking, dressing, or behaving; then partners will discuss which way is formal and explain why they think so.

Ask:

 **Q** Which of these would be a formal way to greet a man you meet for the first time: “Hello, sir, how are you today?” or “Hey, dude, what’s up?” Why? [Click 1 on WA6 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “[Hello, sir, how are you today?”] is a formal way to greet a man you meet for the first time because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

 **Q** Which might a woman wear to a formal party: a pair of jeans and a sweatshirt or a fancy gown and her best pair of shoes? Why? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “A woman might wear a [fancy gown and her best pair of shoes] to a formal party because . . .”

 **Q** Which would be a formal way to behave if you were waiting to meet the president of the United States: standing straight and tall and waiting patiently or shoving your hands in your pockets and shifting impatiently from foot to foot? Why? [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “[Standing straight and tall and waiting patiently] would be a formal way to behave because . . .”

### ELL Note

Rather than having the students choose between options, you might have them discuss each option individually by asking, “Is ‘Hello, sir, how are you today?’ a formal way to greet a man you meet for the first time? Why?” and then asking, “Is ‘Hey, dude, what’s up?’ a formal way to greet a man you meet for the first time? Why?”

### Teacher Note

You might explain that a fancy dress is sometimes called “a formal gown.” A dance where men dress in suits or tuxedos and women dress in fancy gowns is also called “a formal.”

### Teacher Note

If you started an antonym chart, add the words *formal* and *informal* to it.

## 5 Introduce and Define *Informal* and Review the Prefix *in-* and Antonyms

Tell the students that the last word they will learn today is *informal*. Display word cards 125–126 (🗨️ WA6) and click to reveal word card 126. Have the students say the word *informal*. Point to the prefix *in-* in *informal*, and review that *in-* is a prefix that means “not.”

Discuss as a class:

**Q** *Based on what you know about the word formal and the prefix in-, what do you think the word informal means?*

If necessary, explain that *informal* means “not formal” and that *formal* and *informal* are antonyms. Explain that informal clothing, language, or behavior is appropriate for relaxed or casual occasions or everyday activities.

## 6 Play “Formal or Informal?”

Tell the students that partners will play a game called “Formal or Informal?” Explain that you will describe something; then partners will decide whether it is formal or informal and explain why they think so.

Begin by reading the following aloud:

- *Bowing to a king*

Ask:

 **Q** *Is bowing to a king formal or informal behavior? Why?* [Click 4 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “Bowing to a king is [formal/informal] behavior because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following descriptions:

- *A backyard barbecue with friends*

 **Q** *Is a backyard barbecue with friends a formal or informal occasion? Why?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “A backyard barbecue with friends is [a formal/an informal] occasion because . . .”

- *Shorts and a T-shirt*

 **Q** *Are shorts and a T-shirt formal or informal clothing? Why?* [Click 6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** “Shorts and a T-shirt are [formal/informal] clothing because . . .”

Point to the words *formal* and *informal* and review the pronunciation and meanings of the words.



## MORE ELL SUPPORT

### Design and Discuss School Uniforms

Review that in the article “School Uniforms: The Way to Go,” the author discusses reasons why students should wear school uniforms. Explain that the students will design and draw their own school uniforms and then share their drawings with their partners. Before they begin drawing, encourage the students to think about such things as the color or colors of their uniforms and whether the uniforms will include jackets or sweaters, shirts or blouses, and skirts or pairs of pants. (If the students have never seen a school uniform, show them the photograph of the girls wearing uniforms on page 465 of the article and bring in other photographs for the students to see and discuss.)

After the students have drawn their uniforms, have them share their drawings with their partners. Encourage the students to ask each other questions such as:

- Q *Why did you decide to [put a large pocket in the front of the uniform]?*
- Q *Would you rather wear the uniform you designed or your regular clothes to school? Why?*

Then have one or two volunteers share their pictures with the group.

## Review Humdrum, Formal, and Informal

## Day 4

### In this lesson, the students:

- Review and practice using the words *humdrum*, *formal*, and *informal* from Day 3
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **humdrum**

*Humdrum* means “boring or dull.”

#### **formal**

Formal clothing, language, or behavior is appropriate for business or for official or special occasions.

#### **informal**

*Informal* means “not formal.” Informal clothing, language, or behavior is appropriate for relaxed or casual occasions or everyday activities.

### Materials

- Daily review cards (WA7)
- Daily review activity (WA8)
- Copy of this week’s family letter (BLM1) for each student

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗂️ WA7). Review the pronunciation and meaning of each word.

Discuss as a class:

**Q** Which of yesterday's words do you think was especially fun or interesting to talk about? Why?

Click **1** on the daily review cards (WA7) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA7

humdrum formal informal

**PROMPT 1:** The word \_\_\_\_\_ was especially [fun/interesting] to talk about because . . .

**1**

**PROMPT 1:** “The word [humdrum] was especially [fun/interesting] to talk about because . . .”

## PRACTICE USING THE WORDS

### 2 Review the Game “Finish the Story”

Tell the students that partners will play the game “Finish the Story.” Review that you will tell a story, leaving off the last word; then partners will finish the story by deciding which of yesterday's vocabulary words will make the best ending for it and explain why they think that.

Direct the students' attention to the daily review activity (🗂️ WA8) and begin the game:

- Click **1** to reveal the first story (see WA8 on the next page). Point to the story and read it aloud twice, slowly and clearly.
  - Story 1: *Olivia is having a party. “Come in comfortable clothes,” she tells her friends. “The party is very \_\_\_\_\_.”*

#### Teacher Note

Each story on the daily review activity (WA8) has a corresponding number: the first story is **1**; the second story is **2**; and the third story is **3**. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

2. Give the students a few moments to think about the story. Then point to the five word choices and ask:



**Q** Which of yesterday's words makes the best ending for the story? Why? [Click 1 again to reveal the prompt.] Turn to your partner.

**PROMPT:** "I think the word [*informal*] makes the best ending because . . ."

Have partners use the prompt to share their thinking. After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

The screenshot shows a digital interface with three word choices in a row: "humdrum", "formal", and "informal". The word "informal" is highlighted with a green background. Below the choices is a text box containing the following text: "STORY 1: Olivia is having a party. 'Come in comfortable clothes,' she tells her friends. 'The party is very informal.'" At the bottom of the interface are three numbered buttons: 1, 2, and 3. The button with the number 1 is highlighted.

WA8

4. Finally, click 1 to clear the screen.

Use the same procedure to discuss the remaining stories.

- Story 2: *Alberto has played his video games many times. "Let's get some new games," he pleads with his dad. "These games are all \_\_\_\_\_."* (humdrum)
- Story 3: *To dance in the talent show, Isabella must try out in front of judges, fill out several forms, and get her parents' permission. "Goodness!" she exclaims. "This process is so \_\_\_\_\_."* (formal)

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

### Materials

- Ongoing review cards (WA9)

### In this lesson, the students:

- Review words learned earlier
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### crave

*Crave* means “want badly, long for, or desire very much.”

#### enraged

*Enraged* means “furious or very angry.”

#### labor

*Labor* means “work hard.”

#### loathe

*Loathe* means “hate, or strongly dislike.”

#### reduce

*Reduce* means “destroy or break down completely.” *Reduce* also means “make less, fewer, or smaller.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Do You Think Will Happen?”

Tell the students that partners will do the activity “What Do You Think Will Happen?” Remind the students that you will describe a situation that uses one of the vocabulary words. Partners will use their imaginations and what they know about the word to tell what they think will happen next.

Read the following scenario aloud twice:

- *Aneko and Sakarri are in charge of making dinner. Aneko craves spaghetti, but Sakarri craves chicken and dumplings.*

Use “Think, Pair, Share” to discuss:



**Q** *What do you think will happen, since each girl craves something different for dinner? [Pause; click 1 on WA9 to reveal the prompt.] Turn to your partner.*

WA9

craveenragedlabor

loathereduce

**PROMPT 1:** Since each girl **craves** something different, . . .

12345

**PROMPT 1:** “Since each girl craves something different, . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Kobi asks the barber to trim just a little hair from his head. When he looks in the mirror, he sees the barber has shaved his head. Kobi is enraged.*



**Q** *What do you think will happen, since Kobi is enraged? [Pause; click 2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “Since Kobi is enraged, . . .”

- *As soon as Lamont gets in the door, his mother asks him to help her clean out the garage. Lamont has been laboring all day.*



**Q** *What do you think will happen, since Lamont has been laboring all day? [Pause; click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “Since Lamont has been laboring all day, . . .”

- *Analise loathes anchovies. She goes to her friend Lilly’s house for dinner, and the pizza has anchovies all over it.*



**Q** *What do you think will happen, since Analise loathes anchovies? [Pause; click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “Since Analise loathes anchovies, . . .”

### Teacher Note

You might review that *trim* means “cut or clip something to make it tidy or make it fit.”

## Teacher Note

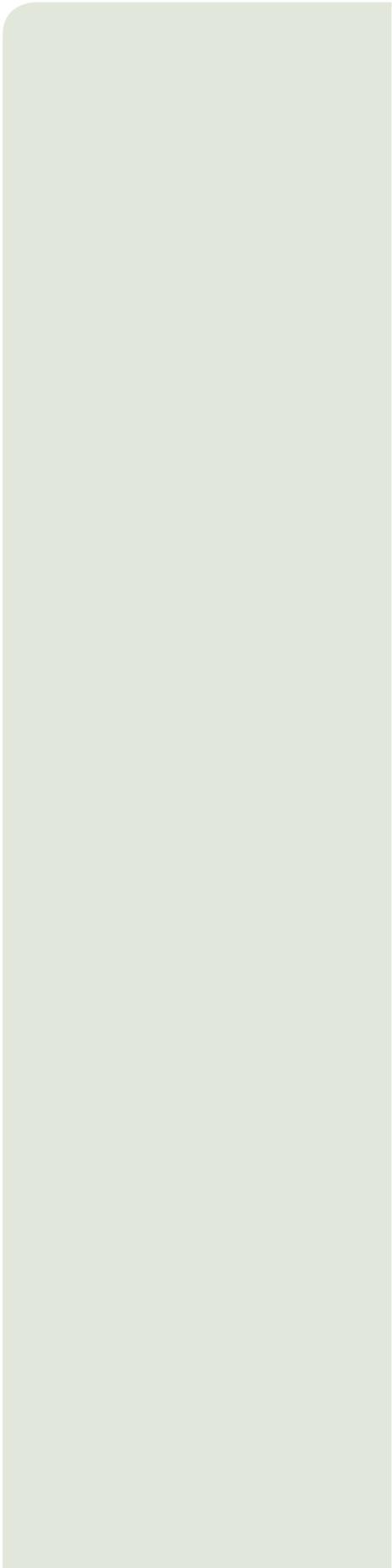
You might review that *misjudge* means “judge wrongly, or form a wrong or unfair opinion about a person or a situation.”

- *Mr. Washington is mowing his lawn with a riding mower. He misjudges how close he is to his wife’s prize petunias and reduces them to a pile of leaves and stems.*



**Q** *What do you think will happen when Mrs. Washington sees her petunias reduced to leaves and stems? [Pause; click **S** to reveal the prompt.] Turn to your partner.*

**PROMPT 5:** “When Mrs. Washington sees her petunias reduced to leaves and stems, . . .”



# VIRTUAL WORLDS

## COMMUNITY IN A COMPUTER

These days, you don't have to leave your home to have fun or to play with other people. Within the world of a video game, a person can kick a virtual soccer ball, defeat a virtual army, or build a virtual city. Two players from opposite sides of the world can team up, create plans, and work together.

Video games are played in two out of three households in the United States. These games have never been more popular—or controversial. Some people say video games can help players learn skills such as quick thinking and problem-solving, but there is also evidence that gaming can be harmful to players' health and other parts of their lives.

### PROS

#### TEAMWORK AND COMMUNITY

For people who are shy, video gaming can be a way to learn how to interact with others. Massively multiplayer online games, or MMOGs, are video games that allow thousands of players around the world to play the same video game at one time. Often, each MMOG player creates a virtual character that interacts with other players' characters in the virtual world. Players work together to accomplish goals—for example, building cities or defeating an army. In order to be successful in an MMOG game, players have to spend a lot of time playing and cooperating with other players.

#### IMPROVED MOTOR SKILLS

There is evidence that video gaming may improve motor skills, boosting your ability to use your muscles to do things. Gaming may also improve your hand-eye coordination, or how well your eyes and hands work together. Playing video games may also help increase your speed in responding to a situation. This can help with all kinds of real-world activities. Some video game programs even simulate, or imitate, certain activities to help people practice skills they will need in their careers. Using video games called simulation programs, airplane pilots, firefighters, and police officers can all practice skills needed for their jobs. The more that people can practice these skills, the more confident and better they become using them in real life.

#### PROBLEM-SOLVING

In the United States, intelligence test scores are rising higher than ever before. Some researchers say that one reason could be video gaming. Virtual games present a series of problems that players must solve to succeed in the game. Like anything else that is mentally challenging, this could make people smarter. In the fast-paced modern world, where decisions often need to be made quickly, young people could be learning skills that will help them to succeed in the future.

#### PLAYING TO LEARN

If video games could be used in the classroom, perhaps students would be able to pay more attention to what they are learning. For example, when learning about a historical event such as a battle, students could put themselves in the place of the soldiers to understand the situation better.



A pilot using a simulation program can practice skills, such as performing an emergency landing, without getting hurt.

## CONS

### REAL-WORLD ISOLATION

Video game critics worry that young people who spend too much time playing video games might not learn important social skills needed to make friends and succeed in the real world. Interacting with a person in an online video game is very different from interacting with a person face-to-face. The etiquette, or how someone is expected to behave, is different within each setting. So while a person might feel confident and make friends easily within the virtual world, outside of that world he or she might feel increasingly shy and have trouble talking to people.

### HEALTH RISKS

Apart from exercising the hands and wrists, video gaming isn't a physical activity. Young people who spend hours gaming each day may not get enough exercise. One study found that teens who played video games ate more food, which could lead to overeating and weight problems over time. Doctors have also found that some gamers complain of eye strain, headaches, and wrist pain. People who

spend hours playing these games can develop problems such as RSI (repetitive strain injury), which occurs when a person repeats the same action over and over for hours. Additionally, some people argue that since gamers can engage in dangerous behavior—such as racing cars at fast speeds—within the game world without worrying about hurting themselves or others, they might feel encouraged to take dangerous risks in real life.

### VIOLENT TENDENCIES

Critics argue that violent video games can encourage players to solve problems using violence. A 2011 study monitoring brain reaction to violent video games found that the brains of people who played violent video games were less sensitive to violence than the brains of players of nonviolent video games. Because their brains were less sensitive to violence, players of violent video games were more likely to respond to situations with aggression.

### BEHIND ON THE BOOKS

Teachers worry that students who spend hours playing video games may fall behind on schoolwork. There is also a risk that using video games as learning tools would keep students from learning the importance of reading and using their imaginations. Reading helps people learn and think about information independently. Through reading, a person uses his or her imagination to understand ideas. Educational video games in classrooms might discourage students from learning how to think imaginatively.

**It's easy to lose track of time during an intense video gaming session—which means that schoolwork can suffer.**

# School Uniforms

## The Way to Go

Jackets, ties, and dress pants; knee-high socks, skirts, and blouses—in schools around the world, students prepare for the school day by putting on uniforms. Love it or hate it, the school uniform is one of the most common kinds of uniforms in the world. School uniforms make schoolchildren look neat and clean and identify them as students of a certain school.

Many students say that uniforms look boring or that they don't allow kids to express themselves with the clothes they choose to wear. On the surface, school uniforms might not seem cool, but wearing them has some big benefits.

### An End to Indecision

Being decisive about what to wear to school can be challenging. Many young people worry about how they look: “Will people judge me by what I’m wearing? Is green ‘in’ or ‘out’ this season?” Wearing a uniform helps you feel more confident because everyone else at school will be wearing the same outfit. Nobody will judge you by what clothing you wear.

Because you don't need to decide what to wear, a uniform helps you to save time in the morning. There is another advantage to wearing a uniform: It will help you save money because usually you'll need to buy only one or two uniforms at the start of the year—and there's no pressure to wear costly designer labels to school.



During the 2009–2010 school year, about 19 percent of public schools required their students to wear uniforms.

## Identity and Belonging

It's good to feel that you belong! A school uniform gives you a sense of identity and school pride. Some studies have shown that wearing a uniform does even more than that: it can also help you to focus on your schoolwork. It's similar to how a businessperson dresses in a suit when he or she goes to work. Dressing in more formal clothes helps you to shift from "play mode" to "work mode." After all, the main reason you go to school is to study and learn.

Teachers and parents like school uniforms for another reason. Uniforms help keep students safer by showing who does—and doesn't—belong in the school. Intruders realize they will stand out if they enter a school where the students are all in uniform, so the intruders are more likely to stay away.



Judging people by how they look is human nature, but we need to find other ways of learning about one another, too.



## Self-expression

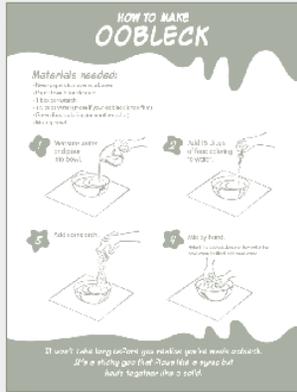
Belonging is good, but what about expressing yourself? It's true that school uniforms limit the ways you can look. However, a uniform doesn't limit who you are, the way you speak, and how you behave. In fact, it helps you to learn to express yourself in more creative ways. Knowing how to talk about your opinions, ideas, and beliefs is a great life skill, and wearing a school uniform encourages you to practice that skill.

Have you ever heard the expression "judging a book by its cover"? It means to judge something by how it looks before you've taken the time to understand it. We all judge people a little by how they look—for example, we can guess that someone with spiky blue hair likes punk music or that someone who wears red from head to toe likes to stand out. But you can't know what a person is really like if you don't get past their appearance.

School uniforms encourage us to get to know people's personalities rather than judging them only by what they wear. That's one of the most valuable things we can learn from wearing school uniforms. Who knows what friendships, conversations, and ideas we miss out on by judging people only by their clothes?

# Week 22

## RESOURCES



### Read-aloud

- “How to Make Oobleck” (see page 487)

### More Strategy Practice

- “Think More About the Suffix *-ly*”
- “Discuss Other Meanings of *Note*”

### Extension

- “Review the Suffix *-able* and Discuss the Word *Notable*”

### Assessment Resource Book

- Week 22 vocabulary assessment



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 22 family letter (BLM1)
- (Optional) “Week 22 Word Cards” (BLM2)
- (Optional) “Week 22 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

*process*

*prior to*

*initial*

*precise*

*manually*

*note*

## Words Reviewed

eligible

ineligible

permanent

rove

temporary

## Word-learning Strategies

- Recognizing synonyms (review)
- Using the suffix *-ly* to determine word meanings (review)
- Using Latin roots to determine word meanings (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the functional text.
- Students review synonyms and the suffix *-ly*.
- Students review Latin roots and words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students include everyone in and contribute to group work.
- Students build on one another's thinking during small group discussions.
- Students explain their thinking.

## 1 DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Think More About the Suffix *-ly*” on page 473.
- ✓ Prior to Day 2, prepare a sheet of chart paper entitled “How to Make a Peanut Butter and Jelly Sandwich.” (See Step 2.)
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Other Meanings of *Note*” on page 480.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 196 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 22 Word Cards” (BLM2) and “Week 22 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

## In this lesson, the students:

- Learn and use the words *process* and *initial* and the phrase *prior to*
- Review synonyms
- Review the suffix *-ly*
- Explain their thinking

## Words Taught

### **process**

A *process* is a “way to do or make something that requires several steps.”

### **prior to**

*Prior to* means “before or earlier.”

### **initial**

*Initial* means “first.”

## INTRODUCE AND USE PROCESS

### 1 Introduce and Define Process

Show “How to Make Oobleck,” and read the title aloud. Briefly review the directions.

Tell the students that the first word they will learn today is *process*. Explain that a *process* is a “way to do or make something that requires several steps.”

Show the directions again, and point out that the directions explain the process, or way to make, oobleck. Point out that there are four steps in the process.

Display word card 127 (🗉 WA1) and have the students say the word *process*.

### 2 Discuss the Process of Making Oobleck

Show the directions again, and point to Step 1. Explain that the first step in the process of making oobleck is to measure water and pour it into a bowl.

Point to Step 2 of the directions and discuss:

**Q** *What is Step 2 of the process?*

Click **1** on word card 127 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

## Materials

- “How to Make Oobleck” (see page 487)
- Word card 127 (WA1)
- Word card 128 (WA2)
- Word card 129 (WA3)

## Teacher Note

You might have the students bring their *Making Meaning Student Response Books* to the rug and turn to page 64 to follow along as you read from the directions.



**PROMPT 1:** “Step 2 of the process is [to add 15 drops of food coloring to the water].”

Point to the diagram that accompanies Step 2, and point out that there is a diagram for each step of the process.

Ask:

 **Q** *In what way do the diagrams help you understand the process of making oobleck?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “The diagrams help me understand the process [by/because] . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *process* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *PRIOR TO*

### **3** Introduce and Define *Prior to* and Review Synonyms

Tell the students that next they will discuss the phrase *prior to*. Explain that *prior to* means “before or earlier” and that *prior to*, *before*, and *earlier* are synonyms. Display word card 128 ( WA2) and have the students say *prior to*.

Show the directions again and discuss the following question:

**Q** *What do you need to do prior to, or before, beginning the process of making oobleck?*

Click **1** on word card 128 (WA2) to reveal the first prompt. Have a few students use the prompt to share their thinking with the class.

#### Teacher Note

If you started a synonym chart, add *prior to*, *before*, and *earlier* to it.

**PROMPT 1:** “Prior to beginning the process of making oobleck, you need to [get the materials you will need].”

If necessary, explain that prior to, or before, beginning the process of making oobleck, you need to gather the necessary materials.

#### 4 Discuss Doing Things Prior to Coming to School or Going to Bed

Remind the students that *prior to* means “before or earlier.”

Ask:



**Q** *What is something you did prior to coming to school this morning?*

[Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “Prior to coming to school, I [ate breakfast].”

Discuss as a class:

**Q** *What is something you usually do prior to going to bed at night?*

Click 3 to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “Prior to going to bed, I usually [read a book].”

Point to the words *prior to* and review the pronunciation and meaning of the phrase.

## INTRODUCE AND USE INITIAL

#### 5 Introduce and Define *Initial* and Review Synonyms

Tell the students that the next word they will discuss today is *initial*. Explain that *initial* means “first” and that *initial* and *first* are synonyms.

Show the directions again, point to Step 1, and point out that “Measure water and pour into bowl” is the initial, or first, step in the process of making oobleck.

Display word card 129 (WA3) and have the students say the word *initial*.

#### 6 Discuss Initial Steps

Explain that when you plan or start a project, your initial step is important, because getting the project off to a good start can help to make it a success. Give examples of an initial step you have taken to start a project and explain why the initial step was important.

**ELPS 1.A.ii**  
Step 4 (all)

#### Teacher Note

If you started a synonym chart, add the words *initial* and *first* to it.

You might explain that the word *initial* has another meaning the students may know and that your initials are the first letters of your first name and last name.

#### ELL Note

The Spanish cognate of *initial* is *inicial*.

### Teacher Note

If you started a list of words that use the suffix *-ly*, add the second meaning of the suffix and the word *initially* to it.

#### You might say:

"Last year I had a backyard party for my neighbors. My initial, or first, step in planning the party was to decide on the date. This initial step was important because I needed to pick a day when my neighbors would be available and could come to the party. Each spring before planting my garden, my initial step is to order seed catalogs. I look through them, decide what I want to plant, and then order the seeds. Taking this initial step is important because it helps me plan the garden and make sure I have the seeds I need when it is time to plant."

Ask the students to imagine that they are responsible for planning a class trip.

Use "Think, Pair, Share" to discuss:



**Q** *What initial step would you take to plan the trip? Why would that step be important?* [Pause; click 1 on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** "An initial step would be to [ask the students where they'd like to go]. This initial step would be important because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## 7 Discuss *Initially* and Another Meaning of the Suffix *-ly*

Write the words *initial* and *initially* next to each other someplace where everyone can see them. Have the students say the word *initially*.

Point to *initially*, and explain that the word *initially* is made by adding the suffix *-ly* to the word *initial*.

Remind the students that earlier they learned that the suffix *-ly* means "in a certain way" and is used in words like *consistently*, *thoroughly*, and *indignantly*. Explain that in the word *initially*, the suffix *-ly* has another meaning. It means "happening at a certain time." Explain that *initially* means "happening at the initial time, or happening at first or at the beginning."

Ask:



**Q** *What did you do initially, or at first, when you came to class this morning?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** "When I came to class this morning, I initially . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *initial* and review the pronunciation and meaning of *initial* and *initially*.

## MORE STRATEGY PRACTICE

### Think More About the Suffix *-ly*

Remind the students that the word *initially* is made up of the word *initial*, which means “first,” and the suffix *-ly*, which means “happening at a certain time.” Review that something that happens initially happens at first or at the beginning.

Write the word *frequently* where everyone can see it. Point out that *frequently* is made up of the word *frequent*, which means “often,” and the suffix *-ly*.

Ask:

**Q** *Based on what you know about the word frequent and the suffix -ly, what do you think the word frequently means? What do we mean when we say that something happens frequently? Turn to your partner.*

Write the following prompts where everyone can see them. After partners have talked, have a few volunteers use the prompts to share their thinking with the class.

**PROMPT:** “I think *frequently* means [happening often or happening a lot]” or “When we say that something happens frequently, we mean [it happens often or a lot].”

If necessary, explain that *frequently* means “happening at frequent times, or often or a lot.”

Using the same procedure, discuss the words *occasionally* and *finally*.

**TEKS 3.C.i**  
Student/Teacher Activity  
More Strategy Practice (all)

#### Teacher Note

If you started a list of words that use the suffix *-ly*, add the words *frequently*, *occasionally*, and *finally* to it.

For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

## Review Process, Prior to, and Initial

## Day 2

#### In this lesson, the students:

- Review and practice using the words *process* and *initial* and the phrase *prior to* from Day 1
- Explain their thinking

#### Words Reviewed

##### **process**

A *process* is a “way to do or make something that requires several steps.”

##### **prior to**

*Prior to* means “before or earlier.”

##### **initial**

*Initial* means “first.”

#### Materials

- Daily review cards (WA4)
- “How to Make a Peanut Butter and Jelly Sandwich” chart (prepared ahead)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA4). Review the pronunciation and meaning of each word.

Ask:

- 🗉 Q Which of yesterday's words might you use when you talk with your family and friends? How might you use the word? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

WA4

process prior to initial

**PROMPT 1:** I might use the word(s) \_\_\_\_\_ when I talk with \_\_\_\_\_. I might say . . .

1 2 3 4 5

**PROMPT 1:** “I might use the word(s) [*prior to*] when I talk with [my friend Matt]. I might say . . .”

After partners have talked, click 2 to reveal the next prompt. Have a few volunteers use the prompt to share their partners' thinking with the class.

**PROMPT 2:** “My partner might use the word(s) [*prior to*] when he talks with [his mom]. He might say . . .”

## PRACTICE USING THE WORDS

### 2 Discuss Directions for Making a Peanut Butter and Jelly Sandwich

Direct the students' attention to the “How to Make a Peanut Butter and Jelly Sandwich” chart that you prepared ahead. Explain that the students will work together to develop directions for the process of making a peanut butter and jelly sandwich.

Write the heading “Materials needed” on the chart.

Ask:



**Q** *What materials would you gather prior to beginning the process of making a peanut butter and jelly sandwich?* [Click 3 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “Prior to beginning the process, I would gather . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. As volunteers share their thinking, list the materials they suggest on the chart.

Then ask:



**Q** *What is the initial step in the process of making a peanut butter and jelly sandwich?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “The initial step in the process is . . .”

After partners have talked, have a volunteer suggest an initial step.

Ask:

**Q** *Does any pair have a different initial step?*

If there is more than one suggestion for an initial step, agree on an initial step. Then write the number “1” and the initial step on the chart.

Write the number “2” on the chart.

Ask:



**Q** *What is the second step in the process of making the sandwich?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “The second step in the process is . . .”

After partners have talked, have a volunteer suggest a second step.

Ask:

**Q** *Does any pair have a different second step?*

If there is more than one suggestion for a second step, agree on a second step, and write it on the chart next to the number “2.”

Using the same procedure, discuss and record one or two more steps.

Finally, read the directions for the process of making a peanut butter and jelly sandwich aloud.

# Day 3

## Introduce *Precise*, *Manually*, and *Note*

### Materials

- “How to Make Oobleck” (see page 487)
- Word card 130 (WA5)
- Word card 131 (WA6)
- Word card 132 (WA7)

### Teacher Note

If you started a synonym chart, add the words *precise*, *exact*, and *accurate* to it.

### ELL Note

The Spanish cognate of *precise* is *preciso/a*.

### In this lesson, the students:

- Learn and use the words *precise*, *manually*, and *note*
- Review synonyms
- Review the suffix *-ly*
- Review using Latin roots to determine word meanings
- Review words with multiple meanings
- Explain their thinking

### Words Taught

#### **precise**

*Precise* means “exact or accurate.”

#### **manually**

*Manually* means “done by hand rather than by a machine.”

#### **note** (p. 487)

*Note* means “notice or pay careful attention to something.”

## INTRODUCE AND USE *PRECISE*

### 1 Introduce and Define *Precise* and Review Synonyms

Show “How to Make Oobleck,” and remind the students that the initial step in the process of making oobleck is to measure water and pour it into a bowl. Then read the second step aloud.

Tell the students that the first word they will learn today is *precise*. Explain that *precise* means “exact or accurate,” and that the words *precise*, *exact*, and *accurate* are synonyms.

Explain that the second step of the directions tells you the precise, or exact, number of drops of food coloring to add to the water—15 drops.

Display word card 130 ( WA5) and have the students say the word *precise*.

### 2 Discuss *Precisely* and Review the Suffix *-ly*

Write the words *precise* and *precisely* next to each other where everyone can see them, and have the students say the word *precisely*.

Remind the students that the suffix *-ly* has two meanings. Review that *-ly* can mean “happening at a certain time,” as in the word *initially*. The

suffix can also mean “in a certain way,” as in the words *consistently*, *thoroughly*, and *indignantly*.

Explain that, in the word *precisely*, the suffix *-ly* means “in a certain way,” and that *precisely* means “in a precise way, or exactly or accurately.”

Discuss as a class:

**Q** *In what type of job would someone need to work precisely? Why?*

Click **1** on word card 130 (WA5) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA5

precise

**PROMPT 1:** A \_\_\_\_\_ would need to work **precisely** because . . .

**1**   **2**   **3**   **4**

**PROMPT 1:** “A [watchmaker] would need to work precisely because . . .”

### **3** Discuss “Would You?” Questions

Tell the students that partners will discuss questions that use the words *precise* and *precisely*.

Ask:

 **Q** *If a fireworks display started precisely at 8:00 p.m., would you miss the beginning if you came at 8:15 p.m.? Why? [Click **2** on WA5 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “If the fireworks started precisely at 8:00 p.m., you [would/would not] miss the beginning if you came at 8:15 p.m., because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

 **Q** *If a recipe required a precise amount of an ingredient, would you need to measure the ingredient? Why? [Click **3** to reveal the prompt.] Turn to your partner.*

#### Teacher Note

If you started a chart of words that use the suffix *-ly*, add the word *precisely* to it.

**PROMPT 3:** “If a recipe required a precise amount of an ingredient, you [would/would not] need to measure the ingredient because . . .”



**Q** *If you counted the number of students in the classroom slowly and precisely, is it likely you would make a mistake in counting? Why?* [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “If I counted the number of students in the classroom slowly and precisely, it [is/is not] likely I would make a mistake in counting because . . .”

Point to the word *precise* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE MANUALLY

### 4 Introduce *Manually* and the Latin Root *manu* and Review the Suffix *-ly*

Show the directions again, and review that Step 3 of the process is to add cornstarch and Step 4 is to mix the water and cornstarch by hand.

Tell the students that the next word they will learn today is *manually*. Display word card 131 (WA6) and have the students say the word *manually*. Point to the letters *manu* in *manually*. Tell the students that *manu* is a root, and remind the students that a *root* is a “word or part of a word that is used to make other words.” Tell the students that *manu* comes from Latin, and explain that in Latin, *manu* means “hand.” Explain that the word *manually* means “done by hand rather than by a machine.”

Point to the diagram that illustrates Step 4, and point out that the direction is to mix the water and cornstarch manually, or by hand. Explain that if you used an electric mixer to mix the water and cornstarch, you would not be mixing the ingredients manually.

Point to the suffix *-ly* in *manually* on the word card, and explain that *manually* is another word that uses the suffix *-ly*. Tell the students that in *manually*, the suffix *-ly* means “in a certain way.” Explain that *manually* means “in a way that uses the hands, or by hand.”

### 5 Play “Manually or Not Manually?”

Tell the students that partners will play a game called “Manually or Not Manually?” Explain that you will describe something that someone does; then partners will discuss whether or not the person does it manually and explain why they think so.

Read the following scenario aloud twice:

- *Jeb uses a remote control to turn the TV off.*

#### ELL Note

The Spanish cognate of *manually* is *manualmente*.

#### Teacher Note

If you started a chart of words that use the suffix *-ly*, add the word *manually* to it.

**TEKS 3.C.iv**  
Student/Teacher Activity  
Step 5  
(all, beginning on page  
487 and continuing on to  
page 488)

Ask:



**Q** Does Jeb turn off the TV manually? Why? [Click ❶ on WA6 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “Jeb [does/does not] turn off the TV manually, because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Millicent uses an electric garage door opener to open her garage door.*



**Q** Does Millicent open the garage door manually? Why? [Click ❷ to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “Millicent [does/does not] open the garage door manually, because . . .”

- *Mrs. Bates uses a needle and thread to sew a button onto her blouse.*



**Q** Does Mrs. Bates sew the button onto her blouse manually? Why? [Click ❸ to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “Mrs. Bates [does/does not] sew the button onto her blouse manually, because . . .”

- *Mr. Keith uses a sponge to wash the dirty dishes in the sink.*



**Q** Does Mr. Keith wash the dishes manually? Why? [Click ❹ to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “Mr. Keith [does/does not] wash the dishes manually, because . . .”

Point to the word *manually* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE NOTE

### 6 Introduce and Define Note

Show the directions again, point to Step 4, and reread the step aloud.

Point out that below this direction it says, “Note: If the oobleck does not flow out of the bowl when it’s tilted, add more water.”

Tell the students that *note* is the last word they will learn today. Explain that *note* means “notice or pay careful attention to something.”

Explain that the person who wrote the directions wants us to note, or notice or pay careful attention to, the instruction to add more water if the oobleck is too thick. The author thinks the instruction is important, so he uses the word *note* to call our attention to it.

Display word card 132 (🗨️ WA7) and have the students say the word *note*.

## 7 Note the Teacher's Actions

Tell the students that you are going to do something and that you want them to note, or notice or pay careful attention to, what you do. Explain that afterwards, you will ask partners to discuss what they noted.

Have the students watch you carefully as you do a series of four or five actions. (For example, you might stand up, lay your *Vocabulary Teaching Guide* on your chair, push the chair slightly aside, walk to your desk, and sit down.)

Ask:



**Q** *What did you note that I did?* [Click 1 on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** "I noted that [Ms. Clements] . . ."

After partners have talked, have a few volunteers share what they noted with the class.

Explain that often we find ourselves in situations in which it is important to note what someone is doing or saying.

Discuss as a class:

**Q** *When might it be important to note what someone is doing or saying?*

Click 2 on word card 132 (WA7) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** "It might be important to note what someone is [saying] when [the person is giving you directions for going somewhere], because . . ."

### Materials

- Chart paper and a marker (optional)

### Teacher Note

If the students struggle to answer the questions, ask additional questions such as "What do we mean when we say, 'I took notes when I was doing research for my report?'" "What do we mean when we say 'Mom left me a note on the kitchen counter?'" and "What do we mean when we say 'The musician played a wrong note?'"

## MORE STRATEGY PRACTICE

### Discuss Other Meanings of *Note*

Remind the students that many words have more than one meaning and that the meanings are often very different. Write the word *note* where everyone can see it and review that in "How to Make Oobleck" the word *note* means "notice or pay careful attention to something."

Discuss as a class:

**Q** *What else do you know about the word note? What is a note? When might you take notes?*

Have a few volunteers use the following prompts to share their thinking with the class.

**PROMPTS:** "A note is . . ." or "You might take notes when . . ."

If necessary, explain that *note* can also mean “a short message or informal letter,” “a musical sound,” or “a word, phrase, or sentence written down to remind you of something.”

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## EXTENSION

### Review the Suffix *-able* and Discuss the Word *Notable*

Write the words *note* and *notable* next to each other where everyone can see them; then read the word *notable* aloud. Explain that the word *notable* is formed by adding the suffix *-able*, which means “worthy of being,” to the word *note*, which means “notice or pay careful attention to something.” Explain that *notable* means “worthy of being noted.” Explain that if someone is notable, the person is worthy of attention or notice because of something the person has achieved.

Explain that George Washington is a notable figure in American history because he helped the American colonies win independence from Britain and because he was the first president of the United States. Ask the students to name other notable figures from American history and to explain why each figure is notable. You might also ask the students to name notable figures in sports, music, or movies.

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#### Teacher Note

You might also discuss the following idioms that include the word *note*:

- “Hit, or strike, the right note.” If something you do or say hits the right note, it is suitable or effective.
- “Make a mental note.” If you make a mental note, you make an effort to remember something, often something you want to do later.

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#### Teacher Note

You might explain that when you add *-able* to the word *note*, you drop the *e* to spell *notable*.

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#### Teacher Note

For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

## Review *Precise*, *Manually*, and *Note*

## Day 4

### In this lesson, the students:

- Review and practice using the words *precise*, *manually*, and *note* from Day 3
- Explain their thinking

### Words Reviewed

#### **precise**

*Precise* means “exact or accurate.”

#### **manually**

*Manually* means “done by hand rather than by a machine.”

#### **note**

*Note* means “notice or pay careful attention to something.”

### Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 22 Crossword Puzzle” (BLM3) for each student

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA8). Review the pronunciation and meaning of each word.

Ask:

-  **Q** *Would a precise description of a bank robber help the police catch the robber? Why?* [Click **1** on WA8 to reveal the first prompt.] *Turn to your partner.*

precisemanuallynote

**PROMPT 1:** A **precise** description [would/would not] help the police catch the robber because . . .

1 2 3

WA8

**PROMPT 1:** “A precise description [would/would not] help the police catch the robber because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

-  **Q** *Would you use a washing machine to wash clothes manually? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] use a washing machine to wash my clothes manually because . . .”

-  **Q** *Why might someone leave a sign that read “Note: Wet Paint” on a bench?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “Someone might leave a sign that read “Note: Wet Paint” on a bench because . . .”

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Point to yesterday’s words on the daily review cards (WA8), and review that partners will work together to create sentences that use the vocabulary words.

Point to the word *precise*, and review that *precise* means “exact or accurate.”

Use “Think, Pair, Share” to discuss:



**Q** *How might you use the word precise in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have one or two volunteers share their sentences with the class.

Follow up by asking:

**Q** *Does it make sense to say, [“It is important to be precise when you give someone directions or the person might get lost”]? Why?*

Use the same procedure to have partners create sentences for *manually* and *note*.

#### Teacher Note

If the students struggle to create sentences, ask questions such as “When might you need to be precise? Why?” or “When might you need to do something precisely? Why?” If they continue to struggle, provide a sentence starter such as “It is important to be precise when . . .” or “I precisely . . .” Then repeat the question.

#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

#### Teacher Note

To provide students with additional review of words taught during Weeks 21 and 22, you might distribute a copy of the “Week 22 Crossword Puzzle” (BLM3) to each student.

### Materials

- Ongoing review cards (WA9)
- “Class Vocabulary Assessment Record” sheet (CA1)

### In this lesson, the students:

- Review words learned earlier
- Explain their thinking

### Words Reviewed

#### eligible

*Eligible* means “allowed to do or have something.”

#### ineligible

*Ineligible* means “not eligible, or not allowed to do or have something.”

#### permanent

*Permanent* means “lasting or meant to last a very long time or forever.”

#### rove

*Rove* means “wander about or roam.”

#### temporary

*Temporary* means “lasting or meant to last only a short time.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Point to the word *eligible* on the ongoing review cards (WA9), and explain that you will read a scenario that includes the word *eligible*. Partners will discuss whether or not *eligible* makes sense in the scenario and explain why they think so.

Read the following scenario aloud twice:

- *The sign on the auditorium door read “If you cannot sing, you are eligible to join the choir.”*

Ask:



**Q** *Does eligible make sense in the scenario? Why do you think so?* [Click 1 on WA9 to reveal the prompt.] *Turn to your partner.*

eligible	ineligible	permanent
rove	temporary	

**PROMPT 1:** \_\_\_\_\_ [does/does not] make sense  
because . . .

1

**PROMPT 1:** “[*Eligible*] [does/does not] make sense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

**[ineligible]**

- *Marcus is fuming. He wants to be a lifeguard this summer, but he is ineligible because he didn't get his application in on time.*

**[permanent]**

- *“I plan to park here for only an hour,” Mr. Kelso tells the parking attendant. “I would like a permanent parking space.”*

**[rove]**

- *Kathy informs her friends, “I'd rather stay home than travel. I love to rove.”*

**[temporary]**

- *Mrs. Evans asks Mr. Evans if he plans to keep his tool belt in the living room. “No,” he explains. “It's temporary, just until I finish fixing the chair.”*

**Teacher Note**

You might review that *fume* means “be very angry or irritated.”



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand what the words mean?
- Do the students have difficulty using any of the words correctly? (Note the words with which they have difficulty.)
- Are the students using the words in their speech and writing outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 196 of the *Assessment Resource Book*.

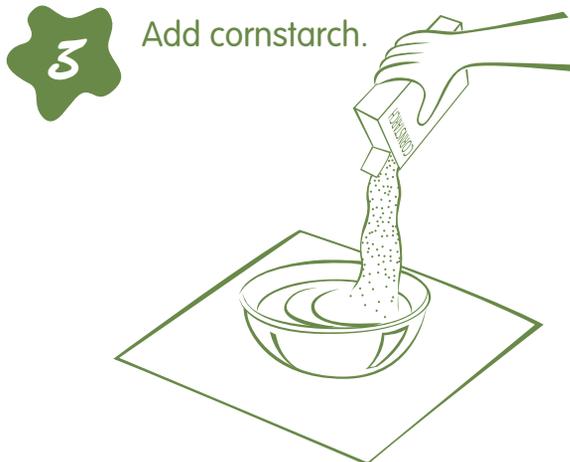
Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Make a Choice" (see Week 1, Day 2, Step 2). For example, if the students are struggling with the word *permanent*, play "Make a Choice" by giving two objects or scenarios and have partners discuss which one describes a permanent condition. (You might say "Which one is permanent: a mountain range or the snow on the mountains' peaks?")

# HOW TO MAKE OOBLECK

## Materials needed:

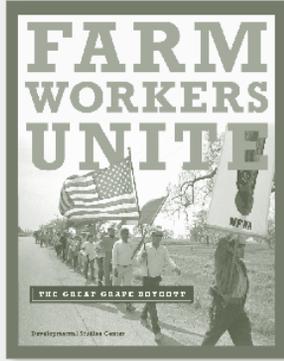
- Newspapers to cover work area
- Paper towels for cleanup
- 1 box cornstarch
- 1½ cups water (more if your oobleck is too firm)
- Green food coloring (or another color)
- Mixing bowl



*It won't take long before you realize you've made oobleck.  
It's a sticky goo that flows like a syrup but  
holds together like a solid.*

# Week 23

## RESOURCES



### Read-aloud

- *Farm Workers Unite: The Great Grape Boycott*

### More Strategy Practice

- “Play ‘Antonym Match’”

### Extension

- “Discuss the Prefix *en-*”



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 23 family letter (BLM1)
- (Optional) “Week 23 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

conditions  
*humane*  
*inhumane*  
ensure  
*equitable*  
*inequitable*

## Words Reviewed

initial  
note  
precise  
prior to  
process

## Word-learning Strategies

- Recognizing antonyms (review)
- Using the prefix *in-* to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review antonyms.
- Students review the prefix *in-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way during group work.

## DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Play ‘Antonym Match’” on page 499.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 23 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Day 1

## Introduce Conditions, Humane, and Inhumane

### Materials

- *Farm Workers Unite: The Great Grape Boycott*
- Word card 133 (WA1)
- Word cards 134–135 (WA2)

### In this lesson, the students:

- Learn and use the words *conditions*, *humane*, and *inhumane*
- Review antonyms
- Review the prefix *in-*
- Work in a responsible way during group work

### Words Taught

#### **conditions** (p. 7)

*Conditions* are the “circumstances in which someone works or lives or in which something happens.”

#### **humane**

*Humane* means “kind.” Humane people are kind, caring, and compassionate toward others.

#### **inhumane**

*Inhumane* means “not humane, or cruel.” Inhumane people are not kind, caring, or compassionate toward others.

## INTRODUCE AND USE CONDITIONS

### 1 Introduce and Define *Conditions*

Briefly review *Farm Workers Unite: The Great Grape Boycott*.

Show page 7 of the book and read the chapter title aloud. Review that the chapter tells how farm workers lived and worked before they formed unions. Remind the students that migrant farm workers move from place to place planting and harvesting crops.

Read the first paragraph on page 7 aloud, emphasizing the word *conditions* in the heading and in the paragraph. Tell the students that *conditions* is the first word they will learn today, and explain that *conditions* are the “circumstances in which someone works or lives or in which something happens.”

Explain that “working conditions” are the circumstances in which people work. Tell the students that working conditions include things such as how long the people must work each day, whether they have breaks, the temperature at the workplace, and whether they have water to drink. Explain that migrant workers were willing to work in bad conditions because they needed the work and could be easily replaced if they complained.

### Teacher Note

You might review that *circumstances* are the “facts or events that affect or explain a situation.”

### ELL Note

The Spanish cognate of *conditions* is *condiciones*.

Display word card 133 (🌐 WA1) and have the students say the word *conditions*.

## 2 Discuss the Farm Workers' Working Conditions

Show page 7 of the book again, and review that migrant workers put up with bad working conditions because they needed jobs. Explain that as you read aloud about the working conditions, you want the students to listen for ways in which the working conditions were bad. Then read the second paragraph on page 7 aloud.

Ask:



**Q** *In what ways were working conditions bad for migrant workers?* [Click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

conditions

**PROMPT 1:** One way that working **conditions** were bad was that . . .

1

WA1

**PROMPT 1:** “One way that working conditions were bad was that . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. If necessary, explain that the bad working conditions included working in the fields from dawn until late at night, not being able to take breaks to use the bathroom or drink water, and working in temperatures over 100 degrees.

Point to the word *conditions* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *HUMANE* AND *INHUMANE*

### 3 Introduce and Define *Humane*

Tell the students that the next word they will learn today is *humane*. Explain that *humane* means “kind” and that humane people are kind, caring, and compassionate toward others.

#### Teacher Note

For further practice with the word *conditions*, read the rest of “Working Conditions” on pages 7-8 and have the students discuss other examples of bad working conditions.

#### ELL Note

The Spanish cognate of *humane* is *humano/a*.

### Teacher Note

You might point out that the words *human* and *humane* are related. Explain that a humane person possesses such gentle human qualities as kindness, caring, and compassion.

### ELL Note

The Spanish cognate of *inhumane* is *inhumano/a*.

### Teacher Note

If you started an antonym chart, add the words *humane* and *inhumane* to it. If you started a chart of words that use the prefix *in-*, add the word *inhumane* to it.

Display word cards 134–135 ( WA2) and click to reveal word card 134. Have the students say the word *humane*.

## 4 Introduce and Define *Inhumane* and Review Antonyms and the Prefix *in-*

Tell the students that the next word they will learn today is *inhumane*. Explain that *inhumane* means “cruel” and that inhumane people are not kind, caring, or compassionate toward others. Click to reveal word card 135 and have the students say the word *inhumane*.

Point out that *humane* and *inhumane* are *antonyms*, or “words with opposite meanings.” Point to the prefix *in-* in *inhumane* on the word card and review that *in-* is a prefix that means “not.” Explain that when the prefix *in-* is added to the word *humane*, which means “kind,” it makes the new word *inhumane*, which means “not humane, or not kind, or cruel.”

## 5 Discuss Inhumane and Humane Working Conditions

Remind the students that farm workers worked very long hours in the hot sun and were often prevented from taking breaks.

Discuss as a class:

**Q** *Were the working conditions of the farm workers humane or inhumane? Why?*

Click **1** on word cards 134–135 (WA2) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “Working conditions were [inhumane] because [they were cruel].”

Then use “Think, Pair, Share” to discuss:

 **Q** *What might farm owners have done to make working conditions more humane for farm workers? [Pause; click **2** on WA2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “To make working conditions more humane, farm owners might have . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## 6 Discuss Humane and Inhumane Living Conditions

Show pages 8–9 and review that this part of the book tells about the living conditions of the migrant farm workers. Explain that “living conditions” are the circumstances in which people live; they include the kinds of housing in which people live, and whether or not they have electricity, safe drinking water, and nutritious food.

Point to the photograph on page 9 and explain that living conditions for many migrant workers were inhumane, or cruel. Explain that as you read a description of the living conditions aloud, you want the students to listen for ways in which the living conditions were inhumane.

Read aloud the last paragraph on page 9, which begins “In some farm housing, there were no bathing facilities or safe drinking water.”

Ask:



**Q** *In what ways were living conditions for farm workers inhumane?*  
[Click 3 on WA2 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “One way that living conditions were inhumane was . . .”

If necessary, explain that examples of the inhumane living conditions include overcrowded houses, a lack of medical care, and having no bathing facilities or safe drinking water.

Discuss as a class:

**Q** *What might farm owners have done to make living conditions more humane for farm workers?*

Click 4 to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 4:** “To make living conditions more humane, farm owners might have . . .”

Point to the words *humane* and *inhumane* and review the pronunciation and meaning of the words.

# Day 2

## Review Conditions, Humane, and Inhumane

### Materials

- Daily review cards (WA3)

### In this lesson, the students:

- Review and practice using the words *conditions*, *humane*, and *inhumane* from Day 1
- Work in a responsible way during group work

### Words Reviewed

#### conditions

*Conditions* are the “circumstances in which someone works or lives or in which something happens.”

#### humane

*Humane* means “kind.” Humane people are kind, caring, and compassionate toward others.

#### inhumane

*Inhumane* means “not humane, or cruel.” Inhumane people are not kind, caring, or compassionate toward others.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA3). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which word might you use in a story about an elephant that lives in a small, dirty pen in a zoo? How might you use the word? [Pause; click 1 on WA3 to reveal the first prompt.] Turn to your partner.

conditions humane inhumane

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1 2 3 4

WA3

**PROMPT 1:** “I might use the word [conditions]. I might write . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Humane or Inhumane?”

Tell the students that partners will do an activity called “Humane or Inhumane?” Explain that you will describe living or working conditions; then partners will decide whether the conditions are humane or inhumane and explain why.

Read the following scenario aloud twice:

- *The cat has a soft, warm bed, nutritious food, and toys to play with.*

Ask:



**Q** *Are the cat’s living conditions humane or inhumane? Why?* [Click 2 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “The cat’s living conditions are [humane/inhumane] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *At a school, the classroom is warm in the winter and cool in the summer. The teacher is kind to the students, and the students are nice to each other. There is a recess break and a lunch break every day.*

Ask:



**Q** *Are the conditions at the school humane or inhumane? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “The conditions at the school are [humane/inhumane] because . . .”

- *At the farm, the horse works from dawn to dusk in the hot sun. It gets only enough food and water to keep it alive, and no one brushes its coat.*

Ask:



**Q** *Are the horse’s living and working conditions humane or inhumane? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “The horse’s living and working conditions are [humane/inhumane] because . . .”

# Day 3

## Introduce *Ensure*, *Equitable*, and *Inequitable*

### Materials

- *Farm Workers Unite: The Great Grape Boycott*
- Word card 136 (WA4)
- Word cards 137–138 (WA5)

### In this lesson, the students:

- Learn and use the words *ensure*, *equitable*, and *inequitable*
- Review the prefix *in-*
- Review antonyms
- Work in a responsible way during group work

### Words Taught

#### **ensure** (p. 11)

*Ensure* means “make certain that something happens.”

#### **equitable**

*Equitable* means “fair and equal for everyone.”

#### **inequitable**

*Inequitable* means “not equitable, or not fair and equal for everyone.”

## INTRODUCE AND USE *ENSURE*

### 1 Introduce and Define *Ensure*

Show page 11 of *Farm Workers Unite*, and read the chapter title aloud. Review that this chapter describes the way farm workers organized labor unions to fight for changes in their working and living conditions.

Read the heading “Unionization” and the first paragraph on page 11 aloud, emphasizing the word *ensure*. Tell the students that *ensure* is the first word they will learn today, and explain that *ensure* means “make certain that something happens.”

Review that labor unions protect workers’ rights by negotiating contracts with farm owners. These contracts ensure, or make certain, that there are fair work rules and that all workers are treated equally.

Display word card 136 (WA4) and have the students say the word *ensure*.

### 2 Discuss Ways to Ensure That Things Happen

Explain that there are certain things people can do to help ensure, or make certain, that they stay healthy.

Use “Think, Pair, Share” to discuss:



**Q** *What is something you can do to help ensure that you stay healthy?*  
[Pause; click ❶ on WA4 to reveal the first prompt.] Turn to your partner.

ensure

**PROMPT 1:** To help **ensure** that I stay healthy, I can . . .

❶   ❷

WA4

**PROMPT 1:** “To help ensure that I stay healthy, I can . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then discuss as a class:

**Q** *If you were planning a party, what might you do to ensure that your guests had fun?*

Click ❷ on word card 136 (WA4) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “To ensure that my guests had fun, I might . . .”

Point to the word *ensure* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *EQUITABLE* AND *INEQUITABLE*

### 3 Introduce and Define *Equitable*

Remind the students that labor unions help workers by making agreements with employers. Then reread this sentence from page 11: “These agreements, or contracts, ensure that the rules of working are fair and that all workers are treated equally.”

Tell the students that the next word they will discuss is *equitable*, and explain that *equitable* means “fair and equal for everyone.” Point out that labor union contracts ensure that work rules are equitable, or fair and equal for all.

#### **ELL Note**

The Spanish cognate of *equitable* is *equitativo/a*.

### Teacher Note

You might explain that the words *equal* and *equitable* are related and point out that you can see part of the word *equal* in the word *equitable*.

### ELL Note

The Spanish cognate of *inequitable* is *inequitativo/a*.

### Teacher Note

If you started an antonym chart, add the words *equitable* and *inequitable* to it.

If you started a list of words that use the prefix *in-*, add the word *inequitable* to it.

Display word cards 137–138 (🌐 WA5) and click to reveal word card 137. Have the students say the word *equitable*.

## 4 Discuss Being Equitable

Discuss as a class:

**Q** *Would it be equitable if I let some students use calculators during a math test and not others? Why?*

Click **1** on WA5 to reveal the first prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “It [would/would not] be equitable because . . .”

Then have the students imagine the following situation as you read it aloud:

- *You and a classmate have a problem—you both want to read the same book, but there is only one copy of the book in the library.*

Use “Think, Pair, Share” to discuss:



**Q** *How might you solve the problem in a way that is equitable, or fair to both of you? [Pause; click **2** to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “To solve the problem in a way that is equitable, we might . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## 5 Introduce *Inequitable*, Use the Prefix *in-* to Determine Its Meaning, and Review Antonyms

Tell the students that the last word they will discuss today is *inequitable*. Click to reveal word card 138 (WA5) and have the students say the word *inequitable*.

Point to the prefix *in-* in *inequitable* on the word card. Explain that the word *inequitable* is made by adding the prefix *in-*, which means “not,” to the beginning of the word *equitable*.

Ask:

**Q** *Based on what you know about the word equitable and the prefix in-, what do you think the word inequitable means?*

Click **3** to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “*Inequitable* means [‘not fair and equal for everyone’].”

If necessary, explain that *inequitable* means “not equitable, or not fair and equal for everyone.” Point out that *inequitable* and *equitable* are antonyms.

## 6 Do the Activity “Equitable or Inequitable?”

Tell the students that partners will do an activity called “Equitable or Inequitable?” Explain that you will describe a situation; then partners will decide whether the situation is equitable or inequitable and explain why.

Read the following scenario aloud twice:

- *Rosa’s mother lets her twin brother watch television for an hour before bedtime, but not her.*

Ask:



**Q** *Is this equitable or inequitable? Why?* [Click 4 on WA5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “It is [equitable/inequitable] because . . .”

Using the same procedure, discuss the following scenarios:

- *At the post office, men and women do the same job and receive the same pay.*
- *Some people have enough money to buy medicine when they are sick, but others do not.*

Point to the words *equitable* and *inequitable* and review the pronunciation and meanings of the words.

## MORE STRATEGY PRACTICE

### Play “Antonym Match”

Display the “Antonym Match” chart (WA6).

Antonym Match	
<b>1</b>	<b>2</b>
elated	pessimistic
optimistic	adore
permanent	final
loathe	dejected
initial	temporary
<b>PROMPT:</b> _____ is the antonym of _____.	

WA6

Tell the students that partners will play a game called “Antonym Match.” Point to the words in column 1, and explain that these are vocabulary words the students have learned. Point to the words in column 2, and

### Materials

- “Antonym Match” chart (WA6)

explain that these are *antonyms*, or “words that mean the opposite,” of the words in column 1. Explain that partners will match each word in column 1 to its antonym in column 2.

Point to the word *elated*, read it, and have the students say it. Then point to the words in column 2 and ask:

**Q** Which word in column 2 is the antonym of *elated*? Turn to your partner.

After partners have talked, have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “[*Dejected*] is the antonym of [*elated*].”

Then have a volunteer draw a line from the word *elated* to the word *dejected*.

Use the same procedure to discuss the remaining words. When you get to the final two words, have the students discuss them together by asking:

**Q** Which word in column 2 is the antonym of *loathe* and which word is the antonym of *initial*? Turn to your partner.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. Then have a volunteer draw a line from the word *loathe* to the word *adore* and another line from the word *initial* to the word *final*.

---

## EXTENSION

### Discuss the Prefix *en-*

Remind the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *en-* means “cause to” and that when *en-* is added to the beginning of the word *sure*, it makes the new word *ensure*. Review that *ensure* means “cause to be sure” or “make certain that something happens.”

Then write the word *endanger* where everyone can see it and ask:

**Q** Based on what you know about the word *danger* and the prefix *en-*, what do you think the word *endanger* means?

Have one or two volunteers share their thinking with the class. If necessary, explain that *endanger* means “cause someone or something to be in danger.”

Use the same procedure to have the students discuss the meaning of other words that use the prefix *en-*, such as *enable*, *enrage*, and *enrich*.

# Review *Ensure*, *Equitable*, and *Inequitable*

# Day 4

## In this lesson, the students:

- Review and practice using the words *ensure*, *equitable*, and *inequitable* from Day 3
- Work in a responsible way during group work

## Words Reviewed

### ensure

*Ensure* means “make certain that something happens.”

### equitable

*Equitable* means “fair and equal for everyone.”

### inequitable

*Inequitable* means “not equitable, or not fair and equal for everyone.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA7). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words might you use when you talk with your family and friends? How might you use the word? [Pause; click 1 on WA7 to reveal the first prompt.] Turn to your partner.

ensure equitable inequitable

**PROMPT 1:** I might use the word \_\_\_\_\_ when I talk with \_\_\_\_\_. I might say . . .

1 2 3 4

WA7

## Materials

- Daily review cards (WA7)
- Copy of this week’s family letter (BLM1) for each student

### Teacher Note

You might review that *thoroughly* means “in a thorough way, or completely.”

### Teacher Note

You might review that *indignantly* means “in an indignant way, or in a way that shows you are angry because you feel insulted or unfairly treated.”

### Teacher Note

You might review that *glum* means “unhappy, gloomy, or miserable.”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM). Encourage the students to talk about this week’s words with their families.

**PROMPT 1:** “I might use the word [*inequitable*] when I talk with [my parents]. I might say . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss Questions Using the Words

Tell the students that you will ask them questions that include yesterday’s vocabulary words and words they learned earlier.

Ask:



**Q** *If you wanted to ensure that you were thoroughly prepared to run in a race, what would you do?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “To ensure that I was thoroughly prepared, I would . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:



**Q** *Would you react indignantly if someone treated you in an equitable way? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “If someone treated me in an equitable way, I [would/would not] react indignantly because . . .”



**Q** *Would you feel glum if someone treated you in an inequitable way? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “If someone treated me in an inequitable way, I [would/would not] feel glum because . . .”

## In this lesson, the students:

- Review words learned earlier
- Work in a responsible way during group work

## Words Reviewed

### initial

*Initial* means “first.”

### note

*Note* means “notice or pay careful attention to something.”

### precise

*Precise* means “exact or accurate.”

### prior to

*Prior to* means “before or earlier.”

### process

A *process* is a “way to do or make something that requires several steps.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗂️ WA8) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Review that you will show the students a sentence that has one or more words underlined. Tell the students that you will read the sentence aloud; then partners will decide which of the vocabulary words could replace the underlined part of the sentence.

Display the ongoing review activity (🗂️ WA9) and begin the game:

1. Click ❶ to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined words.
  - Sentence 1: “*I know how to keep your pumpkin from getting moldy, if you want me to show you the way to do it,” Tara said to Zach.*”

## Materials

- Ongoing review cards (WA8)
- Ongoing review activity (WA9)

## Teacher Note

Each sentence on the ongoing review activity (WA9) has a corresponding number: the first sentence is ❶; the second sentence is ❷; the third sentence is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

2. Give the students a few moments to think about the sentence and the underlined words. Then point to the word choices and ask:



**Q** Which vocabulary word or words could replace the underlined words in the sentence? Why? [Click 1 again to reveal the prompt.] Turn to your partner.

**PROMPT:** “I think the word(s) [*process*] could replace [*way to do it*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

WA9

initial	note	precise	prior to	process
---------	------	---------	----------	---------

**SENTENCE 1:** “I know how to keep your pumpkin from getting moldy, if you want me to show you the process,” Tara said to Zach.

1 2 3 4 5

4. Click 1 to clear the screen.

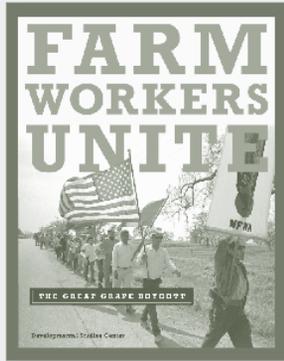
Use the same procedure to discuss the remaining sentences:

- Sentence 2: “Before beginning the first step, gather together all of the materials you’ll need.” (prior to)
- Sentence 3: “The first step is to wipe the pumpkin clean with a paper towel.” (initial)
- Sentence 4: “Then,” said Tara, “you need to be very exact when you measure out the bleach and combine it with the water.” (precise)
- Sentence 5: “Pay attention to where the sun is shining, because the pumpkin should stay as cool as possible.” (note)



# Week 24

## RESOURCES



### Read-aloud

- *Farm Workers Unite: The Great Grape Boycott*

### More Strategy Practice

- “Discuss Synonyms and Antonyms of *Jubilant*”



### More ELL Support

- “Discuss Helping Others”

### Assessment Resource Book

- Week 24 vocabulary assessments



## Online Resources

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

### Whiteboard Activities

- WA1–WA11

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 24 family letter (BLM1)
- (Optional) “Week 24 Word Cards” (BLM2)
- (Optional) “Week 24 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

*perilous*  
exclusive  
*inclusive*  
harass  
jubilant  
endure

## Words Reviewed

adequate  
circumstances  
humdrum  
inadequate  
scrutinize

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing antonyms (review)
- Using context to determine word meanings (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review synonyms and antonyms.
- Students review using context to determine word meanings.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students make decisions and solve problems respectfully.

## 1 DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Synonyms and Antonyms of *Jubilant*” on page 521.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 197 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1); see page 201 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 204 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 24 Word Cards” (BLM2) and “Week 24 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Perilous*, *Exclusive*, and *Inclusive*

## Day 1

### In this lesson, the students:

- Learn and use the words *perilous*, *exclusive*, and *inclusive*
- Review synonyms
- Review antonyms
- Work in a responsible way
- Give reasons for their opinions

### Words Taught

#### **perilous**

*Perilous* means “risky or dangerous.”

#### **exclusive** (p. 18)

*Exclusive* means “limited or belonging to a single person or group, or not shared.”

#### **inclusive**

*Inclusive* means “involving or including a wide variety of people or things.”

## INTRODUCE AND USE *PERILOUS*

### 1 Introduce and Define *Perilous* and Review Synonyms

Briefly review *Farm Workers Unite: The Great Grape Boycott*.

Show pages 16–17 of the book. Review that in 1965, Filipino workers from grape vineyards in Delano, California, went on strike. César Chávez and Dolores Huerta had to answer a difficult question—should their union, the National Farm Workers Association, join the strike?

Read aloud the paragraph on page 16 that begins “The strike was risky for the National Farm Workers Association because the union was vulnerable.”

Tell the students that the first word they will learn today is *perilous*. Explain that *perilous* means “risky or dangerous” and that *perilous*, *risky*, and *dangerous* are synonyms.

Explain that joining the strike was *perilous*, or *risky*, for the National Farm Workers Association—it might have caused the union great harm—because if the strike failed, it would likely be the end of the union.

Display word card 139 (🗉 WA1) and have the students say the word *perilous*.

### Materials

- *Farm Workers Unite: The Great Grape Boycott*
- Word card 139 (WA1)
- Word card 140 (WA2)
- Word card 141 (WA3)

### Teacher Note

You might explain that *vulnerable* means “in a weak position and likely to be hurt or damaged in some way.”

### Teacher Note

If you started a synonym chart, add the words *perilous*, *risky*, and *dangerous* to it.

## 2 Play “Is Milton Doing Something Perilous?”

Tell the students that they will play a game called “Is Milton Doing Something Perilous?” Explain that you will describe something our friend Milton is doing; partners will then discuss whether what Milton is doing is perilous and explain why they think so.

Read the following scenario aloud twice:

- *Milton is riding his bicycle with his friend Marti. He takes his hands off the handlebars and shouts, “Look, Marti! No hands!”*

Ask:



**Q** *Is Milton doing something perilous? Why? [Click 1 on WA1 to reveal the prompt.] Turn to your partner.*

perilous

**PROMPT 1:** Milton [is/is not] doing something **perilous**  
because . . .

1

WA1

**PROMPT 1:** “Milton [is/is not] doing something perilous because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton is hiking with some friends. He thinks his friends are walking too slowly, so he decides to leave his friends and hike on another trail alone.*
- *Milton is walking on the beach. He doesn’t want to get a sunburn, so he is wearing a hat, sunglasses, and lots of sunscreen.*

Point to the word *perilous* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *EXCLUSIVE*

### 3 Introduce and Define *Exclusive*

Review that César Chávez made a speech to the members of the National Farm Workers Association before they voted on whether or not to take part in the Delano strike. His words inspired the workers, and they voted to join the Filipinos on the picket lines.

Show pages 18–19 of *Farm Workers Unite* and point to the text box on page 18. Explain that the box contains an extract, or part, of Chávez’s speech. Read the title and the text aloud, emphasizing the word *exclusively*. Tell the students that *exclusive* is the next word they will learn today. Explain that *exclusive* means “limited or belonging to a single person or group, or not shared.”

Explain that in his speech Chávez tells the Mexican-American workers that even though the Filipinos began the strike, it is not exclusive, or limited, to just Filipinos. Instead, it is for all migrant workers.

Display word card 140 ( WA2) and have the students say the word *exclusive*.

### 4 Play “Is It Exclusive?”

Remind the students that something exclusive is limited or belongs to a single person or group; it is not shared. For example, the exclusive winner of a contest is the only winner. She does not share the prize with anyone else. If a reporter gets an exclusive interview with a movie star, the reporter is the only person who gets to interview the star. If an organization is exclusively for ten-year-olds, only ten-year-olds can join the organization.

Tell the students that you will describe something, and partners will then discuss whether it is exclusive or not exclusive and explain why.

Begin by reading the following description aloud:

- *A club that is only for girls*

Ask:



**Q** *Is a club that is only for girls exclusive? Why? [Click 1 on WA2 to reveal the prompt.] Turn to your partner.*

**PROMPT 1:** “The [club] [is/is not] exclusive because . . .”

Using the same procedure, discuss the following:

- *A party to which everyone is invited*
- *A beach open only to people who live right next to the beach*

Point to the word *exclusive* and review the pronunciation and meaning of the word.

#### Teacher Note

You might review that *inspire* means “make someone feel that he or she wants to do something and can do it.”

#### Teacher Note

You might explain that the word *exclusive* is related to the word *exclude*, which means “keep someone or something out.”

#### ELL Note

The Spanish cognate of *exclusive* is *exclusivo/a*.

### **ELL Note**

The Spanish cognate of *inclusive* is *inclusivo/a*.

### **Teacher Note**

You might explain that the word *inclusive* is related to the word *include*, which means “contain or be part of.” When you include someone, you allow or ask the person to join you in doing something.

### **Teacher Note**

You might explain that the *in* at the beginning of *inclusive* is not the prefix *in-*, meaning “not.” Remind the students that if a group of letters is a prefix, you have a real word left when you remove the letters.

## INTRODUCE AND USE *INCLUSIVE*

### **5** Introduce and Define *Inclusive* and Review Antonyms

Explain that the last word the students will discuss today is *inclusive*. Display word card 141 ( WA3) and have the students say the word *inclusive*.

Point out that *inclusive* is the antonym, or opposite, of *exclusive*, and that *inclusive* means “involving or including a wide variety of people or things.”

Explain that, if a club is inclusive, anyone can join. If a party is inclusive, everyone is invited.

### **6** Play “Is Milton Being Inclusive?”

Tell the students that they will play a game called “Is Milton Being Inclusive?” Remind the students that *inclusive* means “involving or including a wide variety of people or things.” Explain that you will describe something that Milton does; then partners will discuss whether or not Milton is being inclusive and explain why.

Read the following scenario aloud twice:

- *Milton decides to put on a play in his backyard. He invites everyone in the neighborhood to be in it.*

Ask:



**Q** *Is Milton being inclusive? Why?* [Click  on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “Milton [is/is not] being inclusive because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton decides to start a homework club, but he only wants his two best friends to be in the club.*
- *Milton asks his brother and his sister to join him when he goes to the movies.*

Point to the word *inclusive* and review the pronunciation and meaning of the word.

# Review *Perilous*, *Exclusive*, and *Inclusive*

## Day 2

### In this lesson, the students:

- Review the words *perilous*, *exclusive*, and *inclusive* from Day 1
- Work in a responsible way
- Give reasons for their opinions

### Words Reviewed

#### **perilous**

*Perilous* means “risky or dangerous.”

#### **exclusive**

*Exclusive* means “limited or belonging to a single person or group, or not shared.”

#### **inclusive**

*Inclusive* means “involving or including a wide variety of people or things.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4) and review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which word do you think was especially interesting or fun to talk about? Why? [Pause; click 1 on WA4 to reveal the first prompt.] Turn to your partner.

perilousexclusiveinclusive

**PROMPT 1:** I think the word \_\_\_\_\_ was especially [interesting/fun] to talk about because . . .

1234

WA4

### Materials

- Daily review cards (WA4)

**PROMPT 1:** “I think the word [*inclusive*] was especially [interesting/fun] to talk about because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss Questions Using the Words

Tell the students that partners will discuss questions that use the vocabulary words. Then ask:



**Q** *Might a person be apprehensive before doing something perilous? Why?* [Click 2 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “A person [might/might not] be apprehensive before doing something perilous because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:



**Q** *Is riding your bike at night without a light perilous? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “Riding your bike at night without a light [is/is not] perilous because . . .”



**Q** *Would you rather be a member of a club that is exclusive or inclusive?* [Click 4 to reveal the prompt.] *Why? Turn to your partner.*

**PROMPT 4:** “I would rather be a member of a club that is [exclusive/inclusive] because . . .”

### Teacher Note

You might review that *apprehensive* means “worried or anxious that something bad may happen.”

# Introduce *Harass*, *Jubilant*, and *Endure*

# Day 3

## In this lesson, the students:

- Learn and use the words *harass*, *jubilant*, and *endure*
- Review using context to determine word meanings
- Review synonyms
- Review words with multiple meanings
- Work in a responsible way
- Give reasons for their opinions

## Words Taught

### **harass** (p. 20)

*Harass* means “bother or annoy someone repeatedly or over a long period of time.”

### **jubilant** (p. 24)

*Jubilant* means “very happy, or joyful.”

### **endure** (p. 31)

*Endure* means “continue or last for a long time.”

*Endure* also means “put up with something unpleasant such as pain, fatigue, or hardship.”

## INTRODUCE AND USE *HARASS*

### 1 Introduce *Harass* and Use Context to Determine Its Meaning

Show page 20 of *Farm Workers Unite*, and read the chapter title aloud. Remind the students that the National Farm Workers Association went on strike to support Filipino farm workers in Delano, California. Review that the strike was long and difficult for the people on the picket lines. Read the section title “Hard Times on the Picket Lines” and the second paragraph on page 20 aloud, emphasizing the word *harassed*.

Tell the students that *harass* is the first word they will learn today. Display the “Sentences from *Farm Workers Unite*” chart (WA5), and explain that these are two of the sentences you just read.

Point to the word *harassed* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *harass*—by rereading the sentence that includes the word, or the sentence that comes before or after it, to look for clues. Explain that as you read these sentences again, you want the students to think about what the word *harass* might mean and which words in the sentences are clues to the meaning of *harass*.

## Materials

- *Farm Workers Unite: The Great Grape Boycott*
- “Sentences from *Farm Workers Unite*” chart (WA5)
- Word card 142 (WA6)
- Word card 143 (WA7)
- Word card 144 (WA8)

**ELPS 3.D.i**  
Step 1 and Step 2  
(all, beginning on page 515  
and continuing on to page  
517)

### Teacher Note

If the students do not immediately determine the meaning of *harass* from the context, give them the definition rather than having them guess.

Read the sentences aloud. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word harass might mean?*

Point to the first prompt and read it aloud.

#### Sentences from *Farm Workers Unite*

Some farm bosses raced their pickup trucks up and down the picket lines, throwing clouds of dust onto the workers. Others harassed the picketers by yelling at them or spraying them with pesticide.

**PROMPT 1:** I think *harass* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *harass*.

WA5

**PROMPT 1:** “I think *harass* might mean . . .”

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *harass* means “bother or annoy someone repeatedly or over a long period of time.”

Then ask:

**Q** *What clues help you figure out the meaning of the word harass?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking.

**PROMPT 2:** “The clues “[‘throwing clouds of dust onto the workers,’ ‘yelling at them,’ and ‘spraying them with pesticide’] help me figure out the meaning of the word *harass*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that *throwing clouds of dust onto the workers*, *yelling at them*, and *spraying them with pesticide* are clues that help us figure out that *harass* means “bother or annoy someone repeatedly or over a long period of time.”

Display word card 142 (WA6) and have the students say the word *harass*.

## 2 Play “Is Milton Being Harassed?”

Emphasize that we use the word *harass* to talk about bothering or annoying someone repeatedly or over a long period of time. We do not use the word to talk about bothering someone just once or for only a moment.

Tell the students that they will play a game called “Is Milton Being Harassed?” Explain you will describe a situation that our friend Milton is facing; then partners will discuss whether or not Milton is being harassed and explain why they think so.

Begin by reading the following situation aloud:

- *Once in a while, Milton’s little brother pesters Milton, but most of the time Milton and his brother get along well.*

Ask:



**Q** *Is Milton being harassed by his brother? Why? [Click 1 on WA6 to reveal the first prompt.] Turn to your partner.*

harass

**PROMPT 1:** Milton [is/is not] being **harassed** because . . .

1 2

WA6

**PROMPT 1:** “Milton [is/is not] being harassed because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following situation:

- *Almost every day, a bully intimidates Milton on the playground.*

Follow up by discussing as a class:

**Q** *What might Milton do to stop a bully from harassing him?*

Click 2 on word card 142 (WA6) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “To stop a bully from harassing him, Milton might . . .”

Point to the word *harass* and review the pronunciation and meaning of the word.

### Teacher Note

You might review that *intimidate* means “make someone feel afraid or timid.”

## INTRODUCE AND USE JUBILANT

### 3 Introduce and Define *Jubilant* and Review Synonyms

Show pages 24–25 of *Farm Workers Unite*. Review that after weeks of the strike, the growers still refused to recognize the union or negotiate with it. To gain support for the strike, César Chávez and his followers organized a march from Delano to Sacramento.

Read aloud the first full paragraph on page 24, which begins “On Easter Sunday, 1966, 25 days after the march had begun, the pilgrims hobbled into Sacramento.” Emphasize the word *jubilant*.

Tell the students that *jubilant* is the next word they will learn today. Explain that *jubilant* means “very happy, or joyful” and that *jubilant*, *happy*, and *joyful* are synonyms.

Explain that the marchers were jubilant, or very happy, that they had completed the long march, because they had shown everyone that they were strong and determined to win in their battle against the growers.

Display word card 143 (🌐 WA7) and have the students say the word *jubilant*.

### 4 Discuss Feeling Jubilant

Explain that people often feel jubilant when their team wins a sports competition, whether they are watching their favorite team play or playing on a team themselves.

Ask:



**Q** *When have you felt jubilant because your favorite team or a team you were on won?* [Click ❶ on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I felt jubilant when [my team won the softball championship].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that people who feel jubilant often show their great happiness by jumping up and down. Then discuss as a class:

**Q** *What else might someone who feels jubilant do? What might that person say?*

Click ❷ on word card 143 (WA7) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “A person who feels jubilant might . . .”

Point to the word *jubilant* and review the pronunciation and meaning of the word.

#### ELL Note

The Spanish cognate of *jubilant* is *jubiloso/a*.

#### Teacher Note

If you started a synonym chart, add the words *jubilant*, *happy*, and *joyful* to it.

#### Teacher Note

If the students cannot think of times they felt jubilant about sporting events, ask alternative questions such as “When have you felt jubilant because something surprising or wonderful happened to you?”

## INTRODUCE AND USE *ENDURE*

### 5 Introduce and Define *Endure*

Show page 31 of the book and explain that one of the leaders of the National Farm Workers Association wrote a document called “The Plan of Delano.” The document listed the goals of the Delano strikers. Explain that at each stop during the march to Sacramento, “The Plan of Delano” was read to inspire the protesters and boost their spirits.

Ask the students to listen carefully as you read the fourth goal of the plan. Then read the fourth goal aloud, emphasizing the word *endure*.

Tell the students that *endure* is the last word they will learn today, and explain that *endure* means “continue or last for a long time.”

Point out that one of the goals of the protesters was to endure, or continue or last for a long time. Explain that the protesters were determined to continue their struggle for as long as necessary to win the fight against the owners. They would not give up. They would endure.

Display word card 144 (🔊 WA8) and have the students say the word *endure*.

### 6 Talk About Fame and Friendships That Endure

Explain that we sometimes use the word *endure* to talk about people in history whose fame has endured, or lasted for a long time. These people’s fame has endured because they were important or accomplished great things. For example, Christopher Columbus’s fame has endured, or lasted a long time, because he was an important explorer. George Washington’s fame has endured because he was the first president of the United States. Jackie Robinson’s fame has endured because he was a great baseball player and the first African American in the major leagues. Amelia Earhart’s fame has endured because she was a great pilot and the first woman to fly across the Atlantic and Pacific oceans alone.

Discuss as a class:

**Q** *Who is another person whose fame has endured? Why has the person’s fame endured?*

Click **1** on word card 144 (WA8) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “[Abraham Lincoln]’s fame has endured because [he freed the slaves].”

Explain that we also use the word *endure* to talk about friendships that last a long time. If two people have been friends for many years, we say that their friendship has endured.

#### Teacher Note

Using previously taught vocabulary words, like *inspire* and *boost*, when discussing a text is an excellent way to review the words. You might review that *inspire* means “make someone feel that he or she wants to do something and can do it” and *boost* means “increase or improve.”

#### Teacher Note

You might later read and discuss the entire document with the students.

#### ELPS 3.C.iv

##### Step 6

(all, beginning on page 519 and continuing on to page 520)

#### Teacher Note

If the students struggle to answer the question, ask questions such as “Who is a [president/sports figure/explorer/inventor/soldier/writer] from the past who is still famous today?”

Use “Think, Pair, Share” to discuss:



**Q** *With whom would you like to have a friendship that endures, or lasts a long time? Why?* [Pause; click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I would like to have a friendship that endures with [Jackie] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## 7 Discuss Another Meaning of *Endure*

Remind the students that words can have more than one meaning. Point to the word *endure* on the word card, and review that *endure* means “continue or last for a long time.” Explain that *endure* can also mean “put up with something unpleasant such as pain, fatigue, or hardship.”

Give examples of times when you or someone you know has endured something.

**You might say:**

“When my son practices his drumming, I have to endure, or put up with, the noise. I once sprained an ankle badly and had to endure the pain for several days. When my grandparents first came to this country, they had to endure hardships, such as not having enough food to eat and living in an overcrowded apartment with two other families.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you or someone you know had to endure something, or put up with something unpleasant?* [Pause; click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I had to endure [a toothache].”

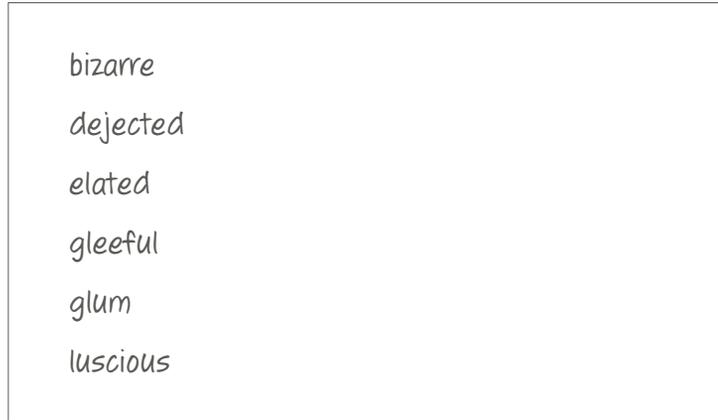
After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *endure* and review the pronunciation and meanings of the word.

## MORE STRATEGY PRACTICE

### Discuss Synonyms and Antonyms of *Jubilant*

Write the following vocabulary words on a sheet of chart paper or where everyone can see them:



Remind the students that a *synonym* is a “word that means the same thing or almost the same thing as another word.” Review that *jubilant* means “very happy, or joyful,” and that the words *jubilant*, *happy*, and *joyful* are synonyms.

Direct the students’ attention to the list of words, and point out that these are vocabulary words that they learned earlier. Read the words and explain that two of the vocabulary words are synonyms of *jubilant*. Ask:

**Q** Which two words are synonyms of *jubilant*? Why do you say that? Turn to your partner.

Ask the students to use the following prompt to discuss their ideas with a partner:

**PROMPT:** “[*Elated* and *gleeful*] are synonyms of *jubilant* because [they mean ‘happy’].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Remind the students that antonyms are words that have opposite meanings. Direct the students’ attention to the list of words, and explain that two of the words are antonyms of *jubilant*.

**Q** Which two words are antonyms of *jubilant*? Why do you say that? Turn to your partner.

#### Materials

- (Optional) Chart paper and a marker

#### Teacher Note

If the students are struggling, review the meanings of the words: *bizarre* (“very strange or odd”), *dejected* (“sad and discouraged or in low spirits”), *elated* (“extremely happy and excited”), *gleeful* (“happy, delighted, or joyous”), *glum* (“unhappy, gloomy, or miserable”), and *luscious* (“delicious, or extremely good to eat”). Then repeat the questions.

#### Teacher Note

If you started a synonym chart, add the words *elated* and *gleeful* as synonyms of *jubilant*.

#### Teacher Note

If you started an antonym chart, add the words *jubilant*, *dejected*, and *glum* to it.

# Day 4

## Review *Harass*, *Jubilant*, and *Endure*

### Materials

- Daily review cards (WA9)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 24 Crossword Puzzle" (BLM3) for each student

Ask the students to use the following prompt to discuss their ideas with a partner:

**PROMPT:** "[*Dejected* and *glum*] are antonyms of *jubilant* because they mean ['unhappy or sad']."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

### In this lesson, the students:

- Review the words *harass*, *jubilant*, and *endure* from Day 3
- Work in a responsible way
- Give reasons for their opinions

### Words Reviewed

#### **harass**

*Harass* means "bother or annoy someone repeatedly or over a long period of time."

#### **jubilant**

*Jubilant* means "very happy, or joyful."

#### **endure**

*Endure* means "continue or last for a long time." *Endure* also means "put up with something unpleasant such as pain, fatigue, or hardship."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Use "Think, Pair, Share" to discuss:



**Q** Which of yesterday's words might you use in a conversation with your family or friends? How might you use the word? [Pause; click 1 on WA9 to reveal the first prompt.] Turn to your partner.

harass

jubilant

endure

**PROMPT 1:** I might use the word \_\_\_\_\_ when I'm talking to \_\_\_\_\_. I might say . . .

1

2

3

4

**PROMPT 1:** “I might use the word [*jubilant*] when I’m talking to [my dad]. I might say . . .”

After partners have talked, click **2** on the daily review cards (WA9) to reveal the next prompt. Have a few volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 2:** “My partner might use the word [*jubilant*] when he is talking to [his brother]. He might say . . .”

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Point to the words on the daily review cards (WA9), and explain that the students are to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Point to the word *harass*, and explain that *harass* is the first word the students will think about.

Model the activity by closing your eyes and describing what comes into your mind when you hear the word *harass*.

**You might say:**

“When I hear the word *harass*, I think about how I harassed my big brother when we were young. I harassed him by always bothering him when he was trying to study and by always wanting to tag along when he went somewhere, which annoyed him.”

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word harass? Why?* [Pause.] *Open your eyes.* [Click **3** to reveal the prompt.] *Turn to your partner.*

### Teacher Note

Support struggling students by asking questions such as “When have you felt harassed?” “When have you harassed someone?” and “How does it feel to be harassed?”

### Teacher Note

If the students struggle, call for their attention and think aloud about what comes into your mind when you hear the word *jubilant*. For example, close your eyes and say “When I hear the word *jubilant*, I picture how excited I was to be picked to be the leader of my high school marching band.”

If the students continue to struggle, support them by asking questions such as “What experience comes into your mind when you think about the word *jubilant*?” and “When have you felt jubilant?”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 23 and 24, you might distribute a copy of the “Week 24 Crossword Puzzle” (BLM3) to each student.

**PROMPT 3:** “When I hear the word *harass*, I think about [the older kids on my street] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *jubilant* and explain that *jubilant* is the next word the students will think about.

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word jubilant? Why?* [Pause.] *Open your eyes.* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “When I hear the word [*jubilant*], I think about [winning the spelling bee] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the word *endure*. If the students struggle with the word, describe what you picture in your mind when you hear the word, or ask supporting questions like those in the notes.



## MORE ELL SUPPORT

### Discuss Helping Others

Remind the students that Dolores Huerta and César Chávez worked to improve the lives of others. They started an organization and led protests to help farm workers in the southwestern United States receive better treatment.

Explain that we might not all start organizations to help others and improve their lives as Dolores Huerta and César Chávez did, but there are many other ways we can help others, including our friends and the people in our families. Give an example of something you might do to help someone you know.

**You might say:**

“I might go shopping at the grocery store for my grandmother. She is very old and has a hard time walking. I think she would be grateful if I helped her.”

Ask:

**Q** *What is something you might do to help a friend or someone in your family? Turn to your partner.*

Ask the students to use the following prompt to discuss their ideas with a partner:

**PROMPT:** “I might help . . .”

After partners have talked, have a few volunteers use the prompt to share their ideas with the group.

## Ongoing Review

# Day 5

### In this lesson, the students:

- Review words learned earlier
- Work in a responsible way
- Give reasons for their opinions

### Words Reviewed

#### **adequate**

*Adequate* means “enough or good enough.”

#### **circumstances**

*Circumstances* are the “facts or events that affect or explain a situation.”

#### **humdrum**

*Humdrum* means “boring or dull.”

#### **inadequate**

*Inadequate* means “not adequate, or not enough or not good enough.”

#### **scrutinize**

*Scrutinize* means “look at very carefully.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA10) and review the pronunciation and meaning of each word.

### Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

## PRACTICE USING THE WORDS

### 2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Remind them that you will tell them the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the ongoing review activity (🎧 WA11) and show the first story and its accompanying prompt.

WA11

#### Tell Me a Story

It is almost time for the party. Suddenly Josie realizes that she does not have an adequate supply of party favors for her guests. To get an adequate supply of party favors, she . . .

**PROMPT 1:** To get an **adequate** supply of party favors, Josie . . .

Point to the word *adequate* and tell the students that the first story uses the word *adequate*. Then read story 1 aloud slowly and clearly.

Use “Think, Pair, Share” to discuss:

 **Q** How might you finish the story? What might Josie do to get an adequate supply of party favors? [Pause; point to prompt 1.] Turn to your partner.

**PROMPT 1:** “To get an adequate supply of party favors, Josie . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following stories:

#### [circumstances]

- Story 2: For many years, the circumstances of Morgan’s life were unhappy. He didn’t like his job, he didn’t have many friends, and he was lonely. Then, the circumstances of his life changed for the better when . . .

 **Q** How might you finish the story? In what ways did the circumstances of Morgan’s life change for the better? [Pause; point to prompt 2.] Turn to your partner.

**PROMPT 2:** “The circumstances of Morgan’s life changed for the better when . . .”

### [humdrum]

- Story 3: *Lydia yawns as she stares out her bedroom window. “My life is so humdrum,” she says to herself. “Beginning today I’m going to change my humdrum life. I’m going to . . .”*



**Q** How might you finish the story? What might Lydia do to change her humdrum life? [Pause; point to prompt 3.] Turn to your partner.

**PROMPT 3:** “To change her humdrum life, Lydia might . . .”

### [inadequate]

- Story 4: *Mr. and Mrs. Gordon have a large family—five children, two dogs, two cats, and a goose named Audrey. The Gordons want to buy a new home for their family, but most of the homes they look at are inadequate because . . .*



**Q** How might you finish the story? Why are the homes inadequate? [Pause; point to prompt 4.] Turn to your partner.

**PROMPT 4:** “Most of the homes they look at are inadequate because . . .”

### [scrutinize]

- Story 5: *Michael notices a spot on the floor. When he scrutinizes it, he is surprised to find . . .*



**Q** How might you finish the story? What is Michael surprised to find when he scrutinizes the spot? [Pause; point to prompt 5.] Turn to your partner.

**PROMPT 5:** “When he scrutinizes the spot, Michael is surprised to find . . .”



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Can the students complete the stories and answer the questions?
- Do the students’ responses show that they understand what the words mean?
- Are they using the words accurately in their speech and writing outside of the vocabulary lessons?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 197 of the *Assessment Resource Book*.

(continues)

## Assessment Notes *(continued)*

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students tell or write a story in which they use the word.

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 25 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 21-24 using the "Individual Vocabulary Assessment: Word Check 6" answer sheet (IA1) on page 201 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 198 of the *Assessment Resource Book*.

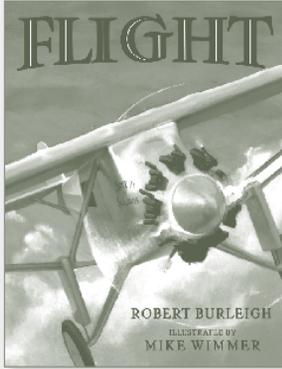
### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 21-24 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 202 of the *Assessment Resource Book*.



# Week 25

## RESOURCES



### Read-aloud

- *Flight* by Robert Burleigh, illustrated by Mike Wimmer

### More Strategy Practice

- “Review the Suffix *-er*”



### More ELL Support

- “Discuss an Illustration”



## Online Resources

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

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 25 family letter (BLM1)
- (Optional) “Week 25 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

plunge  
*vigilant*  
dense  
uniform  
alternative  
dazed

## Words Reviewed

bliss  
dejected  
mistreat  
refuge  
revere

## Word-learning Strategies

- Recognizing synonyms (review)
- Using the suffix *-er* to determine word meanings (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review synonyms.
- Students review the suffix *-er*.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of giving reasons for their opinions.
- Students make decisions and solve problems respectfully.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Review the Suffix *-er*” on page 537.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, review the activity “What Does It Mean?” and write the sentences that you will use during that activity on a sheet of chart paper. Underline the vocabulary word appearing in each sentence.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 25 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Plunge*, *Vigilant*, and *Dense*

# Day 1

## In this lesson, the students:

- Learn and use the words *plunge*, *vigilant*, and *dense*
- Review synonyms
- Review the suffix *-er*
- Work in a responsible way
- Give reasons for their opinions

## Words Taught

### **plunge** (p. 8)

*Plunge* means “dive or fall suddenly.”

### **vigilant**

*Vigilant* means “watchful and alert, especially for possible harm or danger.”

### **dense** (p. 14)

*Dense* means “thick or crowded.”

## INTRODUCE AND USE *PLUNGE*

### 1 Introduce and Define *Plunge* and Review Synonyms

Briefly review *Flight*.

Show pages 8–9 of the book. Review that on the morning of May 20, 1927, Charles Lindbergh took off from a New York airfield to fly across the Atlantic Ocean. Read the first two sentences on page 8 aloud, emphasizing the word *plunge*.

Tell the students that *plunge* is the first word they will learn today. Explain that *plunge* means “dive or fall suddenly” and that the words *plunge*, *dive*, and *fall* are synonyms. Explain that if Lindbergh’s plane touched the wire stretched across the field, it would plunge, or dive or fall suddenly, to the ground.

Display word card 145 (WA1) and have the students say the word *plunge*.

### 2 Talk More About the Word *Plunge*

Explain that we usually use the word *plunge* to talk about someone or something diving or falling from a height. For example, at a swimming pool you might see someone plunge, or dive, from a diving board into the water. Someone might accidentally plunge, or fall, from a ladder.

## Materials

- *Flight*
- Word card 145 (WA1)
- Word card 146 (WA2)
- Word card 147 (WA3)

## Teacher Note

If you started a synonym chart, add the words *plunge*, *dive*, and *fall* to it.

### Teacher Note

Support struggling students by asking questions such as “When have you or someone you know fallen or jumped from a high place such as a tree or wall?” and “When have you seen someone on TV or in a movie plunge, or dive or fall suddenly?”

### ELL Note

The Spanish cognate of *vigilant* is *vigilante*.

A kite might become entangled in telephone wires and plunge, or fall suddenly, to the ground.

Use “Think, Pair, Share” to discuss:



**Q** *When have you plunged or seen someone or something plunge?* [Pause; click **1** on WA1 to reveal the prompt.] *Turn to your partner.*

WA1

plunge

**PROMPT 1:**

I \_\_\_\_\_ and **plunged** \_\_\_\_\_.

**or**

I saw \_\_\_\_\_ **plunge** \_\_\_\_\_.

**1**

**PROMPT 1:** “I [tripped on my shoelace] and plunged [down the front porch steps]” or “I saw [a pelican] plunge [into the ocean].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *plunge* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE VIGILANT

### 3 Introduce and Define *Vigilant*

Show pages 12–13 of *Flight* and review that Lindbergh left North America behind and began the long flight across the ocean. Read page 13 aloud.

Tell the students that the next word they will learn is *vigilant*. Explain that *vigilant* means “watchful and alert, especially for possible harm or danger.”

Point out that when he was over the water, Lindbergh no longer had the shoreline to guide him, so he needed to be vigilant, or watchful and alert, to avoid becoming lost. Explain that Lindbergh was vigilant when he carefully charted his course and followed two compasses and the stars to navigate.

Display word card 146 ( WA2) and have the students say the word *vigilant*.

#### 4 Play “Is Milton Vigilant?”

Review that we use the word *vigilant* to describe people who are watchful and alert because a situation is dangerous or because bad things might happen if they are not careful. Tell the students that they will now play a game called “Is Milton Vigilant?” Explain that you will describe something Milton does; then partners will discuss whether Milton is being vigilant and explain why they think so.

Read the following scenario twice aloud:

- *Milton loves tomatoes from his garden. To ensure that his tomato plants stay strong and healthy, each day he checks to see if they need water and pulls off any bugs that might harm them.*

Ask:



**Q** *Is Milton vigilant? Why?* [Click 1 on WA2 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “Milton [is/is not] vigilant because . . .”

Using the same procedure, discuss the following scenarios:

- *At a picnic, Milton is in charge of his baby sister. He watches her constantly to see that she doesn’t fall, put something in her mouth that she shouldn’t, or wander off.*
- *Milton’s mother asks him to keep checking the rice cooking on the stove and stir it so that it doesn’t burn. He forgets and plays video games with his brother until the rice becomes inedible.*

Point to the word *vigilant* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE DENSE

#### 5 Introduce and Define *Dense* and Review Synonyms

Show pages 14–15 of *Flight* and review that it was 9:00 at night and Lindbergh had completed one-third of the flight. Read the first sentence on page 14 aloud.

Tell the students that *dense* is the last word they will learn today, and explain that *dense* means “thick or crowded.” Explain that *thick* and *crowded* are synonyms of *dense*. Direct the students’ attention to the illustration on pages 14–15, and point out that Lindbergh was flying through dense, or very thick, fog.

Display word card 147 (WA3) and have the students say the word *dense*.

#### Teacher Note

You might review that *ensure* means “make certain that something happens.”

#### Teacher Note

You might review that *inedible* means “not edible, or not safe to eat.”

#### ELL Note

The Spanish cognate of *dense* is *denso/a*.

#### Teacher Note

If you started a synonym chart, add the words *dense*, *crowded*, and *thick* to it.

#### ELL Note

English Language Learners may struggle to understand verbal definitions. Using illustrations in a book to introduce a word provides the students with critical visual support for the word’s meaning.

## 6 Talk More About the Word *Dense*

Tell the students that we sometimes use the word *dense* to describe the plants in a rain forest or jungle.

Discuss as a class:

**Q** *What does a dense rain forest or jungle look like?*

Click **1** on word card 147 (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “A dense rain forest looks like . . .”

Ask:

 **Q** *Where might you see a dense crowd of people? What might a dense crowd sound like? [Click **2** on WA3 to reveal the next prompt.] Turn to your partner.*

**PROMPT 2:** “You might see a dense crowd [at a football game]. A dense crowd might sound like . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## 7 Review the Suffix *-er* and Discuss the Word *Denser*

Write the words *dense* and *denser* where everyone can see them.

Point to the suffix *-er* in *denser*, and remind the students that *-er* is a suffix that means “more.”

Discuss as a class:

**Q** *Based on what you know about the suffix *-er* and the word *dense*, what do you think the word *denser* means?*

Click **3** to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I think *denser* means . . .”

If necessary, explain that *denser* means “thicker or more crowded.”

Review that the suffix *-er* means “more” and that it is used to compare two or more things. For example, if we say that the crowd at a restaurant is denser for breakfast than for lunch, we mean that the restaurant is more crowded at breakfast time than at lunchtime.

Ask:

 **Q** *When is traffic likely to be denser: at 5:00 p.m. or at midnight? Why? [Click **4** to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “Traffic is likely to be denser at [5:00 p.m.] because . . .”

### Teacher Note

You might explain that when you add the suffix *-er* to *dense*, you drop the final *e* to spell *denser*.

### Teacher Note

You might remind the students that they discussed the suffix *-er* earlier when they learned the words *rowdier* and *humbler*.

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the words *dense* and *denser* and review the pronunciation and meanings of the words.

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## MORE STRATEGY PRACTICE

### Review the Suffix -er

Remind the students that the suffix *-er* means “more” and that it is used to compare two or more things. Write the words *salty* and *saltier* next to each other on the chart paper or somewhere everyone can see them. Explain that *salty* means “containing salt or too much salt.” Point out that ocean water is salty and that some foods, such as pretzels, are often salty. Then discuss as a class:

**Q** *Based on what you know about the suffix -er and the word salty, what do you think the word saltier means? What do we mean when we say that one kind of food is saltier than another?*

Write the following prompt where everyone can see it and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “I think *saltier* means \_\_\_\_\_. When we say one kind of food is saltier than another, we mean . . .”

If necessary, explain that *saltier* means “more salty.” When we say that one kind of food is saltier than another, we mean that it is more salty, or that it has more salt, than the other kind of food.

Then ask:

**Q** *Which food would you expect to be saltier: a bowl of popcorn or a bowl of grapes? Why? Turn to your partner.*

Write the following prompt where everyone can see it, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** “I would expect a bowl of \_\_\_\_\_ to be saltier because . . .”

On the next line after *salty* and *saltier*, write the words *scary* and *scarier* next to each other. Discuss as a class:

**Q** *Based on what you know about the suffix -er and the word scary, what do you think scarier means?*

If necessary, explain that *scarier* means “more scary.”

Using the same procedure, discuss the words *grumpier* and *happier*.

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### Teacher Note

If you started a chart of words that use the suffix *-er*, add the word *denser* to it.

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### Materials

- (Optional) Chart paper and a marker

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### Teacher Note

If you started a chart of words that use the suffix *-er*, add the words *saltier*, *scarier*, *grumpier*, and *happier* to it.

# Day 2

## Review *Plunge*, *Vigilant*, and *Dense*

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *plunge*, *vigilant*, and *dense* from Day 1
- Work in a responsible way
- Give reasons for their opinions

### Words Reviewed

#### **plunge**

*Plunge* means “dive or fall suddenly.”

#### **vigilant**

*Vigilant* means “watchful and alert, especially for possible harm or danger.”

#### **dense**

*Dense* means “thick or crowded.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** What is something a vigilant babysitter would do? Why? [Pause; click 1 on WA4 to reveal the first prompt.] Turn to your partner.

plunge vigilant dense

**PROMPT 1:** A **vigilant** babysitter would \_\_\_\_\_  
because . . .

1 2 3

WA4

**PROMPT 1:** “A vigilant babysitter would [make sure a child isn’t playing with anything dangerous] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then use the same procedure to discuss the following questions:

-  **Q** *Would you want to live in a place with a dense population? Why?*  
[Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I [would/would not] want to live in a place with a dense population because . . .”

-  **Q** *What might cause a model airplane to plunge to the ground? [Click **3** to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “A model airplane might plunge to the ground [if it hit something like a tree or a telephone pole].”

## PRACTICE USING THE WORDS

### **2** Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that they will use their imaginations and what they know about yesterday’s vocabulary words to create sentences that use the words.

Point to the word *plunge* on the daily review cards (WA4), and review that *plunge* means “dive or fall suddenly.” Tell the students that you want partners to work together to make up sentences of their own that use the word *plunge*.

Use “Think, Pair, Share” to discuss:

-  **Q** *How might you use the word *plunge* in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few pairs share their sentences with the class.

Follow up by asking:

- Q** *Does it make sense to say [“I screamed as our raft plunged over the waterfall and down to the pool below”]? Why?*

Use the same procedure to have the students create sentences that use the remaining words.

#### Teacher Note

Support struggling students by asking questions such as “When have you plunged down a hill, into a pool, or onto the ground?” or “When have you seen something plunge?” If they continue to struggle, provide a sentence starter such as “My bike hit a stone and I plunged . . .” or “The baby bird plunged . . .” Then repeat the question.

#### Teacher Note

[*vigilant*] Support struggling students by asking questions such as “When have you been vigilant? Why?” or “When might a person need to be vigilant? Why?” If they continue to struggle, provide a sentence starter such as “I need to be vigilant when . . .” or “The soldier was vigilant because . . .”

[*dense*] Support struggling students by asking questions such as “When have you seen dense [vegetation/ smoke/fog]? What did it look like?” or “Where might you see a dense crowd of people?” If they continue to struggle, provide a sentence starter such as “I saw dense smoke when . . .” or “I saw a dense crowd when . . .” Then repeat the question.

# Day 3

## Introduce *Uniform*, *Alternative*, and *Dazed*

### Materials

- *Flight*
- Word card 148 (WA5)
- Word card 149 (WA6)
- Word card 150 (WA7)

### In this lesson, the students:

- Learn and use the words *uniform*, *alternative*, and *dazed*
- Review synonyms
- Review words with multiple meanings
- Work in a responsible way
- Give reasons for their opinions

### Words Taught

#### **uniform** (p. 14)

*Uniform* means “consistent, or always the same.”  
*Uniform* also means “all alike, or not different from one another.”

#### **alternative** (p. 20)

An *alternative* is an “option, or something you can have or do instead of something else.”

#### **dazed** (p. 28)

*Dazed* means “confused or unable to think clearly.”

## INTRODUCE AND USE *UNIFORM*

### 1 Introduce and Define *Uniform* and Review Synonyms

Show pages 14–15 of *Flight* and review that Lindbergh was flying alone at night over the Atlantic Ocean. Read the first three sentences on page 14 aloud, emphasizing the word *uniform*.

Tell the students that *uniform* is the first word they will discuss today. Explain that *uniform* means “always the same,” and that *uniform* is a synonym of a word they learned earlier—*consistent*.

Explain that when the author says that Lindbergh’s plane was “moving up and down in the uniform blackness,” he means that the blackness of the sky was the same wherever Lindbergh looked. There was not a glimmer of light anywhere.

Display word card 148 (WA5) and have the students say the word *uniform*.

### 2 Talk About Uniform Temperatures

Explain that many people like to keep their bedroom at a uniform temperature during the night.

### Teacher Note

If you started a synonym chart, add the words *uniform* and *consistent* to it.

You might point out that the word *uniform* has another familiar meaning, and explain that a *uniform* is “the special clothing worn by all members of a group.”

Discuss as a class:

**Q** *What does it mean to say “I want the temperature in my bedroom to be uniform during the night”?*

Click **1** on word card 148 (WA5) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA5

uniform

**PROMPT 1:** To want the temperature to be **uniform** means that . . .

**1** **2** **3**

**PROMPT 1:** “To want the temperature to be uniform means that [you want the temperature to stay the same].”

Ask:

 **Q** *Is the temperature outside uniform throughout the day? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “The temperature outside [is/is not] uniform throughout the day because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

### **3** Discuss Another Meaning of *Uniform*

Remind the students that words can have more than one meaning. Point to the word *uniform* on the word card, and review that in the story *uniform* means “consistent, or always the same.” Explain that *uniform* can also mean “all alike, or not different from one another.”

Explain that things that are uniform are alike in some way, such as the same color, height, size, or shape. For example, the eggs in a carton of eggs are uniform, or the same shape and size. Baseballs are uniform, or the same shape, color, and size.

Explain that you want the students to look around the classroom for things that are uniform, or alike. Then give the students a few moments to look around the room.

**ELPS 2.C.iv**  
**ELPS 3.D.ii**  
Step 4 and Step 5  
(all, beginning on page  
542 and continuing on  
to page 543)

### **ELL Note**

The Spanish cognate of *alternative* is *alternativa*.

Ask:

 **Q** *What things in our classroom are uniform? In what way are they uniform?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “[The books in the bookcase] are uniform. They are [the same height].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *uniform* and review the pronunciation and meanings of the word.

## **INTRODUCE AND USE ALTERNATIVE**

### **4** Introduce and Define *Alternative*

Show pages 20–21 of the book and review that Lindbergh had been flying over the ocean all night and now the sun was coming up. Read page 20 aloud, ending with the sentence “There’s no alternative but death and failure,” he writes.” Emphasize the word *alternative*.

Tell the students that *alternative* is the next word they will learn today. Explain that an *alternative* is an “option, or something you can have or do instead of something else.”

Point out that, because Lindbergh was more than halfway through his flight with nothing but water below him, he had only two alternatives, or choices: he could keep going and land in Paris, or he could crash into the water. Lindbergh chose to keep going.

Display word card 149 ( WA6) and have the students say the word *alternative*.

### **5** Discuss Alternatives

Point out that we choose among alternatives every day.

Ask:

 **Q** *What is an alternative to eating a cookie as a snack?* [Click **1** on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “[Eating an apple] is an alternative to eating a cookie.”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following question:



**Q** *What is an alternative to riding your bike home after school?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “[Walking home] is an alternative to riding your bike home after school.”

Point to the word *alternative* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *DAZED*

### 6 Introduce and Define *Dazed* and Review Synonyms

Show pages 28–29 of *Flight* and review that Lindbergh touched down in Paris. Read page 28 aloud, emphasizing the word *dazed*.

Tell the students that *dazed* is the last word they will learn today. Explain that *dazed* means “confused or unable to think clearly” and that *dazed* and *confused* are synonyms.

Point out that, when Lindbergh got out of his plane, he was dazed, or confused or unable to think clearly, for a moment. Explain that Lindbergh was dazed because he was very tired and because he was shocked by the number of people who surrounded his plane.

Display word card 150 (WA7) and have the students say the word *dazed*.

### 7 Discuss Being Dazed

Explain that like Lindbergh, all people can be dazed, or confused or unable to think clearly, because they are shocked or very surprised by things or because they are very tired. For example, some people are a bit dazed when they first wake up in the morning or when they wake up from a nap.

Use “Think, Pair, Share” to discuss:



**Q** *When have you been dazed? Why?* [Pause; click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I was dazed when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *dazed* and review the pronunciation and meaning of the word.

#### Teacher Note

If you started a synonym chart, add the words *dazed* and *confused* to it. You might explain that *shocked*, *stunned*, and *bewildered* are other synonyms of *dazed* and add those words to the chart, as well.

#### Teacher Note

You might explain that we say that someone who is dazed is “in a daze.”

#### Teacher Note

If the students cannot think of times they have been dazed, ask alternative questions such as “When have you seen another person who was dazed?” or “What is something that might happen to you that would leave you dazed?”



## MORE ELL SUPPORT

### Discuss an Illustration

Tell the students that they will talk more about one of the illustrations from the book *Flight*. Show the illustration on pages 28–29 and ask the students to look carefully at the picture as you read from this part of the book. Then read page 28 aloud. Ask:

**Q** *What did you notice about this illustration?*

Have the students use the following prompt to discuss what they noticed with a partner:

**PROMPT:** “I noticed that [the people in the crowd look very excited].”

After partners have talked, have a few volunteers use the prompt to share their ideas with the group. Follow up by asking questions such as:

**Q** *Why do you think [the people in the crowd look very excited]?*

# Day 4

## Review *Uniform*, *Alternative*, and *Dazed*

### Materials

- Daily review cards (WA8)
- “What Does It Mean?” chart (prepared ahead)
- Copy of this week’s family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *uniform*, *alternative*, and *dazed* from Day 3
- Work in a responsible way
- Give reasons for their opinions

### Words Reviewed

#### **uniform**

*Uniform* means “consistent, or always the same.” *Uniform* also means “all alike, or not different from one another.”

#### **alternative**

An *alternative* is an “option, or something you can have or do instead of something else.”

#### **dazed**

*Dazed* means “confused or unable to think clearly.”

# REVIEW THE WORDS

## 1 Briefly Review the Words

Display the daily review cards (🗉 WA8). Review the pronunciation and meaning of each word.

Ask:

-  **Q** *If your mother asks you to cut your little brother's chicken into uniform pieces, what does she want you to do? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.*

uniformalternativedazed

**PROMPT 1:** If she asks me to cut the chicken into **uniform** pieces, she wants me to . . .

1234567

WA8

**PROMPT 1:** “If she asks me to cut the chicken into uniform pieces, she wants me to . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, ask the following questions:

-  **Q** *If your friend is tired of playing basketball at recess and asks you for alternatives, what is he asking you for? [Click 2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “If he asks for alternatives, he is asking for . . .”

-  **Q** *If your friend tells you that you looked dazed, what does your friend mean? [Click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “If my friend tells me that I look dazed, she means . . .”

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Does It Mean?”

Display the “What Does It Mean?” chart that you prepared earlier in a place where everyone can see it.

Jill runs at a uniform pace.

The menu lists two alternatives for lunch.

Mr. Hernandez appears dazed after slipping on the ice and plunging to the sidewalk.

Three uniform houses sit side by side.

Tell the students that partners will do an activity called “What Does It Mean?” Explain that you will read a sentence that uses one of yesterday’s vocabulary words aloud, and then partners will discuss what the vocabulary word means.

Direct the students’ attention to the first sentence, and read it aloud twice:

- *Jill runs at a uniform pace.*

Ask:

 **Q** *What does the word uniform mean in the sentence? What is a “uniform pace”?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “The word *uniform* means [‘always the same’]. A ‘uniform pace’ is [a pace that never changes. She runs at the same speed the whole time].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining sentences.

- *The menu lists two alternatives for lunch.*

 **Q** *What does the word alternatives mean in the sentence? What alternatives might be listed on the menu?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “The word *alternatives* means [‘options’]. The alternatives on the menu might be . . .”

- *Mr. Hernandez appears dazed after slipping on the ice and plunging to the sidewalk.*



**Q** What does the word *dazed* mean in the sentence? Why might Mr. Hernandez appear *dazed*? [Click 6 to reveal the prompt.] Turn to your partner.

**PROMPT 6:** “The word *dazed* means [‘confused or unable to think clearly’]. Mr. Hernandez might appear *dazed* because . . .”

- Three *uniform* houses sit side by side.



**Q** What does the word *uniform* mean in the sentence? How do the *uniform* houses compare to each other? [Click 7 to reveal the prompt.] Turn to your partner.

**PROMPT 7:** “The word *uniform* means [‘all alike’]. The *uniform* houses [all are the same size and have the same appearance].”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

## Ongoing Review

## Day 5

### In this lesson, the students:

- Review words learned earlier
- Work in a responsible way
- Give reasons for their opinions

### Words Reviewed

#### bliss

*Bliss* is “great joy or complete happiness.”

#### dejected

*Dejected* means “sad and discouraged or in low spirits.”

#### mistreat

*Mistreat* means “treat badly, cruelly, or unfairly.”

#### refuge

*Refuge* means “shelter or protection from trouble or danger, or a place that provides shelter or protection.”

#### revere

*Revere* means “greatly respect and admire.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

### Materials

- Ongoing review cards (WA9)

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Direct the students’ attention to the words on the ongoing review cards (WA9). Explain that you want the students to describe what they think about, or what pictures come into their minds, when they hear each of the words.

Model the activity by closing your eyes and describing what comes into your mind when you hear the word *bliss*.

**You might say:**

“When I hear the word *bliss*, I think about a boat trip I took with my family in Alaska. The weather was beautiful, the water was calm, and we saw whales and dolphins, puffins, and glaciers. It was bliss.”

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word bliss? Why? [Pause.] Open your eyes. [Click 1 on WA9 to reveal the prompt.] Turn to your partner.*

#### Teacher Note

If the students struggle to make associations, support them by asking questions such as “When have you felt bliss?” and “What do you like to do that fills you with bliss?”

WA9

bliss	dejected	mistreat
refuge	revere	

**PROMPT 1:** When I hear the word \_\_\_\_\_, I think about \_\_\_\_\_ because . . .

1

**PROMPT 1:** “When I hear the word [*bliss*], I think about [going fishing with my grandfather] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *dejected*, and explain that *dejected* is the next word the students will think about.

Have the students close their eyes. Then use “Think, Pair, Share” to discuss:



**Q** *What do you think about when you hear the word dejected? Why?*  
[Pause.] *Open your eyes.* [Point to the prompt.] *Turn to your partner.*

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

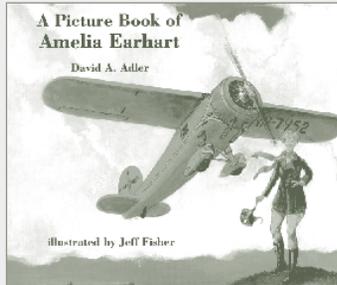
Use the same procedure to discuss the words *mistreat*, *refuge*, and *revere*. If the students struggle with the word or expression, think aloud about what you picture in your mind when you hear the word, or ask supporting questions like those in the notes.

### Teacher Note

If the students struggle to make associations, call for their attention and think aloud about what comes into your mind when you hear the word *dejected*. If the students continue to struggle, support them by asking questions such as “When have you felt dejected? Why?” and “When have you seen another person who was dejected? Why was that person dejected?”

# Week 26

## RESOURCES



### Read-aloud

- *A Picture Book of Amelia Earhart* by David A. Adler, illustrated by Jeff Fisher

### Extensions

- “Explore Domain-specific Words: *Navigator*”
- “Review Homophones”

### Assessment Resource Book

- Week 26 vocabulary assessment



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 26 family letter (BLM1)
- (Optional) “Week 26 Word Cards” (BLM2)
- (Optional) “Week 26 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

*raises eyebrows*  
reputation  
desperate  
*precarious*  
*feat*  
hazard

## Words Reviewed

apprehensive  
dazed  
jubilant  
pessimistic  
proficient

## Word-learning Strategies

- Recognizing idioms (review)
- Recognizing synonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review idioms.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of giving reasons for their opinions.
- Students discuss their opinions respectfully.

## DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 205 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: "Week 26 Word Cards" (BLM2) and "Week 26 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Day 1

## Introduce “Raises Eyebrows,” Reputation, and Desperate

### Materials

- *A Picture Book of Amelia Earhart*
- Word card 151 (WA1)
- Word card 152 (WA2)
- Word card 153 (WA3)

### In this lesson, the students:

- Learn and use the words *reputation* and *desperate* and the idiom “raises eyebrows”
- Review idioms
- Give reasons for their opinion
- Discuss their opinions respectfully

### Words Taught

#### **raises eyebrows**

“Raises eyebrows” means “surprises or shocks.”

#### **reputation** (p. 7)

*Reputation* means the “opinion people have of someone or something.” Your reputation is the way others think of you and the way they judge your character.

#### **desperate** (p. 9)

*Desperate* means “extremely difficult, serious, or dangerous.”

## INTRODUCE AND USE “RAISES EYEBROWS”

### 1 Introduce and Define “Raises Eyebrows” and Review Idioms

Briefly review *A Picture Book of Amelia Earhart*.

Show pages 4–5 of the book and review that Amelia Earhart grew up in the early 1900s in Kansas. Read pages 4–5 aloud.

Tell the students that they will start vocabulary work today by learning a new idiom—“raises eyebrows.” Explain that “raises eyebrows” means “surprises or shocks.”

Point to the illustration on page 5, and review that most girls Amelia’s age wore long dresses, but that Amelia and her sister wore pants called bloomers. Explain that wearing bloomers raised eyebrows, or surprised or shocked people such as the women in the illustration, because it was unusual in those days for girls to wear pants.

Point to the illustration on page 4, and explain that when Amelia played games like baseball and football, her behavior raised eyebrows because in those days girls did not usually play sports.

Display word card 151 (🗉 WA1) and have the students say “raises eyebrows.”

Remind the students that an *idiom* is “an expression or phrase that means something different from what it appears to mean.” Tell the students that this idiom actually does mean what it appears to mean. Explain that when people are surprised or shocked, they often really do raise their eyebrows. Then raise your eyebrows to model a surprised or shocked look.

## 2 Discuss Whether Something Would Raise Eyebrows

Tell the students that you will describe something; then partners will discuss whether it would raise eyebrows, or surprise or shock people, and explain why they think so.

Ask:



**Q** *Would it raise eyebrows if a helicopter landed on the playground of our school? Why?* [Click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

raises eyebrows

**PROMPT 1:** It [would/would not] **raise eyebrows** because . . .

1

WA1

**PROMPT 1:** “It [would/would not] raise eyebrows because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:



**Q** *Would it raise eyebrows if [principal’s name] came to visit our class today? Why?* [Point to the prompt.] *Turn to your partner.*

**Q** *Would it raise eyebrows if someone wore a superhero outfit to class? Why?* [Point to the prompt.] *Turn to your partner.*

Point to the phrase “raises eyebrows” and review the pronunciation and meaning of the idiom.

### ELL Note

The Spanish cognate of *reputation* is *reputación*.

## INTRODUCE AND USE REPUTATION

### 3 Introduce and Define *Reputation*

Show pages 6–7 of the book, and review that this part of the book tells about Amelia’s education after high school. Read page 7 aloud, emphasizing the word *reputation*.

Tell the students that *reputation* is the next word they will learn today. Explain that *reputation* means the “opinion people have of someone or something.”

Explain that your reputation is the way others think of you and the way they judge your character. Review that at school Amelia had a reputation for brains, or for being smart. People’s opinion was that Amelia was intelligent.

Display word card 152 ( WA2) and have the students say the word *reputation*.

### 4 Talk More About the Word *Reputation*

Explain that the way you behave or treat others affects your reputation. For example, if you tell the truth and keep your promises, you will have a reputation for being honest and trustworthy. If you work hard in school and do your best, you will have a reputation for being a hard worker or a good student.

Use “Think, Pair, Share” to discuss:



**Q** *Who do you know who has a reputation for being friendly? What has the person done to earn that reputation?* [Pause; click  on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “[Mr. Milner] has a reputation for being friendly. He has earned that reputation by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that a person can also get a reputation for bad behavior. For example, someone who teases or picks on others might get a reputation for being a bully. Someone who never shares might get a reputation for being selfish.

Discuss as a class:

**Q** *If someone has a reputation for being selfish, what might the person do to change that reputation?*

Click  on word card 152 (WA2) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “To change a reputation for being selfish, a person might . . .”

Point to the word *reputation* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *DESPERATE*

### 5 Introduce and Define *Desperate*

Show pages 8–9 of the book and review that in Toronto, Amelia saw soldiers returning from World War I. Read the first paragraph on page 9 aloud, emphasizing the word *desperate*.

Tell the students that *desperate* is the final word the students will learn today. Explain that *desperate* means “extremely difficult, serious, or dangerous.”

Point out that seeing so many wounded soldiers helped Amelia realize what a desperate, or extremely difficult and dangerous, struggle the First World War was.

Display word card 153 (🌐 WA3) and have the students say the word *desperate*.

### 6 Discuss Desperate Circumstances

Remind the students that earlier they learned the word *circumstances*. Review that *circumstances* are “the facts or events that affect or explain a situation.” Explain that desperate circumstances are circumstances that are extremely difficult, serious, or dangerous.

Tell the students that you will describe some circumstances; then partners will discuss whether the circumstances are desperate or not, and explain why they think so.

Read the following scenario aloud twice:

- *A family is lost in the desert. Their car has run out of gas. Their cell phones do not work.*

Ask:



**Q** *Are the family’s circumstances desperate? Why?* [Click ① on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “The family’s circumstances [are/are not] desperate because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *At her sleepover, Clara runs out of juice and sandwiches. Her friends are annoyed.*



**Q** *Are Clara’s circumstances desperate? Why?* [Click ② on WA3 to reveal the prompt.] *Turn to your partner.*



#### ELL Note

The Spanish cognate of *desperate* is *desesperado/a*.

# Day 2

## Review “Raises Eyebrows,” Reputation, and Desperate

### Materials

- Daily review cards (WA4)

**PROMPT 2:** “Clara’s circumstances [are/are not] desperate because . . .”

- *Although the hurricane blew off their roof, everyone in the house survived, and they have electricity and water.*



**Q** *Are their circumstances desperate? Why? [Click 3 on WA3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “Their circumstances [are/are not] desperate because . . .”

Point to the word *desperate* and review the pronunciation and meaning of the word.

### In this lesson, the students:

- Review and practice using the words *reputation* and *desperate* and the idiom “raises eyebrows” from Day 1
- Give reasons for their opinion
- Discuss their opinions respectfully

### Words Reviewed

#### **raises eyebrows**

“Raises eyebrows” means “surprises or shocks.”

#### **reputation**

*Reputation* means the “opinion people have of someone or something.” Your reputation is the way others think of you and the way they judge your character.

#### **desperate**

*Desperate* means “extremely difficult, serious, or dangerous.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** *Which of yesterday’s words was especially interesting or fun to talk about? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.*

raises eyebrows
reputation
desperate

**PROMPT 1:** \_\_\_\_\_ was especially [interesting/fun] to talk about because . . .

1
2
3
4
5
6

**PROMPT 1:** “[‘Raises eyebrows’] was especially [interesting/fun] to talk about because . . .”

After partners have talked, click **2** on the daily review cards (WA4) to display the next prompt. Have one or two volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 2:** “My partner thinks [‘raises eyebrows’] was especially [interesting/fun] to talk about because . . .”

## PRACTICE USING THE WORDS

### 2 Discuss Questions Using the Words

Tell the students that you will ask them questions that include yesterday’s vocabulary words and words they learned earlier in the year.

Ask:



**Q** *Might bizarre behavior raise eyebrows? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “Bizarre behavior [might/might not] raise eyebrows because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:



**Q** *Would you like to have a reputation for having get-up-and-go? Why?* [Click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I [would/would not] like to have a reputation for having get-up-and-go because . . .”



**Q** *Would you like to have a reputation for being rowdy? Why?* [Click **5** to reveal the prompt.] *Turn to your partner.*

#### Teacher Note

You might review that *bizarre* means “very strange or odd.”

#### Teacher Note

You might review that “get-up-and-go” means “energy.”

#### Teacher Note

You might review that *rowdy* means “wild and noisy.”

### Teacher Note

You might review that *serene* means “calm or peaceful.”

**PROMPT 5:** “I [would/would not] like to have a reputation for being rowdy because . . .”



**Q** *Would you feel serene if you were in a desperate situation? Why?* [Click 6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** “I [would/would not] feel serene if I were in a desperate situation because . . .”

# Day 3

## Introduce *Precarious*, *Feat*, and *Hazard*

### Materials

- *A Picture Book of Amelia Earhart*
- Word card 154 (WA5)
- Word card 155 (WA6)
- Word card 156 (WA7)

### In this lesson, the students:

- Learn and use the words *precarious*, *feat*, and *hazard*
- Review synonyms
- Give reasons for their opinion
- Discuss their opinions respectfully

### Words Taught

#### **precarious**

*Precarious* means “perilous, dangerous, or risky.”

#### **feat**

A *feat* is an “act or achievement that shows great courage, strength, or skill.”

#### **hazard** (p. 28)

A *hazard* is a “danger or a risk.”

## INTRODUCE AND USE *PRECARIOUS*

### 1 Introduce and Define *Precarious* and Review Synonyms

Show pages 12–13 of *A Picture Book of Amelia Earhart*. Review that Amelia went for a 10-minute airplane ride and fell in love with flying.

Read the last two paragraphs on page 12 aloud, beginning with “In January 1921, Amelia took her first flying lesson.”

Remind the students that earlier they learned the word *perilous* and that *perilous* means “risky or dangerous.” Explain that the first word they will discuss today is a synonym of *perilous*, and tell them that the word is *precarious*. Explain that *precarious* means “perilous, dangerous, or risky.”

### Teacher Note

You might explain that another meaning of *precarious* is “characterized by a lack of security or stability.” Point out that a teacup sitting on the edge of a wobbly table is an example of something that is precarious.

Explain that flying airplanes was a risky pastime in the 1920s. Review that Amelia crash-landed several times, and explain that once she found herself in a very precarious, or dangerous, situation—she was hanging upside down inside her crashed airplane, held in by her safety belt.

Display word card 154 (🌐 WA5) and have the students say the word *precarious*.

## 2 Discuss Whether a Situation Is Precarious

Explain that we often use the word *precarious* to describe situations that are unsafe and could lead to harm or damage. Tell the students that you will describe a situation; then partners will discuss whether it is precarious or not and explain why they think so.

Read the following scenario aloud twice:

- *As the astronaut struggles to fix the broken panel outside the space station, he realizes that his air is running low. He turns to go back into the station and catches his suit on the jagged edge of the panel. He hears a hiss.*

Ask:



**Q** *Is the astronaut in a precarious situation? Why?* [Click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

precarious

**PROMPT 1:** \_\_\_\_\_ [is/is not] in a **precarious** situation because . . .

1

WA5

**PROMPT 1:** “[The astronaut] [is/is not] in a precarious situation because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Jerome is sitting in his favorite chair reading a book. Right next to the chair is a large picture window. Outside the window two children are playing catch with a baseball.*



**Q** *Is Jerome in a precarious situation? Why?* [Point to the prompt.] *Turn to your partner.*

### ELL Note

The Spanish cognate of *precarious* is *precario/a*.

### Teacher Note

If you started a synonym chart, add the word *precarious* as a synonym of *perilous*.

- *Marta is riding a horse down a mountain path. The path is covered with loose, wet rocks. On one side of the path is a steep drop to the canyon below.*



**Q** *Is Marta in a precarious situation? Why?* [Point to the prompt.] Turn to your partner.

Point to the word *precarious* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE FEAT

### 3 Introduce and Define *Feat*

Show pages 24–25 of the book and review that in 1932 Amelia Earhart flew across the Atlantic Ocean by herself. Read page 25 aloud.

Tell the students that the next word they will learn today is *feat*.

Explain that a *feat* is an “act or achievement that shows great courage, strength, or skill.”

Explain that Amelia accomplished many feats, or did things that showed great courage, strength, and skill. She was the first woman to fly alone across the Atlantic, the first to fly from Hawaii to California, the first to fly alone across both the Atlantic and Pacific oceans, and the first to fly alone from Los Angeles to Mexico City.

Display word card 155 (🗉 WA6) and have the students say the word *feat*.

### 4 Discuss Impressive Feats

Point out that we have all heard or read about impressive feats or seen impressive feats on TV or in the movies. For example, a firefighter rescuing people from a burning building is an impressive feat because it requires great courage, strength, and skill. An athlete winning a gold medal in the Olympics is an impressive feat. A superhero in a movie flying or lifting a bus full of people into the air is an impressive feat.

Use “Think, Pair, Share” to discuss:



**Q** *What is an impressive feat that you have heard or read about or seen someone accomplish? Why was it an impressive feat?* [Pause; click 1 on WA6 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “An impressive feat that I [saw on TV] was [a man walking on a tightrope over a canyon]. It was an impressive feat because [it took a lot of courage and skill to do that].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *feat* and review the pronunciation and meaning of the word.

#### Teacher Note

You might review that something impressive has a strong effect on your mind. You notice and remember it.

#### Teacher Note

Support struggling students by asking questions such as “What is a feat you know about that required great [courage/strength/skill]?” and “When have you seen someone do something amazing on TV or in a movie?” If the students cannot recall an impressive feat, ask alternative questions such as “What is an impressive feat that you can imagine someone doing?”

## INTRODUCE AND USE HAZARD

### 5 Introduce and Define *Hazard* and Review Synonyms

Show pages 28–29 of the book and review that Amelia Earhart and her navigator disappeared somewhere in the Pacific Ocean when they tried to fly around the world. Read the first paragraph on page 28 aloud, emphasizing the word *hazards*.

Tell the students that *hazard* is the last word they will learn today, and explain that a *hazard* is a “danger or a risk.” Explain that the words *danger* and *risk* are synonyms of *hazard*. Explain that Amelia was aware of the hazards, or dangers, of trying to fly around the world, but she wanted to do it anyway.

Display word card 156 (🗉 WA7) and have the students say the word *hazard*.

### 6 Talk About Hazards

Review that a *hazard* is a “danger or risk.” Point out that some things are obvious hazards, or hazards that are easy to recognize. For example, a loaded gun is an obvious hazard, or danger. Pieces of shattered glass are another obvious hazard. An icy sidewalk is an obvious hazard.

Explain that sometimes things that are usually harmless can also be hazards, especially if they are misused or used carelessly.

Discuss as a class:

**Q** *In what ways might a pencil be a hazard?*

Click **1** on word card 156 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “A pencil might be a hazard if . . .”

Explain that a “fire hazard” is something that is dangerous because it might cause a fire. For example, a stack of newspapers stored next to a furnace is a fire hazard because the flame of the furnace might cause the paper to catch fire.

Use “Think, Pair, Share” to discuss:



**Q** *What else might be a fire hazard in a home? Why is it a hazard?* [Pause; click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “[Leaving candles burning at night] might be a fire hazard because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *hazard* and review the pronunciation and meaning of the word.

**ELPS 3.D.i**  
Step 5 and Step 6  
(all)

#### Teacher Note

If you started a synonym chart, add the words *hazard*, *danger*, and *risk* to it.

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## EXTENSION

### Explore Domain-specific Words: *Navigator*

Remind the students that authors writing about social studies topics, such as the lives of major historical figures, often use complex vocabulary terms related to that person's accomplishments. When reading about great voyages of exploration and discovery, we may come across terms that describe the tools and methods that explorers used on their journeys.

Show pages 26–27 of *A Picture Book of Amelia Earhart* and review that Amelia Earhart planned to fly around the world. Then read the following sentence from page 26 aloud: “On June 1, 1937, Amelia Earhart and her navigator, Fred Noonan, began the trip.” Write the word *navigator* where everyone can see it. Explain that a *navigator* is a “person responsible for planning the route that a ship or airplane takes and for making sure that the ship or airplane stays on course.” Tell the students that on Amelia Earhart's journey around the world, Fred Noonan navigated, or made sure that they were traveling in the right direction.

Write the word *navigation* where everyone can see it, and explain that *navigation* is the “act of navigating, or of planning the route that a ship or airplane takes.” Tell the students that navigation has changed dramatically since ancient times. Long ago, sailors used the position of the sun or the stars in the sky to help them know where they were and whether they were going the right way. Over time, people have developed complex tools to help them stay on course. During the time of Amelia Earhart's journeys, navigators used maps, compasses, and radio to help them know which direction to go. Today, we rely on even more complex technology, including signals from satellites in space, to keep ships and aircraft on course.

# Review Precarious, Feat, and Hazard

# Day 4

## In this lesson, the students:

- Review and practice using the words *precarious*, *hazard*, and *feat* from Day 3
- Give reasons for their opinion
- Discuss their opinions respectfully

## Words Reviewed

### *precarious*

*Precarious* means “perilous, dangerous, or risky.”

### *feat*

A feat is an “act or achievement that shows great courage, strength, or skill.”

### *hazard*

A hazard is a “danger or a risk.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of yesterday’s words might you use if you were writing a story about riding your bike at night? How might you use the word? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

precariousfeathazard

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1 2 3 4

WA8

**PROMPT 1:** “I might use the word [*hazard*]. I might write . . .”

## Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 26 Crossword Puzzle” (BLM3) for each student

### Teacher Note

You might review that *secure* means “safe and protected.”

### Teacher Note

You might review that *valiant* means “brave or courageous.”

### Teacher Note

You might review that *lethal* means “deadly, or able to kill.”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 25 and 26, you might distribute a copy of the “Week 26 Crossword Puzzle” (BLM3) to each student.

## PRACTICE USING THE WORDS

### 2 Discuss Questions Using the Words

Tell the students that you will ask them questions that include yesterday’s vocabulary words and words they learned earlier in the year.

Ask:



**Q** *Would you feel secure if you found yourself in a precarious situation? Why?* [Click 2 on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] feel secure if I found myself in a precarious situation because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:



**Q** *Would a valiant person be capable of performing an impressive feat? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “A valiant person [would/would not] be capable of performing an impressive feat because . . .”



**Q** *Is a lethal weapon a hazard? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “A lethal weapon [is/is not] a hazard because . . .”

## EXTENSION

### Review Homophones

Write the words *feat* and *feet* where everyone can see them. Ask the students what they notice about the words. Tell the students that the words are homophones. Explain that *homophones* are “words that sound the same, but have different spellings and meanings.” Discuss the different meanings of *feat* and *feet*.

Discuss other homophones, such as *groan* and *grown*, *flour* and *flower*, and *male* and *mail*. Ask the students for additional examples.

## In this lesson, the students:

- Review words learned earlier
- Give reasons for their opinion
- Discuss their opinions respectfully

## Words Reviewed

### apprehensive

*Apprehensive* means “worried or anxious that something bad may happen.”

### dazed

*Dazed* means “confused or unable to think clearly.”

### jubilant

*Jubilant* means “very happy, or joyful.”

### pessimistic

*Pessimistic* means “expecting the worst to happen.” A pessimistic person thinks that things will turn out badly.

### proficient

*Proficient* means “skillful, or able to do something well.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA9) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Review the Activity “Describe the Character”

Tell the students that partners will do the activity “Describe the Character.” Remind the students that you will read a story aloud; then partners will decide which vocabulary word best describes the main character in the story and explain why they think so.

Display the ongoing review activity (🗉 WA10) and begin the activity:

1. Click ❶ to reveal the first story. Point to the story and read it aloud.
  - Story 1: *The old grizzly bear loves honey. He knows exactly where the easy-to-reach hives are in the trees. He finds a twig that is just the right size, expertly sticks it in the hive, and pulls out a great gob of sweet, sticky honey.*

## Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)

## Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

## Teacher Note

If the students struggle to answer the questions, reread the story, and think aloud about which word best describes the bear. For example, say “I think the word *proficient* best describes the bear, because the bear is very skillful at finding hives he can reach and at getting the honey out of the hives.” Then read the next story aloud and discuss it as a class rather than in pairs.



2. Give the students a few moments to think about the story. Then point to the word choices and ask:

**Q** Which vocabulary word best describes the bear? Why? [Click **1** again to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “[*Proficient*] best describes the bear because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking **1** a third time to highlight the correct vocabulary word.

The screenshot shows a digital interface with a word bank at the top containing five words: apprehensive, dazed, jubilant, pessimistic, and proficient. The word 'proficient' is highlighted in a green box. Below the word bank is a text box containing the following text: **STORY 1:** The old grizzly bear loves honey. He knows exactly where the easy-to-reach hives are in the trees. He finds a twig that is just the right size, expertly sticks it in the hive, and pulls out a great gob of sweet, sticky honey. At the bottom of the interface are five numbered buttons (1-5), with button 1 highlighted.

WA10

4. Click **1** to clear the screen.

Use the same procedure to discuss the following stories:

- Story 2: *The little mouse timidly peers out of her hole. She nervously looks around to see if a hawk is flying overhead. She cautiously creeps into the field, ready to flee back to the hole at the first sign of danger.*



**Q** Which vocabulary word best describes the little mouse? Why? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “[*Apprehensive*] best describes the little mouse because . . .”

- Story 3: *Mrs. Cezanne is unhappy. She is a painter, but no one buys her paintings. “I’ll never sell a painting,” she says. “Never ever. I might as well give up.”*



**Q** Which vocabulary word best describes Mrs. Cezanne? Why? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “[*Pessimistic*] best describes Mrs. Cezanne because . . .”

- Story 4: *Tommy exclaims, “This is the best day of my life! I did great on my math test. My best friend is coming over to play games. Then my dad is taking us to a basketball game, and we get to meet the team. What could be better?”*



**Q** Which vocabulary word best describes Tommy? Why? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “[*Jubilant*] best describes Tommy because . . .”

- Story 5: *Shania is stunned. Her best friend is moving away. What will she do without her? Shania can't sleep, hardly eats, and has a difficult time paying attention to anything anyone says to her.*



**Q** Which vocabulary word best describes Shania? Why? [Click 5 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “[*Dazed*] best describes Shania because . . .”



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand what the words mean?
- Do the students have difficulty using any of the words correctly? (Note the words with which they have difficulty.)
- Are the students using the independent word-learning strategies they have learned as they read independently?

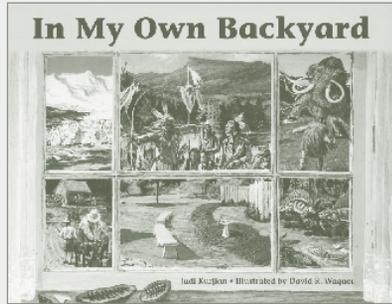
Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 205 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences. For example, if the students are struggling with the word *proficient*, ask questions such as “What is something that you are proficient at doing?” and “What did you do to become proficient at it?”

# Week 27

## RESOURCES



### Read-aloud

- *In My Own Backyard* by Judi Kurjian, illustrated by David R. Wagner

### More Strategy Practice

- “Discuss Another Meaning of *Imposing*”



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Week 27 family letter (BLM1)
- (Optional) “Week 27 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

*speculate*  
*envision*  
in the blink of an eye  
*imposing*  
*recede*  
eerie

## Words Reviewed

ambition  
engage  
formal  
hinder  
informal

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing Latin roots (review)
- Recognizing idioms (review)
- Recognizing antonyms (review)
- Using the suffix *-er* to determine word meanings (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review synonyms and antonyms.
- Students review idioms and words with multiple meanings.
- Students review using Latin roots and the suffix *-er* to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of giving reasons for their opinions.
- Students discuss their opinions respectfully.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Another Meaning of *Imposing*” on page 583.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, review the activity “What Does It Mean?” and write the sentences that you will use during that activity on a sheet of chart paper. Underline the vocabulary word appearing in each sentence.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 27 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Speculate*, *Envision*, and “In the Blink of an Eye”

# Day 1

## In this lesson, the students:

- Learn and use the words *speculate* and *envision* and the idiom “in the blink of an eye”
- Review synonyms
- Review using Latin roots to determine word meanings
- Review idioms
- Give reasons for their opinions
- Discuss their opinions respectfully

## Words Taught

### ***speculate***

*Speculate* means “wonder or guess why something happened or what will happen next.”

### ***envision***

*Envision* means “picture in the mind, or imagine.”

### **in the blink of an eye** (p. 16)

“In the blink of an eye” means “in an instant or extremely quickly.”

## INTRODUCE AND USE SPECULATE

### 1 Introduce and Define *Speculate* and Review Synonyms

Briefly review *In My Own Backyard*.

Show pages 4–5 and review that one morning the narrator is awakened by the sound of a bluejay outside her window. Read page 4 aloud.

Tell the students that the first word they will learn today is *speculate*.

Explain that *speculate* means “wonder or guess why something happened or what will happen next,” and tell the students that *speculate*, *wonder*, and *guess* are synonyms. Point out that the narrator speculates about, or wonders, how many other jays lived in her backyard before she did and how many other people have stood where she is standing.

Display word card 157 (🌐 WA1) and have the students say the word *speculate*.

## Materials

- *In My Own Backyard*
- Word card 157 (WA1)
- Word card 158 (WA2)
- Word card 159 (WA3)

### **ELL Note**

The Spanish cognate of *speculate* is *especular*.

### **Teacher Note**

If you started a synonym chart, add the words *speculate*, *wonder*, and *guess* to it.

### Teacher Note

Support struggling students by asking questions such as “How do you speculate that your life will be different when you are 20 years old? Will you be in college or working at a job? Where will you be living? What will you be doing for fun?”

**TEKS 3.C.iii**  
**TEKS 3.C.iv**  
Student/Teacher Activity  
Step 3 and Step 4  
(all, beginning on page 572 and continuing on to page 573)

### Teacher Note

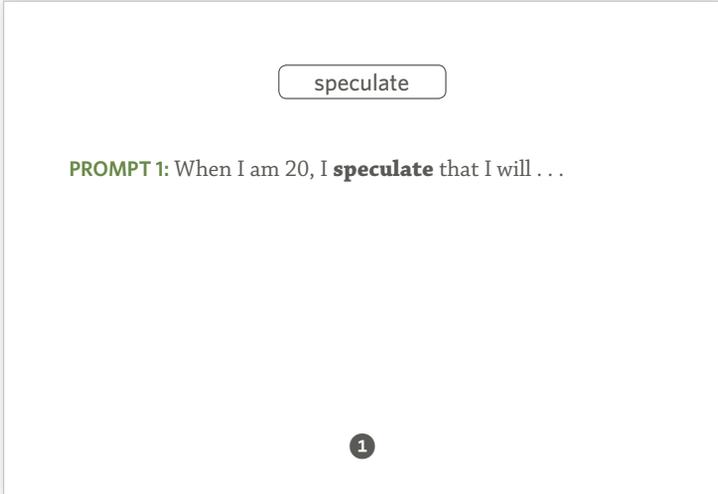
If you started a synonym chart, add the words *envision*, *picture*, and *imagine* to it.

## 2 Speculate About the Students’ Lives in Ten Years

Tell the students that people often speculate about the future, or wonder or guess what will happen in the years ahead. Ask them to imagine that ten years have passed and that they are now about 20 years old.

Use “Think, Pair, Share” to discuss:

-  **Q** *What do you speculate that your life will be like when you are 20 years old?* [Pause; click 1 on WA1 to reveal the prompt.]  
*Turn to your partner.*



WA1

**PROMPT 1:** “When I am 20, I speculate that I will [be in college. I’ll have my own car and lots of friends].”

Point to the word *speculate* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE ENVISION

### 3 Introduce and Define *Envision*, Review Synonyms, and Review Latin Roots

Show pages 6–7 of *In My Own Backyard* and review that the narrator speculates about the animals and people who lived in her backyard before she did. Read page 6 aloud.

Tell the students that the next word they will discuss is *envision*. Explain that *envision* means “picture in the mind, or imagine,” and tell them that *envision*, *picture*, and *imagine* are synonyms. Point out that the narrator envisions, or pictures in her mind or imagines, how her backyard might have looked 100 years before. Display word card 158 (WA2) and have the students say the word *envision*.

Point to the letters *vis* in the word *envision* and tell the students that *vis* is an example of a word root. Remind the students that a *root* is a

“word or part of a word that is used to make other words.” Remind the students that many roots come to English from other languages, such as Latin and Greek. Tell the students that the roots *vis* and *vid* come from Latin, the language that was spoken by the people of ancient Rome. Explain that in Latin, *vis* and *vid* mean “see or appear.” Point to the word *envision*, and review that *envision* means “picture in the mind, or imagine.” Point out that if you envision something, you can see it in your mind.

#### 4 Do the Activity “Imagine That!”

Tell the students that they will do the activity “Imagine That!” Remind them that they will make pictures in their minds as you ask them questions. Ask the students to close their eyes and envision themselves on a very hot day.

Use “Think, Pair, Share” to discuss:



**Q** *Where are you on this hot day?* [Pause.] *What are you doing?* [Pause.] *What are you wearing?* [Pause.] *What are you eating or drinking?* [Pause.] *Open your eyes.* [Pause; click  on WA2 to reveal the prompt.] *Turn to your partner, and tell each other what you envisioned.*

**PROMPT 1:** “I envisioned . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *envision* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE “IN THE BLINK OF AN EYE”

#### 5 Introduce and Define “In the Blink of an Eye” and Review Idioms

Show pages 16–17 of *In My Own Backyard*. Review that the narrator envisions her backyard in the ice age, about 10,000 years ago. Read page 16 aloud, emphasizing the idiom “in a blink of my eye.”

Tell the students that they will end their vocabulary work today by talking about the words “in the blink of an eye.” Explain that “in the blink of an eye” is an idiom that means “in an instant or extremely quickly.” Review that the narrator envisions the ice age in her backyard, and then, in the blink of an eye, or in an instant, the ice is gone and a new scene appears.

Display word card 159 ( WA3) and have the students say “in the blink of an eye.”

Point to “in the blink of an eye” on the word card, and review that an *idiom* is “an expression or phrase that means something different

#### Teacher Note

You might point to the word *vision* within the word *envision* and explain that *vision* and *envision* are related. Explain that our vision is our ability to see. When we envision something, we see it in our minds.

#### ELL Note

Idioms can be especially challenging for English Language Learners to understand and use. You might have the students blink their eyes to get a sense of how quick a blink of an eye is.

## Teacher Note

You might remind the students that they learned these other idioms this year: “get-up-and-go,” *sidesplitting*, “nosing around,” “lend a hand,” and “raises eyebrows.” If you started an idioms chart, add “in the blink of an eye” to it.

from what it appears to mean.” Tell the students that when we say that something happened in the blink of an eye, we do not mean that it happened when someone blinked her eye. Instead, we mean that it happened in the short time it takes to blink an eye, or that it happened very quickly.

## 6 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Explain that you will read a scenario that includes the idiom “in the blink of an eye.” Partners will then discuss whether or not the idiom makes sense in the scenario and explain why they think so.

Read the following scenario aloud twice:

- *Explosive charges are set in the old building where no one has lived or worked for many years. At the push of a button, there is a huge “boom!” In the blink of an eye, the building is gone.*

Ask:



**Q** Does the idiom “in the blink of an eye” make sense in the scenario? Why? [Click 1 on WAB to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “In the blink of an eye’ [does/does not] make sense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *The road from the farm to school is long, hot, and dusty. The boy walks slowly along, dragging his backpack behind him. In the blink of an eye, he is at school.*
- *Anisa’s dog Spike hungrily watches as Anisa eats a sandwich. When Anisa drops a piece of meat, Spike leaps at it. In the blink of an eye, the meat is gone.*

Point to the words “in the blink of an eye” and review the pronunciation and meaning of the phrase.

# Review *Speculate*, *Envision*, and “In the Blink of an Eye”

## Day 2

### In this lesson, the students:

- Review and practice using the words *speculate* and *envision* and the idiom “in the blink of an eye” from Day 1
- Give reasons for their opinions
- Discuss their opinions respectfully

### Words Reviewed

#### ***speculate***

*Speculate* means “wonder or guess why something happened or what will happen next.”

#### ***envision***

*Envision* means “picture in the mind, or imagine.”

#### **in the blink of an eye**

“In the blink of an eye” means “in an instant or extremely quickly.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🎧 WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of yesterday’s words was especially interesting or fun to talk about? Why? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.

speculate

in the blink of an eye

envision

**PROMPT 1:** The word \_\_\_\_\_ was especially [interesting/fun] to talk about because . . .

1

WA4

### Materials

- Daily review cards (WA4)
- Daily review activity (WA5)

**PROMPT 1:** “The word [*speculate*] was especially [interesting/fun] to talk about because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Remind them that you will tell them the beginning of a story that includes one of the vocabulary words. Then the students will use their imaginations and what they know about the word to make up an ending for the story.

Display the daily review activity (📄 WA5) and show the first story and its accompanying prompt.

#### Tell Me a Story

The students file into the classroom and stop suddenly. In the middle of the room is a large box with dozens of small holes in the sides. There are strange noises coming from the box. Addison points to the box and whispers to Joseph, “What do you think that is?” Joseph whispers back, “I speculate . . .”

**PROMPT 1:** Joseph whispers back, “I **speculate** . . .”

WA5

Point to the word *speculate* and tell the students that the first story uses the word *speculate*. Then read story 1 aloud slowly and clearly.

Use “Think, Pair, Share” to discuss:

 **Q** How might you finish the story? What does Joseph speculate about the box? [Pause; point to prompt 1 on WA5.] Turn to your partner.

**PROMPT 1:** “Joseph whispers back, ‘I speculate . . .’”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining stories:

[**envision**]

- Story 2: Marita’s mom tells her that she may redecorate her room, and Marita is jubilant. “How do you envision your room will look?” Marita’s mom asks. Marita says, “I envision . . .”

#### Teacher Note

You might review that *jubilant* means “very happy, or joyful.”



**Q** How might you finish the story? How might Marita envision her room?  
[Pause; point to prompt 2.] Turn to your partner.

**PROMPT 2:** “Marita says, ‘I envision . . .’”

**[in the blink of an eye]**

- Story 3: Tony is writing a story. “What happens in the story?” his friend Greg asks. Tony explains, “There’s a huge, powerful tornado. It hits this town, and in the blink of an eye . . .”



**Q** How might you finish the story? What happens in the blink of an eye when the tornado hits the town? [Pause; point to prompt 3.] Turn to your partner.

**PROMPT 3:** “In the blink of an eye . . .”

## Introduce *Imposing*, *Recede*, and *Eerie*

# Day 3

### In this lesson, the students:

- Learn and use the words *imposing*, *recede*, and *eerie*
- Review synonyms and antonyms
- Review words with multiple meanings
- Review using the suffix *-er* to determine word meanings
- Give reasons for their opinions
- Discuss their opinions respectfully

### Words Taught

#### ***imposing***

*Imposing* means “impressive because of great size or strength.”

#### ***recede***

*Recede* means “move back or away or fade gradually.”

#### ***eerie*** (p. 26)

*Eerie* means “strange and frightening.”

### Materials

- *In My Own Backyard*
- Word card 160 (WA6)
- Word card 161 (WA7)
- Word card 162 (WA8)

## INTRODUCE AND USE *IMPOSING*

### 1 Introduce and Define *Imposing* and Review Synonyms

Briefly review *In My Own Backyard*.

Show pages 16–17. Review that the narrator envisions the ice age in her backyard; and then in the blink of an eye, the ice is gone and a new scene appears. Then read these sentences from page 16 aloud: “People wearing animal skins were trying to drive away an animal that looked like a big, furry elephant. I saw a frightened family crouching near their fire.”

Tell the students that *imposing* is the first word they will learn today. Explain that *imposing* means “impressive because of great size or strength.”

Remind the students that they learned the word *impressive* earlier and that something impressive has a strong effect on your mind. You notice and remember it. Explain that something imposing makes a strong impression on you because of its great size or strength. Explain that the words *imposing* and *impressive* are synonyms.

Point to the illustration on page 17, and explain that the big, furry animal is imposing, or impressive because of its great size and strength. Point out that because of its size and strength, the imposing creature is frightening to the people in the picture.

Display word card 160 (🌍 WA6) and have the students say the word *imposing*.

### 2 Discuss *Imposing* Animals and Structures

Remind the students that *imposing* means “impressive because of great size or strength,” and review that the elephant-like animal in the story is imposing.

Discuss as a class:

**Q** *What animals living today do you think are imposing?*

Click **1** on word card 160 (WA6) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

#### **ELL Note**

The Spanish cognate of *imposing* is *imponente*.

#### **Teacher Note**

If you started a synonym chart, add the words *imposing* and *impressive* to it.

imposing

PROMPT 1: \_\_\_\_\_ are **imposing**.

1 2 3

**PROMPT 1:** “[Great white sharks and blue whales] are imposing.”

Explain that we can also use the word *imposing* to describe structures like buildings, bridges, and monuments.

Ask:



**Q** *What might an imposing building look like?* [Click 2 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “An imposing building might look . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Discuss as a class:

**Q** *What is an imposing building you have seen? Why do you say it is imposing?*

Click 3 to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “An imposing building I have seen is [the White House]. It is imposing because . . .”

Point to the word *imposing* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE RECEDE

### 3 Introduce and Define Recede

Show pages 26–27 of *In My Own Backyard* and review that the narrator envisions a time when her backyard was part of a great sea. Read the first two sentences on page 26 aloud.

Tell the students that *recede* is the next word they will learn today. Explain that *recede* means “move back or away or fade gradually.” Point

out that as time went by, the waters of the great sea began to recede, or pull back, and the sea became so shallow that the fish disappeared.

Display word card 161 (🗨️ WA7) and have the students say the word *recede*.

#### 4 Discuss Things That Recede

Remind the students that we use the word *recede* to talk about things that move back, move away, or fade gradually. For example, scientists say that global warming is causing glaciers to recede, or shrink or move back. Tell them that over time, memories recede, or fade away in our minds.

Discuss as a class:

**Q** *What do we mean if we say that the pain of a headache is receding?*

Click **1** on word card 161 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “If we say that the pain of a headache is receding, we mean . . .”

Using the same procedure, discuss:

**Q** *What do we mean if we say that floodwaters are receding?*

Click **2** to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “If we say that floodwaters are receding, we mean . . .”

#### 5 Review Antonyms and Play “Approaching or Receding?”

Point out that the words *recede* and *approach* are *antonyms*, or “words with opposite meanings.”

Tell the students that partners will play a game called “Approaching or Receding?” Explain that you will describe something, and then partners will discuss whether it is approaching or receding and explain why they think so.

Read the following scenario aloud twice:

- *The fog grew thicker and thicker as it moved from the ocean onto the shore.*

Ask:



**Q** *Is the fog approaching the shore or receding from it? Why? [Click **3** to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “The [fog] is [approaching/receding] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

#### Teacher Note

You might explain that *approach* means “move closer to someone or something.” If you started an antonym chart, add the words *recede* and *approach* to it.

Using the same procedure, discuss the following scenarios:

- *The sound of the fire engine grew fainter and fainter as it sped away from the fire station.*



**Q** *Is the sound of the fire engine approaching the fire station or receding from it? Why?* [Point to prompt 3.] *Turn to your partner.*

- *The forest fire grew hotter and hotter as it burned through the forest toward the village.*



**Q** *Is the fire approaching the village or receding from it? Why?* [Point to prompt 3.] *Turn to your partner.*

Point to *recede* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *EERIE*

### 6 Introduce and Define *Eerie*

Show pages 26–27 of the book again, and review that the water was receding from the backyard and becoming very shallow. Read the rest of page 26 aloud, emphasizing the word *eerie*. Tell the students that *eerie* is the next word they will discuss today, and explain that *eerie* means “strange and frightening.”

Point to the sky in the illustration on page 27, and review that to the narrator the sky is eerie, or strange and frightening. Point to one of the strange creatures in the illustration, and explain that some people might find these animals eerie, or strange and frightening.

Display word card 162 (🔊 WA8) and have the students say the word *eerie*.

### 7 Talk About Eerie Things

Remind the students that something that is eerie is strange in a scary way, and point out that sometimes things we cannot explain seem eerie. For example, a sound at night that you do not recognize might seem eerie, or strange and frightening. A mysterious light or a figure dimly seen in the fog might seem eerie.

Use “Think, Pair, Share” to discuss:



**Q** *When have you seen or heard something eerie, or strange and frightening?* [Pause; click 🔊 on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I [saw/heard] an eerie [scratching sound coming from our attic at home. We found out that it was a squirrel].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

#### Teacher Note

Support struggling students by asking questions such as “When have you heard a noise in the night that you did not recognize and you felt frightened?” and “When have you seen something that you did not recognize and you felt frightened?” If the students do not recall times they saw or heard eerie things, ask alternative questions such as “What sound might you hear at night that would seem eerie?” and “What might you see on a dark street that would seem eerie?”

Tell the students that sometimes dreams can be eerie. Then discuss as a class:

**Q** *When have you had an eerie dream? Why was it eerie?*

Click **2** on word card 162 (WA8) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I had an eerie dream about [space aliens]. The dream was eerie because [the aliens were very weird looking and pretty scary].”

## **8** Review the Suffix *-er* and Discuss the Word *Eerier*

Write the words *eerie* and *eerier* next to each other where everyone can see them. Point to the suffix *-er* in *eerier* and remind the students that *-er* is a suffix that means “more.”

Discuss as a class:

**Q** *Based on what you know about the suffix *-er* and the word *eerie*, what do you think the word *eerier* means?*

Click **3** on word card 162 (WA8) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I think *eerier* means . . .”

If necessary, explain that *eerier* means “more strange and frightening.”

Review that the suffix *-er* is used to compare two things. For example, to some people the sound of a screeching bat is *eerier*, or more strange and frightening, than the sound of a screeching cat.

Discuss as a class:

**Q** *Which do you think would be eerier: hearing mysterious footsteps behind you on a foggy night or hearing mysterious breathing behind you in a dark room?*

Click **4** to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 4:** “[Hearing mysterious breathing behind me in a dark room] would be eerier because . . .”

Ask:

 **Q** *Which do you think would be eerier: walking alone through a deep, dark forest or walking alone through an old empty house? Why? [Point to prompt 4.] Turn to your partner.*

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *eerie* and review the pronunciation and meaning of the word.

### Teacher Note

You might explain that when you add the suffix *-er* to *eerie*, you drop the final *e* to spell *eerier*.

### Teacher Note

If you started a chart of words that use the suffix *-er*, add the word *eerier* to it.

---

## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Imposing*

Write the word *imposing* where everyone can see it, and review that *imposing* means “impressive because of great size or strength.” Review that the narrator of *In My Own Backyard* envisions imposing animals such as dinosaurs and huge sea creatures living in her backyard.

Tell the students that *imposing* has another meaning. Explain that *imposing* can also mean “making unfair or impolite demands on someone.” Point out that if someone comes to your house at dinnertime without being invited and insists that you feed him, that person is imposing on you, or making unfair or impolite demands.

Write the two definitions of *imposing* where everyone can see them. Tell the students that you will read a sentence that includes the word *imposing*. Partners will then decide whether *imposing* means “impressive because of great size or strength” or “making unfair or impolite demands on someone.”

Read the following sentence aloud twice:

- *Shoshanna is always imposing on people by asking for favors or getting them to do things for her.*

Point to the definitions and ask:

**Q** *In the sentence, does imposing mean “impressive because of great size or strength” or “making unfair or impolite demands on someone”? Why? Turn to your partner.*

Have one or two volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “*Imposing* means . . .”

Using the same procedure, discuss the following sentence:

- *Dressed in his royal robes and riding on his magnificent horse, the king is an imposing figure.*

### Materials

- (Optional) Chart paper and a marker

# Day 4

## Review *Imposing*, *Recede*, and *Eerie*

### Materials

- Daily review cards (WA9)
- Copy of this week's family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *imposing*, *recede*, and *eerie* from Day 3
- Give reasons for their opinions
- Discuss their opinions respectfully

### Words Reviewed

#### *imposing*

*Imposing* means "impressive because of great size or strength."

#### *recede*

*Recede* means "move back or away or fade gradually."

#### *eerie*

*Eerie* means "strange and frightening."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Ask:



- Q Which of yesterday's words might you use in a story about a recently discovered sea creature? How might you use the word? [Click 1 on WA9 to reveal the prompt.] Turn to your partner.

WA9

imposing recede eerie

PROMPT 1: I might use the word \_\_\_\_\_. I might write . . .

1

PROMPT 1: "I might use the word [*eerie*]. I might write . . ."

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

**ELPS 3.H.iii**  
Step 2 (all)

Tell the students that partners will do the activity “Create a Sentence.” Review that they will use their imaginations and what they know about yesterday’s vocabulary words to create sentences that use the words.

Point to the word *imposing* on the daily review cards (WA9) and review that *imposing* means “impressive because of great size or strength.”

Use “Think, Pair, Share” to discuss:



**Q** *How might you use the word imposing in a sentence? [Pause.] Turn to your partner.*

After partners have talked, have a few pairs share their sentences with the class.

Follow up on each response by asking the class to think about the students’ sentence. Ask:

**Q** *Does it make sense to say [“The imposing mountain was huge and rugged with a plunging waterfall”]? Why?*

Use the same procedure to have partners create sentences for *recede* and *eerie*.

#### Teacher Note

Support struggling students by asking questions such as “When have you seen an imposing animal? Why was it imposing?” or “What is something in nature that is imposing? Why is it imposing?” If the students continue to struggle, provide a sentence starter such as “The most imposing animal in the forest is . . .” or “The imposing river . . .” Then repeat the question.

#### Teacher Note

If a pair’s sentence does not convey the meaning of *imposing*, point out that the sentence does not make the meaning of *imposing* clear. Then help the students develop the sentence further by asking follow-up questions such as “What was imposing and why?” or “Why do you think an elephant is imposing?”

#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Materials

- Ongoing review cards (WA10)
- “What Does It Mean?” chart (prepared ahead)

### In this lesson, the students:

- Review words learned earlier
- Give reasons for their opinions
- Discuss their opinions respectfully

### Words Reviewed

#### **ambition**

An *ambition* is a “strong desire to do or achieve something.”

#### **engage**

*Engage* means “take part in or do something.” *Engage* also means “promise to marry someone” and “get and hold someone’s interest or attention.”

#### **formal**

Formal clothing, language, or behavior is appropriate for business or for official or special occasions.

#### **hinder**

*Hinder* means “get in the way of, or make it difficult for someone to do something.”

#### **informal**

*Informal* means “not formal.” Informal clothing, language, or behavior is appropriate for relaxed or casual occasions or everyday activities.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA10). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Do the Activity “What Does It Mean?”

Post the “What Does It Mean?” chart (prepared ahead) where everyone can see it.

When people ask Inez what she wants to do when she grows up, she says, “I have no ambitions.”

“My ambition is to be a doctor,” says Robyn.

“Nothing will hinder me.”

The baby is engaged in the process of stacking blocks and knocking them down.

The sign outside the restaurant reads,

“Formal clothing required.”

The invitation reads, “The party will be held at the park. Please dress informally.”

Tell the students that partners will do an activity called “What Does It Mean?” Explain that you will read a sentence that uses one of the vocabulary words aloud; then partners will discuss what the vocabulary word means.

Direct the students’ attention to the first sentence, and read it aloud twice:

- *When people ask Inez what she wants to do when she grows up, she says, “I have no ambitions.”*

Ask:



**Q** *What does the word ambitions mean in the sentence? What is an ambition? [Click 1 on WA10 to reveal the prompt.] Turn to your partner.*

ambitionengageformal

hinderinformal

**PROMPT 1:** When Inez says she has no **ambitions**, it means \_\_\_\_\_ . An **ambition** is . . .

1 2 3 4 5

WA10

**PROMPT 1:** “When Inez says she has no ambitions, it means [she doesn’t have anything that she wants to do when she grows up]. An *ambition* is [a ‘strong desire to do or achieve something’].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the remaining sentences.

- “My *ambition* is to be a doctor,” says Robyn. “Nothing will hinder me.”



**Q** What does *hinder* mean in the sentence? What would it mean if something hindered Robyn? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “*Hinder* means [‘get in the way of, or make it difficult for someone to do something’]. If something hindered Robyn, it would [make it harder for her to become a doctor].”

- The baby is engaged in the process of stacking blocks and knocking them down.



**Q** What does it mean for the baby to be engaged? Which meaning of engaged best fits in this sentence? [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “If the baby is engaged in the process, it means that the baby is [busy stacking the blocks or helping to stack the blocks]. The meaning of *engage* that best fits is [‘take part in or do something’] because . . .”

- The sign outside the restaurant reads, “Formal clothing required.”



**Q** What does *formal* mean in the sentence? What kind of clothing does the restaurant want people to wear? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “*Formal* means [‘appropriate for special occasions’]. The restaurant wants people to wear [fancy clothes, such as suits or nice dresses].”

- The invitation reads, “The party will be held at the park. Please dress informally.”



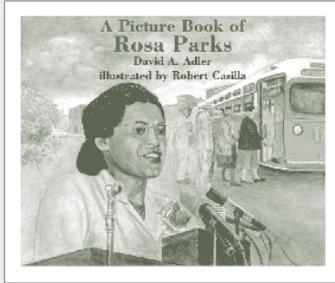
**Q** What does *informally* mean in the sentence? What kind of clothing should people wear to the party? [Click 5 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “*Informally* means [‘not done in a formal way’]. People should wear [casual] clothing to the party.”



# Week 28

## RESOURCES



### Read-aloud

- *A Picture Book of Rosa Parks* by David A. Adler, illustrated by Robert Casilla

### More Strategy Practice

- “Review the Prefix *mis-*”

### More ELL Support

- “Discuss the Word *Courageous*”

### Assessment Resource Book

- Week 28 vocabulary assessments



## Online Resources

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

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 28 family letter (BLM1)
- (Optional) “Week 28 Word Cards” (BLM2)
- (Optional) “Week 28 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

segregate  
*integrate*  
*safeguard*  
*defy*  
*misfortune*  
*merit*

## Words Reviewed

alternative  
eerie  
equitable  
feat  
precarious

## Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing antonyms (review)
- Recognizing synonyms (review)
- Using the prefix *mis-* to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review using context to determine word meanings.
- Students review antonyms and synonyms.
- Students review using the prefix *mis-* to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students discuss their opinions respectfully.
- Students give feedback in a caring way.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Review the Prefix *mis-*” on page 604.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 206 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1); see page 210 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 213 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 28 Word Cards” (BLM2) and “Week 28 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce Segregate, Integrate, and Safeguard

## Day 1

### In this lesson, the students:

- Learn and use the words *segregate*, *integrate*, and *safeguard*
- Review using context to determine word meanings
- Review antonyms and synonyms
- Work in a responsible way
- Discuss their opinions respectfully
- Give feedback in a caring way

### Words Taught

#### **segregate** (p. 8)

*Segregate* means “separate people or keep people apart, usually because of race.”

#### **integrate**

*Integrate* means “include everyone or allow everyone to join or participate.”

#### **safeguard**

*Safeguard* means “protect or guard.”

## INTRODUCE AND USE SEGREGATE AND INTEGRATE

### 1 Introduce *Segregate* and Use Context to Determine Its Meaning

Briefly review *A Picture Book of Rosa Parks*.

Show pages 8–9 and review that Rosa Parks grew up in Alabama in the early 1900s. Read the following paragraph from page 8 aloud, emphasizing the word *segregated*:

“When Rosa was young, discrimination against African Americans was common. There were ‘Jim Crow’ laws that kept black people and white people segregated. They were kept apart on streetcars and trains, at parks and drinking fountains, in churches, hotels, theaters, and restaurants. Even the United States Army was segregated.”

Tell the students that *segregate* is the first word they will learn today. Display the “Sentences from *A Picture Book of Rosa Parks*” chart (WA1), and explain that these are the sentences you just read.

Point to the word *segregated* and underline it in both of the sentences in which it appears. Tell the students that they can sometimes figure out

### Materials

- *A Picture Book of Rosa Parks*
- “Sentences from *A Picture Book of Rosa Parks*” chart (WA1)
- Word cards 163–164 (WA2)
- Word card 165 (WA3)

### Teacher Note

If the students do not immediately determine the meaning of *segregate* from the context, give them the definition rather than having them guess.

### ELL Note

The Spanish cognate of *segregate* is *segregar*.

### Teacher Note

You might remind the students that *inhumane* means “not humane, or cruel.”

the meaning of an unfamiliar word—like *segregate*—by rereading the sentence that includes the word, or the sentences that come before or after it, to look for clues. Explain that as you read these sentences again, you want the students to think about what the word *segregate* might mean and which words in the sentences are clues to the meaning of *segregate*.

Read the paragraph aloud. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word segregate might mean?*

Point to the first prompt and read it aloud.

WA1

### Sentences from *A Picture Book of Rosa Parks*

When Rosa was young, discrimination against African Americans was common. There were “Jim Crow” laws that kept black people and white people segregated. They were kept apart on streetcars and trains, at parks and drinking fountains, in churches, hotels, theaters, and restaurants. Even the United States Army was segregated.

**PROMPT 1:** I think *segregate* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *segregate*.

**PROMPT 1:** “I think *segregate* might mean . . .”

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *segregate* means “separate people or keep people apart, usually because of race.”

Then ask:

**Q** *What clues help you figure out the meaning of the word segregate?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “The clues [‘discrimination against African Americans’ and ‘they were kept apart’] help me figure out the meaning of the word *segregate*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that *discrimination against African Americans* and *they were kept apart* are clues that help us figure out that *segregate* means “separate people or keep people apart, usually because of race.” Explain that laws that inhumanely segregated black people and white people kept them separate, or apart, from each other.

Display word cards 163–164 (WA2) and click to reveal word card 163. Have the students say the word *segregate*.

## 2 Talk More About the Word *Segregate*

Review that we usually use the word *segregate* to talk about separating one group of people from others based on their race. Review that when Rosa Parks was growing up, black people were segregated, or kept apart, from white people on streetcars, buses, and trains and in restaurants and other public places.

Discuss as a class:

**Q** *Why is it unfair to segregate people based on race?*

Click **1** on word card 163 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

segregate 164

**PROMPT 1:** It is unfair to **segregate** people based on race because . . .

1 2 3 4 5 6

WA2

**PROMPT 1:** “It is unfair to segregate people based on race because . . .”

Explain that in some schools students are segregated, or separated, by gender (male and female)—boys attend only classes with other boys and girls attend only classes with other girls. Some people believe that students in gender-segregated classes do better in subjects such as reading, writing, and mathematics.

Ask:

 **Q** *[Would/Do] you enjoy attending a school in which boys and girls are segregated in classes? Why?* [Click **2** on WA2 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 2:** “I [would/would not] enjoy attending a school in which boys and girls are segregated because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

### ELL Note

The Spanish cognate of *integrate* is *integrar*.

### Teacher Note

If you started an antonym chart, add the words *segregate* and *integrate* to it.

## 3 Introduce *Integrate* and Review Antonyms

Tell the students that the next word they will learn is *integrate*. Direct the students' attention to word cards 163–164 (WA2) and click to reveal word card 164. Have the students say the word *integrate*.

Explain that the words *integrate* and *segregate* are antonyms.

Discuss as a class:

**Q** *If segregate means “separate people or keep people apart, usually because of race,” and the words segregate and integrate are antonyms, what do you think integrate means?*

Click **3** to reveal the prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I think *integrate* means . . .”

Explain that *integrate* means “include everyone or allow everyone to join or participate.” Explain that if restaurants and other public places are integrated, they are open to everyone regardless of a person's race, religion, nationality, or gender; they are not segregated.

## 4 Do the Activity “Segregated or Integrated?”

Tell the students that they will do an activity called “Segregated or Integrated?” Explain that you will describe places or groups of people; then partners will discuss whether the places or people are segregated or integrated and explain why they think so.

Read the following scenario aloud twice:

- *In a neighborhood, people of many different races, nationalities, and religions live and work together.*

Ask:

 **Q** *Is the neighborhood segregated or integrated? Why do you say that?*  
[Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think the neighborhood is [segregated/integrated], because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *In a science experiment, people with green eyes are kept separate from people with brown eyes.*

 **Q** *Is the science experiment segregated or integrated? Why do you say that?*  
[Click **5** to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “I think the science experiment is [segregated/integrated], because . . .”

- On a kickball team, men and women of different ages, from different parts of the city, and with different ability levels all play together.



**Q** Is the kickball team segregated or integrated? Why do you say that?  
[Click 6 to reveal the prompt.] Turn to your partner.

**PROMPT 6:** “I think the kickball team is [segregated/integrated], because . . .”

Point to the words *segregate* and *integrate* and review the pronunciation and meanings of the words.

## INTRODUCE AND USE SAFEGUARD

### 5 Introduce and Define *Safeguard* and Review Synonyms

Show pages 10–11 of *A Picture Book of Rosa Parks*. Review that an organization called the Ku Klux Klan threatened the lives of African Americans. Read the last sentence on page 10 aloud: “Rosa’s grandfather, Sylvester Edwards, carried a shotgun to protect his family from the Klan.”

Tell the students that the next word they will learn is *safeguard*. Explain that *safeguard* means “protect or guard,” and that the words *safeguard*, *protect*, and *guard* are synonyms. Explain that Rosa’s grandfather carried a shotgun to safeguard, or protect, his family.

Display word card 165 (🗨️ WA3) and have the students say the word *safeguard*.

### 6 Discuss Questions About Safeguarding

Remind the students that *safeguard* means “protect or guard.”

Ask:



**Q** What might you do to safeguard your bike from getting stolen at night?  
[Click 1 on WA3 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “To safeguard my bike, I might . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:



**Q** What might you do to safeguard a cut on your finger from infection?  
[Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “To safeguard the cut on my finger, I might . . .”

#### Teacher Note

If you started a synonym chart, add the words *safeguard*, *protect*, and *guard* to it.

#### Teacher Note

You might explain that *safeguard* is a compound word made up of the words *safe* and *guard*. If you safeguard something, you guard it to keep it safe.

 **Q** What might you do to safeguard against slipping on icy steps? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “To safeguard against slipping, I might . . .”

Point to the word *safeguard* and review the pronunciation and meaning of the word.

# Day 2

## Review Segregate, Integrate, and Safeguard

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *segregate*, *integrate*, and *safeguard* from Day 1
- Work in a responsible way
- Discuss their opinions respectfully
- Give feedback in a caring way

### Words Reviewed

#### **segregate**

*Segregate* means “separate people or keep people apart, usually because of race.”

#### **integrate**

*Integrate* means “include everyone or allow everyone to join or participate.”

#### **safeguard**

*Safeguard* means “protect or guard.”

## REVIEW THE WORDS

### **1** Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:

 **Q** Which of yesterday’s words might you use when you talk with your family or friends? How might you use the word? [Pause; click **1** on WA4 to reveal the first prompt.] Turn to your partner.

segregate
integrate
safeguard

---

**PROMPT 1:** I might use the word \_\_\_\_\_ when  
I talk with \_\_\_\_\_. I might say . . .

1
2

**PROMPT 1:** “I might use the word [*safeguard*] when I talk with [my friend Keith]. I might say . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play the Game “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Point to *segregate* on the daily review cards (WA4), and explain that you will read a sentence that includes the word *segregate*. Partners will then discuss whether or not *segregate* makes sense in the sentence and explain why they think so.

Read the following sentence aloud twice:

- *To protect small dogs at the animal shelter, small dogs and big dogs are segregated.*

Ask:



**Q** Does the word *segregated* make sense in the sentence? Why? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “The word [*segregated*] [does/does not] make sense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following sentences:

**[integrate]**

- *In 1948 President Harry Truman integrated the army, and African American and white soldiers began to train and serve together.*

**[safeguard]**

- *To safeguard her teeth, Jemma brushes after every meal.*

# Day 3

## Introduce *Defy*, *Misfortune*, and *Merit*

### Materials

- *A Picture Book of Rosa Parks*
- Word card 166 (WA5)
- Word card 167 (WA6)
- Word card 168 (WA7)

### In this lesson, the students:

- Learn and use the words *defy*, *misfortune*, and *merit*
- Review using the prefix *mis-* to determine word meanings
- Review synonyms
- Work in a responsible way
- Discuss their opinions respectfully
- Give feedback in a caring way

### Words Taught

#### **defy**

*Defy* means “resist or refuse to obey.”

#### **misfortune**

*Misfortune* means “bad luck or an unlucky event.”

#### **merit**

*Merit* means “deserve or be worthy.”

## INTRODUCE AND USE *DEFY*

### 1 Introduce and Define *Defy*

Show pages 18–19 of *A Picture Book of Rosa Parks*. Remind the students that in 1955 Rosa got on a bus driven by a man named James Blake. What happened on the bus changed Rosa’s life and life in the United States.

Read page 18 aloud, beginning with the sentence “Rosa was coming home from her work as a tailor’s assistant at a Montgomery department store.”

Tell the students that the first word they will discuss today is *defy*. Explain that *defy* means “resist or refuse to obey.”

Review that James Blake told Rosa to give up her seat on the bus for the white passengers. Explain that Rosa defied the driver, or refused to obey him, because she knew that the law that segregated African Americans and whites on buses was unfair.

Display word card 166 (WA5) and have the students say the word *defy*.

## 2 Play “Did Milton Defy Someone?”

Tell the students that you will describe something that our friend Milton does; partners will then discuss whether Milton defies someone and explain why they think so.

Read the following scenario aloud twice:

- *Milton’s dad is cooking soup. When Milton asks if he can have a taste, his dad says, “No. It’s too hot.” Milton frowns and walks out of the kitchen.*

Ask:



**Q** *Did Milton defy his dad? Why? [Click 1 on WA5 to reveal the first prompt.] Turn to your partner.*

defy

**PROMPT 1:** Milton [did/did not] **defy** his dad because . . .

1 2 3

WA5

**PROMPT 1:** “Milton [did/did not] defy his dad because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *It’s Milton’s turn at bat in the softball game. When he starts toward home plate, a teammate stops him. “You can’t bat because you’re not good enough,” the teammate says. “You’re wrong, and I’ll show you,” Milton replies, and he walks to the plate.*



**Q** *Did Milton defy his teammate? Why? [Click 2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “Milton [did/did not] defy his teammate because . . .”

- The lifeguard at the beach tells Milton to stay out of the water because the waves are getting rough. Milton shouts, “You can’t tell me what to do,” and he runs into the water.



**Q** Did Milton defy the lifeguard? Why? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “Milton [did/did not] defy the lifeguard because . . .”

Point to the word *defy* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE MISFORTUNE

### 3 Introduce and Define *Misfortune* and Review the Prefix *mis-*

Show pages 26–27 of *A Picture Book of Rosa Parks* and review that after Rosa defied the bus driver, she participated in many civil rights demonstrations and marches. In 1957 she left Alabama and went to work in Detroit, where she helped poor people find homes. Read the last paragraph on page 27 aloud.

Explain that the next word the students will learn today is *misfortune*, and explain that *misfortune* means “bad luck or an unlucky event.” Explain that in the late 1970s, Rosa had a series of misfortunes, or unlucky events. First her husband died, then her brother, and finally her mother.

Display word card 167 (🎧 WA6) and have the students say the word *misfortune*.

Point to the prefix *mis-* in *misfortune* on the word card, and review that *mis-* is a prefix that means “wrong or wrongly, or bad or badly.” Explain that when the prefix *mis-* is added to the word *fortune*, which means “the things that happen to you in your life,” it makes the new word *misfortune*, which means “the bad things that happen to you, or bad luck or an unlucky event.”

### 4 Discuss Misfortunes

Explain that misfortune, or bad luck or an unlucky event, happens to us all at some time in our lives. Describe one or two misfortunes you have experienced.

**You might say:**

“Last year I had the misfortune of having a flood in my basement. It was a misfortune because there were eight inches of water, and almost everything in the basement was ruined. Recently I had the misfortune of being in an airport when a snowstorm hit. It was a misfortune because I was stuck in the airport for two days.”

#### Teacher Note

You might remind the students that earlier they discussed these words that use the prefix *mis-*: *mislead* (“lead someone to believe something that is not true”), *misjudge* (“judge wrongly, or form a wrong or unfair opinion about a person or situation”), and *mistreat* (“treat badly, cruelly, or unfairly”).

If you started a chart of words that use the prefix *mis-*, add the word *misfortune* to it.

**TEKS 3.C.ii**  
Student/Teacher Narrative  
Step 4  
(first paragraph and  
“Students might say” note  
on page 602)

Use “Think, Pair, Share” to discuss:



**Q** *What is a misfortune that you or someone you know has experienced? Why was it a misfortune?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “[My grandfather] had the misfortune of [tripping and falling when he was walking down the sidewalk]. It was a misfortune because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *misfortune* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE MERIT

### 5 Introduce and Define *Merit* and Review Synonyms

Show pages 28–29 of the book and review that Rosa Parks was honored for her work in the civil rights movement. Read the last paragraph on page 28 aloud.

Tell the students that the last word they will discuss today is *merit*. Explain that *merit* means “deserve or be worthy” and that the words *merit* and *deserve* are synonyms. Point out that people felt that Rosa Parks merited, or deserved, to be honored because of her lifelong fight for equality for all Americans.

Display word card 168 (WA7) and have the students say the word *merit*.

### 6 Discuss People Who Merit Respect or Admiration

Explain that people like Rosa Parks who try to help others merit, or deserve, our respect and admiration. People who accomplish difficult tasks also merit our respect and admiration. Give examples of people you know or know about who merit your respect or admiration.

**You might say:**

“A person who merits my respect and admiration is my father. He has worked hard all his life and has been a wonderful father to me. I really look up to him. Another person who merits my respect is my niece, Kit. She just graduated from high school and won a college scholarship. I think that is a wonderful accomplishment. I think Martin Luther King Jr. merits both respect and admiration because of his important work in the civil rights movement.”

**TEKS 3.C.ii**  
Student/Teacher Activity  
Step 4  
(discussion question to the end of the step on page 603)

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 **ELL Note**

The Spanish cognate of *merit* is *merecer*.

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**Teacher Note**

If you started a synonym chart, add the words *merit* and *deserve* to it.

Use “Think, Pair, Share” to discuss:



**Q** *Who is someone you know or know about who merits your respect and admiration? Why?* [Pause; click **1** on WA7 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 1:** “[My friend Claire] merits my respect and admiration because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *merit* and review the pronunciation and meaning of the word.

**TEKS 3.C.i**  
Student/Teacher Narrative  
More Strategy Practice  
(first and second paragraphs)

### Materials

- (Optional) Chart paper and a marker

**TEKS 3.C.i**  
Student/Teacher Activity  
More Strategy Practice  
(discussion questions)

### Teacher Note

If you started a chart of words that use the prefix *mis-*, add the words *mispronounce*, *mislabel*, *miscalculate*, *misbehave*, and *mishandle* to it.

---

## MORE STRATEGY PRACTICE

### Review the Prefix *mis-*

Remind the students that a *prefix* is “a letter or a group of letters that is added to the beginning of a word to make a new word.” Review that the prefix *mis-* means “wrong or wrongly, or bad or badly” and that when *mis-* is added to the word *fortune*, it makes the new word *misfortune*, which means “bad luck or an unlucky event.”

Remind the students that knowing the meaning of a prefix can help them figure out the meanings of words that use the prefix. Write the word *mispronounce* where everyone can see it. Point out that *mispronounce* is made up of the word *pronounce* and the prefix *mis-*.

Ask:

**Q** *Based on what you know about the word pronounce and the prefix mis-, what do you think the word mispronounce means? Turn to your partner.*

Have a few volunteers use the following prompt to share their thinking with the class.

**PROMPT:** “I think *mispronounce* means . . .”

If necessary, explain that *mispronounce* means “pronounce wrongly”; if you *mispronounce* a word, you say it incorrectly.

Using the same procedure, discuss the words *mislabel* and *miscalculate*. Then discuss as a class:

**Q** *What is a word that begins with the prefix mis- and means “behave or act badly”?* (misbehave)

**Q** *What is a word that begins with the prefix mis- and means “handle something roughly or in the wrong way”?* (mishandle)

# Review *Defy*, *Misfortune*, and *Merit*

# Day 4

## In this lesson, the students:

- Review and practice using the words *defy*, *misfortune*, and *merit* from Day 3
- Work in a responsible way
- Discuss their opinions respectfully
- Give feedback in a caring way

## Words Reviewed

### *defy*

*Defy* means “resist or refuse to obey.”

### *misfortune*

*Misfortune* means “bad luck or an unlucky event.”

### *merit*

*Merit* means “deserve or be worthy.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of yesterday’s words might you use if you were writing a story about a terrible day? How might you use the word? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

defymisfortunemerit

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1

WA8

**PROMPT 1:** “I might use the word [*misfortune*]. I might write . . .”

## Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 28 Crossword Puzzle” (BLM3) for each student

### Teacher Note

Support struggling students by asking questions such as “When have you defied someone? Why did you defy that person?” or “When might you defy someone?” If they continue to struggle, provide a sentence starter such as “The little boy defied his mother when . . .” or “The dog defied its owner and . . .” Then repeat the question.

### Teacher Note

If a pair’s sentence does not convey the meaning of *defy* (for example, “I defied her” or “She defied me”), point out that the sentence does not make the meaning of *defy* clear. Then help the students develop the sentence further by asking follow-up questions such as “Why did you defy her and what happened?” or “Why did she defy you and what did you do?”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 27 and 28, you might distribute a copy of the “Week 28 Crossword Puzzle” (BLM3) to each student.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

Tell the students that partners will do the activity “Create a Sentence.” Review that partners will work together to create sentences that use the vocabulary words.

Point to the word *defy* on the daily review cards (WA8) and review that *defy* means “resist or refuse to obey.”

Use “Think, Pair, Share” to discuss:



**Q** How might you use the word *defy* in a sentence? [Pause.] Turn to your partner.

After partners have talked, have a few pairs share their sentences with the class.

Follow up on each response by asking the class to think about the students’ sentence.



## MORE ELL SUPPORT

### Discuss the Word *Courageous*

Write the word *courageous* where everyone can see it, and explain that *courageous* means “brave.” Tell the students that if you are courageous, you do something even if you are afraid. Give an example of something that someone might do that is courageous.

#### You might say:

“When a firefighter rushes into a burning house to save someone, she is being courageous, or brave. Even though the firefighter might be afraid or knows she might get hurt, she is still willing to risk her life to help others.”

Briefly review *A Picture Book of Rosa Parks*. (You may want to read pages 18–23 to the students.) Then ask:

**Q** How does Rosa show that she is courageous?

Have the students use the following prompt to discuss the question with a partner:

**PROMPT:** “Rosa shows she is courageous by . . .”

After partners have talked, have a few volunteers use the prompt to share their ideas with the group.

Ask the students to think about a time when they or someone they know or heard about was courageous. Then have the students use the following prompt to discuss their ideas with the group:

**PROMPT:** “I think [my aunt] was courageous when [she came to the United States alone and did not speak any English].”

## Ongoing Review

# Day 5

### In this lesson, the students:

- Review words learned earlier
- Work in a responsible way
- Discuss their opinions respectfully
- Give feedback in a caring way

### Words Reviewed

#### alternative

An *alternative* is an “option, or something you can have or do instead of something else.”

#### eerie

*Eerie* means “strange and frightening.”

#### equitable

*Equitable* means “fair and equal for everyone.”

#### feat

A *feat* is an “act or achievement that shows great courage, strength, or skill.”

#### precarious

*Precarious* means “perilous, dangerous, or risky.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗂️ WA9). Review the pronunciation and meaning of each word.

### 2 Play the Game “Finish the Story”

Tell the students that partners will play the game “Finish the Story.” Review that you will tell a story, leaving off the last word; then partners will finish the story by deciding which of yesterday’s vocabulary words will make the best ending for it and explain why they think that.

### Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

## Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is 1; the second story is 2; the third story is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

## Teacher Note

You might review that *rickety* means “in bad condition and likely to break.”

Display the ongoing review activity (WA10) and begin the game:

1. Click 1 to reveal the first story (see WA10 below). Point to the story and read it aloud twice, slowly and clearly.
2. Give the students a few moments to think about the story. Then point to the five word choices and ask:



**Q** Which of these vocabulary words makes the best ending for the story? Why? [Click 1 again to reveal the prompt.] Turn to your partner.

**PROMPT:** “I think the word [*equitable*] makes the best ending because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

alternative	eerie	equitable	feat	precarious
-------------	-------	-----------	------	------------

**STORY 1:** Mark and Val are sharing a pizza. Mark cuts it into two pieces, one larger than the other. “That’s not fair!” Val complains loudly. “You need to be equitable.”

1 2 3 4 5

WA10

4. Finally, click 1 to clear the screen.

Use the same procedure to discuss the remaining stories.

- Story 2: Mrs. Tolsen tells the students that during free time they can read their library books or work on their art projects. Neil responds, “I’ve finished my book and my project. Is there another \_\_\_\_\_?” (alternative)
- Story 3: Martha and Jacob are exploring a cave. In the distance, they hear a low growling sound. “I’ve never heard a sound like that before,” Martha says with a trembling voice. “It’s very \_\_\_\_\_.” (eerie)
- Story 4: “Be careful,” Mitch warns Anna as she steps onto the ladder. “This ladder is old and rickety and very \_\_\_\_\_.” (precarious)
- Story 5: The crowd roared with delight when the magician made an elephant disappear. “My goodness!” exclaimed Miss Markham. “That was quite a \_\_\_\_\_!” (feat)



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand what the words mean?
- Do the students have difficulty using or explaining any of the words? (Note the words with which they have difficulty.)
- Are the students using the independent word-learning strategies they have learned as they read independently?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 206 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Make a Choice" (see Week 1, Day 2, Step 2). For example, if the students are struggling with the word *eerie*, describe two scenarios and have partners discuss in which scenario something seems eerie. (You might say "Which setting seems eerie: a green field on a warm June afternoon, or a dark forest on a cold November evening?")

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 29 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 25–28 using the "Individual Vocabulary Assessment: Word Check 7" answer sheet (IA1) on page 210 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 207 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of words taught in Weeks 25–28 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 211 of the *Assessment Resource Book*.

# Week 29

## ABOUT WEEK 29

In the week of the *Making Meaning* program that corresponds with this week's vocabulary lessons, the students read self-selected texts, rather than hearing a read-aloud. For that reason, no new vocabulary words are introduced. We suggest that the students spend this week reviewing words they learned in Weeks 25-28 through an activity called "Four Words and a Story," in which the students write stories that include four of the words.

## RESOURCES

### Extension

- "Use Other Words in Stories"



### Online Resources

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

### Reproducibles

- Week 29 family letter (BLM1)
- "Four Words and a Story' Word Sets" (BLM2)
- "Four Words and a Story' Preselected Word Sets" (BLM3)

# OVERVIEW

## Vocabulary Focus

- Students review words from Weeks 25–28.
- Students write a story using four of the words reviewed.
- Students share their stories with the class.
- Students build their speaking and listening skills.

## Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

## 🕒 DO AHEAD

- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 1, identify 16 words (four sets of four words) from Weeks 25–28 that you want the students to review and that can be used together in a cohesive story. Print or make a copy of “‘Four Words and a Story’ Word Sets” (BLM2) and write the words you selected on it. Alternatively you might prefer to use “‘Four Words and a Story’ Preselected Word Sets” (BLM3).
- ✓ Prepare enough copies of the word sets, by copying and cutting out the word-set slips, so that each pair of students will have a set of four words.
- ✓ Set aside a paper bag to use in the activity.

# Day 1

## Do the Activity "Four Words and a Story"

### Materials

- One set of four words for each pair, prepared ahead
- A paper bag
- Copy of this week's family letter (BLM1) for each student

**ELPS 5.B.1**  
Steps 1–3  
(all, beginning on page 612  
and continuing on to page  
613)

### Teacher Note

If time permits, you may want to review all 16 of the words that the students will use this week and discuss as a class what the students know or remember about each word.

### In this lesson, the students:

- Review and use words learned earlier
- Write a story using four review words
- Listen respectfully to the thinking of others and share their own

### ABOUT THIS WEEK'S VOCABULARY LESSONS

This week the students review words from Weeks 25–28 through an activity called "Four Words and a Story," in which the students write a story that includes four of the words. On Day 1, you will introduce the students to the activity, review words and meanings, and support the students as they plan and write their stories. On Days 2–5, the students will share and discuss their stories with the class.

## REVIEW THE WORDS

### 1 Introduce the Activity "Four Words and a Story"

Place the word-set slips that you prepared earlier into the paper bag.

Have partners sit together. Explain that today the students will review some of the words they have learned in previous weeks by doing an activity called "Four Words and a Story."

Show the paper bag to the students. Tell them that in it are slips of paper, and that each one lists four vocabulary words. Explain that each pair will draw one slip from the bag and read the words that are written on it. Partners will first talk about what they know about the words; then each student will write a story that uses all four words. Explain that partners will share their stories with each other and with the class later in the week.

### 2 Choose Words and Review Their Meanings

Have each pair draw one slip from the paper bag. When all the students have finished reading the words on their slips, ask:



**Q** *What do you know about the words on your slip? Turn to your partner.*

Give partners a few minutes to discuss what they know about each word. Tell the students that if they cannot remember the meaning of a word, they can ask you or another pair about the meaning. When most pairs have finished talking, ask:

**Q** *What questions do you have about the words on your slip?*

Discuss any questions that the students have about their words.

## PRACTICE USING THE WORDS

### 3 Plan and Write a Story

Remind the students that each of them will write a story that uses all four words on the slip.

Use “Think, Pair, Share” to discuss:



**Q** *What story might you write using the words? [Pause.] Turn to your partner.*

Give partners a few minutes to discuss story ideas. Circulate as partners share. If the students are having trouble generating ideas, signal for their attention. Ask a volunteer pair to share their story ideas with the class and discuss how they came up with the ideas. If the students continue to struggle, suggest that they pick one of the words, think about a story they might write using that one word, and then think about how they might use each of the other words in the story. You might use one of the word sets to model the strategy.

Give the students time to write their stories. If the students finish writing early, have them quietly share their stories with their partners. Encourage them to use comments from their partners to revise their stories.

Tell the students that starting tomorrow, you will ask volunteers to share their stories with the class. Explain that students who are not ready to share tomorrow can share their stories later in the week.

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## EXTENSION

### Use Other Words in Stories

Invite the students to select another set of four or more words that they learned earlier in the year and to write another story using these words. You might display or print sets of word cards from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) and review the meanings of the words with the students. Before they begin writing, have the students discuss with their partners why they chose the words that they did and what they know about these words. After the students have completed writing their stories, partners can read their stories to each other or share them with the class and discuss the ways they used the vocabulary words in their stories.

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#### Teacher Note

If the students need more time for writing, they might finish their stories during their writing period. They can then share the stories during the week at vocabulary time.

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#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk with their families about the words they use in their stories this week.

**In this lesson, the students:**

- Share their stories with the class
- Speak clearly
- Ask one another questions about their writing
- Listen respectfully to the thinking of others and share their own
- Act in fair and caring ways

**SHARE STORIES****1** Discuss Speaking Clearly and Listening Respectfully

Gather the class with partners sitting together, facing you. Remind the students that this week they are writing and sharing stories that use four words that they learned earlier.

Before asking volunteers to share their stories, have a discussion about how the students will act—both as they share their stories and as they listen. Ask and briefly discuss questions such as the following:

- Q** *Why is it important to speak in a loud, clear voice when you're sharing your story with the class?*
- Q** *If you can't hear the author, how can you politely let him or her know?*
- Q** *How will you let the author know that you're interested in his or her writing? Why is it important to express interest in other people's writing?*

Encourage the students to be attentive and considerate audience members. Tell them that you will check in with them later to see how they did.

**2** Share Stories and Discuss Them as a Class

Have volunteers share their stories with the class. After each reading, discuss the story by asking questions such as the following:

- Q** *What vocabulary words did you hear [Paco] use in the story?*
- Q** *What was interesting about the way [Paco] used the word [dazed]?*
- Q** *What questions or comments do you have for [Paco] about his story?*
- Q** *What did you like about [Paco's] story?*

### 3 Reflect on Being a Respectful Audience

Ask and briefly discuss questions such as the following:

- Q *How did we do today as an audience? What might we want to work on as we continue to share stories?*
- Q *If you shared a story today, how did you feel? What did members of the audience do that made you feel [relaxed/nervous/proud]?*

### 4 Continue the Activity During the Week

On Days 3–5 of this week, repeat the procedures in Steps 2 and 3 to have additional volunteers share their stories with the class.

# Week 30

## YEAR-END REVIEW

### ABOUT WEEK 30

In the week of the *Making Meaning* program that corresponds with this week's vocabulary lessons, the students read self-selected texts, rather than hearing a read-aloud. For that reason, no new words are introduced this week. We suggest that the students spend the week reviewing some of the words they have learned during the year. The review will provide the students with the additional practice they need to make the words they have learned this year a permanent part of their vocabulary. The week will also prepare the students for Word Check 8, an end-of-year vocabulary assessment that focuses on the words reviewed this week.

The students review a set of words each day this week through an activity that varies from day to day. The table on the next page lists the words reviewed and identifies the weeks in which the words were originally taught.

## RESOURCES

### Assessment Resource Book

- Week 30 vocabulary assessments



### Online Resources

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

#### Whiteboard Activities

- WA1–WA7

#### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

#### Reproducibles

- Week 30 family letter (BLM1)
- (Optional) “Week 30 Word Cards” (BLM2)

# OVERVIEW

## Words Reviewed

Day 1 (Weeks 1-6)	Day 2 (Weeks 7-11)	Day 3 (Weeks 12-17)	Day 4 (Weeks 18-22)	Day 5 (Weeks 23-28)
bizarre	edible	compromise	formal	dense
boost	ideal	dubious	ineligible	equitable
focus	intricate	gleeful	initial	misfortune
impressive	jittery	imprudent	optimistic	perilous
plead	rummage	loathe	revere	raises eyebrows
reminisce		permanent		recede
severe		pursue		uniform
yearn		serene		

## Vocabulary Focus

- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ Prior to Day 1, write each of the following review words on an index card (you might also use strips of paper): *bizarre*, *boost*, *focus*, *impressive*, *plead*, *reminisce*, *severe*, and *yearn*. Put the cards into a paper bag.
- ✓ Prior to Day 1, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 214 of the *Assessment Resource Book*. Make a copy of the sheet for each day that you choose to use the Class Vocabulary Assessment Note.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.

(continues)

## ① DO AHEAD *(continued)*

- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1); see page 218 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 221 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 30 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

**In this activity, the students:**

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

**Words Reviewed****bizarre**

*Bizarre* means “very strange or odd.”

**boost**

*Boost* means “increase or improve.” *Boost* also means “push up from below.”

**focus**

*Focus* means “adjust the eyes to see something clearly.” *Focus* also means “concentrate your attention or effort on something.”

**impressive**

Something impressive has a strong effect on your mind. You notice and remember it.

**plead**

*Plead* means “beg.” When you plead, you ask for something in a strong or serious way.

**reminisce**

*Reminisce* means “think or talk about events in the past.”

**severe**

*Severe* means “causing great damage or pain.”

**yearn**

*Yearn* means “wish or long for something very strongly, especially something difficult to get.”

**REVIEW THE WORDS****1 Introduce the Activity**

Tell the students that this week they will review and practice using words they have learned throughout the year. Remind them that thinking and talking about the words they have learned helps them remember the words.

Explain that today partners will do an activity called “It’s in the Bag.” Display the day 1 review cards (WA1); then show the paper bag. Tell the students that the bag contains index cards, and that one of today’s review words is written on each card. Explain that each pair of students will draw one card from the bag. Partners will first talk about what they remember about the word on the card and then write what they

**Materials**

- Day 1 review cards (WA1)
- A paper bag containing review words, prepared ahead
- A sheet of paper for each pair of students
- “Class Vocabulary Assessment Record” sheet (CA1)

**Teacher Note**

You might choose to review additional words from Weeks 1-6. Write each word that you select on an index card and add the cards to the paper bag.

remember on a sheet of paper. Later partners will share what they wrote about their words with the class.

WA1



Give examples of what the students might write about a word.

**You might say:**

"If you remember what your word means, you can write that. You can use the word in a sentence that shows what the word means. You might also write about what you remember about acting out the word or talking about it in class. For example, if your word is *creak*, you might write about what types of things might creak and the way that they would sound when they creaked. If you have used the word outside of the vocabulary lessons or have heard someone use the word, you can write about that as well."

Tell the students that if they do not remember what their word means or anything else about the word, they can talk with you or another pair about the word.



Have each pair of students draw one word card from the paper bag. Ask the students to say the word but not discuss the meaning.

## PRACTICE USING THE WORDS

### 2 Write and Share What Partners Remember



Give each pair a sheet of paper. Then give the students several minutes to discuss and write about their words.

When most pairs have finished writing, have one or two pairs share what they remember about their words with the class. After a pair has shared, ask questions such as the following:

- Q *What did you hear [Isabel and Henry] say they remember about the word [bizarre]?*
- Q *What questions do you want to ask [Isabel and Henry] about what they wrote about [bizarre]?*
- Q *What is something you remember and want to share about the word [bizarre]?*

#### Teacher Note

Before asking the students to write about a word in pairs, you might write about a word as a class. Select a word, ask the students what they remember about it, and write a few of their ideas where everyone can see them. Then have pairs work on their own words.

Give the students additional time to discuss and write about their words.



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand the words' meanings?
- Are they able to use the words to explain their thinking?
- Are they using the words they have learned this year in their writing and in conversations outside of vocabulary time?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 214 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, incorporate the word into one or more of the other activities used to review words this week.

## Teacher Note

You might use this Class Vocabulary Assessment Note each day this week to evaluate your students' understanding of the words being reviewed.

# Find Another Word

# Day 2

### In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways

### Words Reviewed

#### edible

*Edible* means "safe to eat."

#### ideal

*Ideal* means "perfect." Something ideal is the best that it can be.

#### intricate

*Intricate* means "complicated."

#### jittery

*Jittery* means "worried or nervous."

#### rummage

*Rummage* means "search for something by moving things around."

### Materials

- Day 2 review cards (WA2)
- Day 2 review activity (WA3)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the day 2 review cards (🗂️ WA2) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play the Game “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show them a story that has one or more words underlined. You will read the story aloud; then partners will decide which of the vocabulary words could replace the underlined part of the story and explain why they think so.

Display the day 2 review activity (🗂️ WA3) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud, emphasizing the underlined word.

- Story 1: “*This vacation has been wonderful!*” said Mara. “*We’ve had so much fun, the food has been delicious, and the weather has been just perfect.*”

2. Give the students a few moments to think about the story and the underlined word. Then point to the five word choices and ask:

- 🗨️ **Q** Which vocabulary word could replace the underlined word? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

**PROMPT:** “I think the word [*ideal*] could replace [*perfect*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

### Teacher Note

Each story on the day 2 review activity (WA3) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

WA3

edible	<b>ideal</b>	intricate	jittery	rummage
--------	--------------	-----------	---------	---------

**STORY 1:** “This vacation has been wonderful!” said Mara. “We’ve had so much fun, the food has been delicious, and the weather has been just ideal.”

❶   ❷   ❸   ❹   ❺

4. Click ❶ to clear the screen.

Use the same procedure to discuss the remaining stories:

- Story 2: *Max tried to calm down before the soccer game, but he couldn't help feeling nervous.* (jittery)
- Story 3: *"We need to ask my uncle to take us looking for mushrooms," said Emma. "He's an expert and he knows which ones are safe to eat."* (edible)
- Story 4: *Jamal knew that making the special dinner for his parents would take all day. He needed to find more than 20 ingredients, and the recipe was very complicated.* (intricate)
- Story 5: *"I don't know where my wristwatch could have gone," said Yoshi. "It was in my suitcase, but I've searched through it three times, and I can't find it."* (rummaged)

## Does That Make Sense?

# Day 3

### In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others

### Words Reviewed

#### **compromise**

*Compromise* means "settle an argument with each side agreeing to give up something it wanted."

#### **dubious**

*Dubious* means "uncertain, unsure, or doubtful."

#### **gleeful**

*Gleeful* means "happy, delighted, or joyous."

#### **imprudent**

*Imprudent* means "unwise or careless." If you are imprudent, you do not use good judgment or think carefully before you do things.

#### **loathe**

*Loathe* means "hate, or strongly dislike."

#### **permanent**

*Permanent* means "lasting or meant to last a very long time or forever."

#### **pursue**

*Pursue* means "follow or chase someone in order to catch him or her."

#### **serene**

*Serene* means "calm or peaceful."

### Materials

- Day 3 review cards (WA4)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the day 3 review cards (WA4) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play the Game “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Remind the students that you will read a scenario that includes one of the review words. Partners will then decide whether or not the word makes sense in the scenario and explain why they think so.

Point to the word *compromise* on the day 3 review cards (WA4), and explain that the first scenario includes the word *compromise*.

Then read the following scenario aloud twice:

- “You can’t borrow my bicycle, no matter what,” Brad told his sister. “I’ll compromise all day if I have to, but you can’t have it.”

Ask:



Q Does the word *compromise* make sense in the scenario? Why do you think that? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.

#### Teacher Note

If the students struggle to answer the questions, signal for their attention. Reread the scenario aloud, and explain that *compromise* does not make sense. If Brad were willing to compromise, he might end the argument and lend his bicycle to his sister in exchange for something else.

WA4

compromise	dubious	gleeful
imprudent	loathe	permanent
pursue	serene	

**PROMPT 1:** The word \_\_\_\_\_ [does/does not] make sense because . . .

1

**PROMPT 1:** “The word [*compromise*] [does/does not] make sense because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

**[dubious]**

- *“I’m absolutely positive that this is the right way to get to the train station,” said Jolie. “I’ve never been more dubious.”*

**[gleeful]**

- *Mr. Harrison had to cancel his family’s trip to the beach, even though he knew they would be disappointed and gleeful.*

**[imprudent]**

- *Jenna started hiking alone late in the day and forgot to bring a map, a flashlight, or water. When she finally got home that night, she knew she shouldn’t have been so imprudent.*

**[loathe]**

- *Charlie absolutely loves blueberry pancakes. He eats them every year on his birthday because he loathes them so much.*

**[permanent]**

- *“It’s supposed to be warm and sunny tomorrow, so all of the snow will melt,” said Sarah. “I guess our snowman is only permanent.”*

**[pursue]**

- *When Officer Baker saw a car speed through a red light, he turned on his siren and pursued the driver down the street.*

**[serene]**

- *The hurricane was even stronger than people expected. The winds were powerful, the rain poured for hours, and the lightning was serene.*

# Day 4

## What's the Missing Word?

### Materials

- Day 4 review cards (WA5)
- Day 4 review activity (WA6)

### Teacher Note

Each sentence on the day 4 review activity (WA6) has a corresponding number: the first story is ①; the second story is ②; the third story is ③; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

### In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways

### Words Reviewed

#### formal

Formal clothing, language, or behavior is appropriate for business or for official or special occasions.

#### ineligible

*Ineligible* means “not eligible, or not allowed to do or have something.”

#### initial

*Initial* means “first.”

#### optimistic

*Optimistic* means “expecting the best to happen.” An optimistic person believes that things will turn out well.

#### revere

*Revere* means “greatly respect and admire.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the day 4 review cards (WA5) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play the Game “What’s the Missing Word?”

Tell the students that partners will play the game “What’s the Missing Word?” Remind the students that you will read a story that has a word missing. Partners must decide which of the vocabulary words is the missing word and explain why they think so.

Display the day 4 review activity (WA6) and begin playing the game:

1. Click ① to reveal the first story. Point to the sentence and read it aloud.

- Story 1: *Jacob hoped to enter his iguana into a “best pet in the world” contest, but only dogs and cats were allowed in the contest. Fish, reptiles, birds, and other kinds of animals were \_\_\_\_\_.*

2. Give the students a few moments to think about the story. Then point to the word choices and ask:



**Q** *What's the missing word? Why do you think so?* [Click ❶ again to reveal the prompt.] *Turn to your partner.*

**PROMPT:** "I think [*ineligible*] is the missing word because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

formal	<b>ineligible</b>	initial	optimistic	revere
--------	-------------------	---------	------------	--------

**STORY 1:** Jacob hoped to enter his iguana into a "best pet in the world" contest, but only dogs and cats were allowed in the contest. Fish, reptiles, birds, and other kinds of animals were **ineligible**.

❶   ❷   ❸   ❹   ❺

WA6

4. Click ❶ to clear the screen.

Use the same procedure to continue playing the game with the remaining stories.

- Story 2: *Before the artist painted a picture, she always took the \_\_\_\_\_ step of making a simple pencil drawing.* (initial)
- Story 3: *Zach always expected the best to happen. Even when things didn't go his way, he stayed upbeat and \_\_\_\_\_.* (optimistic)
- Story 4: *"I've always looked up to my Aunt Martha," said Lizzy. "She's very wise and brave, and she's someone I truly \_\_\_\_\_."* (revere)
- Story 5: *Kevin usually wore jeans and a T-shirt, but at the wedding he wore a tuxedo and dress shoes. His friends barely recognized him in such \_\_\_\_\_ clothes.* (formal)

### Teacher Note

If you are not using an interactive whiteboard, you might write the review words and the stories where everyone can see them.

# Day 5

## Make a Choice

### Materials

- Day 5 review cards (WA7)
- Copy of this week's family letter (BLM1) for each student
- Class set of the "Individual Vocabulary Assessment: Word Check 8" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

### ELL Note

Rather than having the students choose between two scenarios, you might have them discuss each one individually by first asking, "Is a family enjoying a picnic in an open field a dense group of people? Why?" and then asking, "Is a crowd getting on a subway train after a baseball game a dense group of people? Why?"

### In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **dense**

*Dense* means "thick or crowded."

#### **equitable**

*Equitable* means "fair and equal for everyone."

#### **misfortune**

*Misfortune* means "bad luck or an unlucky event."

#### **perilous**

*Perilous* means "risky or dangerous."

#### **raises eyebrows**

"Raises eyebrows" means "surprises or shocks."

#### **recede**

*Recede* means "move back or away or fade gradually."

#### **uniform**

*Uniform* means "consistent, or always the same." *Uniform* also means "all alike, or not different from one another."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the day 5 review cards ( WA7) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play the Game "Make a Choice"

Tell the students that partners will play the game "Make a Choice." Point to the word *dense* on the review cards (WA7) and explain that partners will play the first round of the game with the word *dense*. Then ask:



**Q** Which of these groups of people is more dense: a family enjoying a picnic in an open field or a crowd getting on a subway train after a baseball game? Why? [Click **1** on WA7 to reveal the first prompt.] Turn to your partner.

dense

equitable

misfortune

perilous

raises eyebrows

recede

uniform

**PROMPT 1:** I think a \_\_\_\_\_ is more **dense**  
because . . .

1

2

3

4

5

6

7

**PROMPT 1:** “I think a [crowd getting on a subway train after a baseball game] is more dense because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to continue playing the game using the following questions:

**[equitable]**



**Q** Which of these is equitable: three brothers at the movies sharing their popcorn evenly or the oldest brother eating almost all of the popcorn himself? Why? [Click **2** to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “I think [the three brothers sharing the popcorn evenly] is equitable because . . .”

**[misfortune]**



**Q** Which of these is a misfortune: winning the grand prize in a raffle or losing the raffle ticket that shows you had won? Why? [Click **3** to reveal the next prompt.] Turn to your partner.

**PROMPT 3:** “I think [losing the raffle ticket that shows you had won] is a misfortune because . . .”

**[perilous]**



**Q** Which of these behaviors is perilous: swinging back and forth on the trapeze at the circus or sitting in the audience at the circus? Why? [Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think [swinging back and forth on the trapeze] is perilous because . . .”

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

[raises eyebrows]

 **Q** Which of these actions would likely raise eyebrows: a mailman delivering the mail or a kangaroo predicting the weather? Why? [Click 5 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** "I think a [kangaroo predicting the weather] would likely raise eyebrows because . . ."

[recede]

 **Q** Which of these sounds would recede: the whistle of a distant train as it speeds away or the whistle of a teakettle as the water inside boils? Why? [Click 6 to reveal the prompt.] Turn to your partner.

**PROMPT 6:** "I think the whistle of a [distant train as it speeds away] would recede because . . ."

[uniform]

 **Q** Which of these groups of animals is uniform: the eight brown horses in a stable or the four cows, three pigs, and two sheep in a barn? Why? [Click 7 to reveal the prompt.] Turn to your partner.

**PROMPT 7:** "I think the group of [eight brown horses in a stable] is uniform because . . ."



## Assessment Notes

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

The final Individual Vocabulary Assessment of the year focuses on a representative group of words selected from Weeks 1-28 of the vocabulary lessons. (These words are reviewed through a series of activities in Week 30.) To assess individual students' understanding of the words, use the "Individual Vocabulary Assessment: Word Check 8" answer sheet (IA1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 215 of the *Assessment Resource Book*. We recommend that you pair this assessment with the Student Self-assessment described below.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of a group of words you select from Weeks 1-28 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 219 of the *Assessment Resource Book*.

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# Appendix A

## VOCABULARY LESSONS AND MAKING MEANING

This table shows each week of the vocabulary lessons, the read-aloud text used during that week, and the week in which that text was taught in the *Making Meaning Teacher’s Manual*. We suggest that you teach a week from the *Vocabulary Teaching Guide* one week after you have taught the corresponding week in the *Teacher’s Manual*. (For example, teach Vocabulary Week 1 a week after you have taught Unit 1, Week 1 in the *Teacher’s Manual*.)

<i>Making Meaning Vocabulary Teaching Guide</i>	Read-aloud Text(s)	<i>Making Meaning Teacher’s Manual</i>
Week 1	<i>A Bad Case of Stripes; The Old Woman Who Named Things</i>	Unit 1, Week 1
Week 2	<i>Song and Dance Man</i>	Unit 1, Week 2
Week 3	<i>Shattering Earthquakes</i>	Unit 2, Week 1
Week 4	“Tying the Score: Men, Women, and Basketball”; “Food for Thought: Cafeteria Menus Shape Up”	Unit 2, Week 2
Week 5	<i>Nineteenth-Century Migration to America</i>	Unit 2, Week 3
Week 6	<i>Animal Senses: How Animals See, Hear, Taste, Smell, and Feel</i>	Unit 3, Week 1
Week 7	<i>Animal Senses: How Animals See, Hear, Taste, Smell, and Feel</i>	Unit 3, Week 2
Week 8	<i>Slinky Scaly Slithery Snakes</i>	Unit 3, Week 3
Week 9	<i>Thunder Cake; The Princess and the Pizza</i>	Unit 4, Week 1
Week 10	<i>Chicken Sunday</i>	Unit 4, Week 2
Week 11	<i>The Bat Boy &amp; His Violin; Teammates</i>	Unit 4, Week 3
Week 12	“Demeter and Persephone”; “Co-chin and the Spirits”	Unit 4, Week 4
Week 13	<i>Pushing Up the Sky: Seven Native American Plays for Children: “Gluskabe and Old Man Winter”</i>	Unit 4, Week 5
Week 14	<i>Hurricane</i>	Unit 5, Week 1
Week 15	“My Man Blue”; “When We First Met”; “Second Son” from <i>My Man Blue</i>	Unit 5, Week 2
Week 16	“Grounded”; “The Watcher” from <i>My Man Blue</i>	Unit 5, Week 3
Week 17	<i>Amelia’s Road</i>	Unit 6, Week 1
Week 18	<i>Peppe the Lamplighter</i>	Unit 6, Week 2

(continues)

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<b><i>Making Meaning Vocabulary Teaching Guide</i></b>	<b>Read-aloud Text(s)</b>	<b><i>Making Meaning Teacher's Manual</i></b>
Week 19	<i>Coming to America: The Story of Immigration</i>	Unit 6, Week 3
Week 20	<i>A Picture Book of Harriet Tubman</i>	Unit 6, Week 4
Week 21	"Virtual Worlds: Community in a Computer"; "School Uniforms: The Way to Go"	Unit 7, Week 1
Week 22	"How to Make Oobleck"	Unit 7, Week 2
Week 23	<i>Farm Workers Unite: The Great Grape Boycott</i>	Unit 7, Week 3
Week 24	<i>Farm Workers Unite: The Great Grape Boycott</i>	Unit 7, Week 4
Week 25	<i>Flight</i>	Unit 8, Week 1
Week 26	<i>A Picture Book of Amelia Earhart</i>	Unit 8, Week 2
Week 27	<i>In My Own Backyard</i>	Unit 8, Week 3
Week 28	<i>A Picture Book of Rosa Parks</i>	Unit 8, Week 4
Week 29	(No read-aloud)	Unit 8, Week 5
Week 30	(No read-aloud)	Unit 9, Week 1

# Appendix B

## GRADE 4 WORDS AND DEFINITIONS

This table shows each word taught in grade 4 in alphabetical order, its definition, the week in which the word is introduced, and the number of its corresponding word card. An asterisk denotes a high-utility academic word listed in Averil Coxhead’s “A New Academic Word List” (Coxhead 2000).

Word	Definition	Week	Card
adequate*	<i>Adequate</i> means “enough or good enough.”	19	111
adore	<i>Adore</i> means “love or be very fond of someone or something.”	2	12
alternative*	An <i>alternative</i> is an “option, or something you can have or do instead of something else.”	25	149
ambition	An <i>ambition</i> is a “strong desire to do or achieve something.”	18	108
amiable	<i>Amiable</i> means “friendly and pleasant.”	15	87
analyze*	<i>Analyze</i> means “study or examine carefully.”	4	22
apprehensive	<i>Apprehensive</i> means “worried or anxious that something bad may happen.”	20	116
bellow	<i>Bellow</i> means “shout or roar loudly.”	9	50
bizarre	<i>Bizarre</i> means “very strange or odd.”	1	1
bliss	<i>Bliss</i> is “great joy or complete happiness.”	20	118
blotch	A <i>blotch</i> is a “spot or stain.”	8	47
blurt out	If you blurt out something, you say it suddenly or without thinking.	15	90
boost	<i>Boost</i> means “increase or improve.” <i>Boost</i> also means “push up from below.”	4	24
ceremony	A <i>ceremony</i> is an “event that celebrates a special occasion or honors someone.”	10	55
circulate	<i>Circulate</i> means “move or send from person to person or place to place.”	11	66
circumstances*	<i>Circumstances</i> are the “facts or events that affect or explain a situation.”	18	103
compromise	<i>Compromise</i> means “settle an argument with each side agreeing to give up something it wanted.”	12	72
conceal	<i>Conceal</i> means “hide.”	15	86
conditions	<i>Conditions</i> are the “circumstances in which someone works or lives or in which something happens.”	23	133
consistent	<i>Consistent</i> means “always the same.”	7	40
consistently	<i>Consistently</i> means “in a consistent way, or in a way that is always the same.”	7	42
crave	<i>Crave</i> means “want badly, long for, or desire very much.”	17	99

(continues)

(continued)

Word	Definition	Week	Card
creak	<i>Creak</i> means "make a sharp, squeaking sound."	1	6
critical	<i>Critical</i> means "extremely important or absolutely necessary."	6	35
crouch	When you crouch, you bend your legs and lower your body close to the ground.	13	78
custom	A <i>custom</i> is "something that has been done for a long time and has become widely accepted."	5	30
dazed	<i>Dazed</i> means "confused or unable to think clearly."	25	150
deceive	<i>Deceive</i> means "trick or fool someone into believing something that isn't true."	13	77
defy	<i>Defy</i> means "resist or refuse to obey."	28	166
dejected	<i>Dejected</i> means "sad and discouraged or in low spirits."	18	105
dense	<i>Dense</i> means "thick or crowded."	25	147
desire	<i>Desire</i> means "want, wish for, or long for something."	10	56
desperate	<i>Desperate</i> means "extremely difficult, serious, or dangerous."	26	153
dissimilar	<i>Dissimilar</i> means "not similar, or not alike." If two things are dissimilar, they are different.	6	31
dubious	<i>Dubious</i> means "uncertain, unsure, or doubtful."	15	88
edible	<i>Edible</i> means "safe to eat."	7	38
eerie	<i>Eerie</i> means "strange and frightening."	27	162
effective	Something effective works well or produces the result that is wanted.	1	2
elated	<i>Elated</i> means "extremely happy and excited."	18	104
eligible	<i>Eligible</i> means "allowed to do or have something."	19	114
endure	<i>Endure</i> means "continue or last for a long time." <i>Endure</i> also means "put up with something unpleasant such as pain, fatigue, or hardship."	24	144
engage	<i>Engage</i> means "take part in or do something." <i>Engage</i> also means "promise to marry someone" and "get and hold someone's interest or attention."	21	122
enraged	<i>Enraged</i> means "furious or very angry."	12	71
ensure*	<i>Ensure</i> means "make certain that something happens."	23	136
enthusiastic	When you are enthusiastic about something, you are excited about it or interested in it.	2	11
envision	<i>Envision</i> means "picture in the mind, or imagine."	27	158
equitable	<i>Equitable</i> means "fair and equal for everyone."	23	137
exclusive	<i>Exclusive</i> means "limited or belonging to a single person or group, or not shared."	24	140
experience	An <i>experience</i> is "something you have done, seen, or taken part in."	5	29
feat	A <i>feat</i> is an "act or achievement that shows great courage, strength, or skill."	26	155

(continues)

(continued)

Word	Definition	Week	Card
flee	<i>Flee</i> means "run away from danger."	8	45
focus*	<i>Focus</i> means "adjust the eyes to see something clearly." <i>Focus</i> also means "concentrate your attention or effort on something."	6	32
formal	Formal clothing, language, or behavior is appropriate for business or for official or special occasions.	21	125
fume	<i>Fume</i> means "be very angry or irritated."	16	93
function*	A <i>function</i> is a "purpose, role, or job."	6	33
get-up-and-go	"Get-up-and-go" means "energy."	1	4
gleeful	<i>Gleeful</i> means "happy, delighted, or joyous."	16	92
glower	<i>Glower</i> means "stare angrily."	10	59
glum	<i>Glum</i> means "unhappy, gloomy, or miserable."	16	91
greedy	A greedy person is selfish and wants more of something than he or she needs.	13	75
harass	<i>Harass</i> means "bother or annoy someone repeatedly or over a long period of time."	24	142
hardship	A <i>hardship</i> is "something that causes difficulty, pain, or suffering."	5	25
hazard	A <i>hazard</i> is a "danger or risk."	26	156
hinder	<i>Hinder</i> means "get in the way of, or make it difficult for someone to do something."	21	123
humane	<i>Humane</i> means "kind." Humane people are kind, caring, and compassionate toward others.	23	134
humble	If something is humble, it is plain and simple. If someone is humble, that person is modest or not proud.	9	52
humdrum	<i>Humdrum</i> means "boring or dull."	21	124
ideal	<i>Ideal</i> means "perfect." Something ideal is the best that it can be.	8	44
imposing	<i>Imposing</i> means "impressive because of great size or strength."	27	160
impressive	Something impressive has a strong effect on your mind. You notice and remember it.	4	21
imprudent	<i>Imprudent</i> means "unwise or careless." If you are imprudent, you do not use good judgment or think carefully before you do things.	16	94
in the blink of an eye	"In the blink of an eye" means "in an instant or extremely quickly."	27	159
inadequate	<i>Inadequate</i> means "not adequate, or not enough or not good enough."	19	110
inclusive	<i>Inclusive</i> means "involving or including a wide variety of people or things."	24	141
inconsistent	<i>Inconsistent</i> means "not consistent, or not always the same."	7	41

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(continued)

Word	Definition	Week	Card
indignantly	<i>Indignantly</i> means “in an indignant way, or in a way that shows you are angry because you feel insulted or unfairly treated.”	14	81
inedible	<i>Inedible</i> means “not edible, or not safe to eat.”	7	39
ineffective	Something ineffective is not effective. It does not work well or produce the result that is wanted.	1	3
ineligible	<i>Ineligible</i> means “not eligible, or not allowed to do or have something.”	19	113
inequitable	<i>Inequitable</i> means “not equitable, or not fair and equal for everyone.”	23	138
informal	<i>Informal</i> means “not formal.” Informal clothing, language, or behavior is appropriate for relaxed or casual occasions or everyday activities.	21	126
inhumane	<i>Inhumane</i> means “not humane, or cruel.” Inhumane people are not kind, caring, or compassionate toward others.	23	135
initial*	<i>Initial</i> means “first.”	22	129
inspire	<i>Inspire</i> means “make someone feel that he or she wants to do something and can do it.”	11	61
integrate*	<i>Integrate</i> means “include everyone or allow everyone to join or participate.”	28	164
intimidate	<i>Intimidate</i> means “make someone feel afraid or timid.”	11	65
intricate	<i>Intricate</i> means “complicated.”	10	60
jittery	<i>Jittery</i> means “worried and nervous.”	11	63
jubilant	<i>Jubilant</i> means “very happy, or joyful.”	24	143
keen	<i>Keen</i> means “sharp, quick, or alert.”	8	43
labor*	<i>Labor</i> means “work hard.”	17	98
landscape	A <i>landscape</i> is a “large area of natural scenery that you can see from one place.” A landscape might include hills, trees, mountains, lakes, or rivers.	3	16
launch	<i>Launch</i> means “start or begin.” <i>Launch</i> also means “throw, hurl, or send off” and “put a boat or ship into the water.”	11	64
lend a hand	“Lend a hand” means “help or assist.”	17	100
lethal	<i>Lethal</i> means “deadly, or able to kill.”	8	48
loathe	<i>Loathe</i> means “hate, or strongly dislike.”	17	97
luscious	<i>Luscious</i> means “delicious, or extremely good to eat.”	9	51
manually*	<i>Manually</i> means “done by hand rather than by a machine.”	22	131
merit	<i>Merit</i> means “deserve or be worthy.”	28	168
misfortune	<i>Misfortune</i> means “bad luck or an unlucky event.”	28	167
misjudge	<i>Misjudge</i> means “judge wrongly, or form a wrong or unfair opinion about a person or situation.”	10	58
mislead	<i>Mislead</i> means “lead someone to believe something that is not true.” If someone misleads you, the person intentionally gives you wrong information or lies to you.	9	54

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Word	Definition	Week	Card
mistreat	<i>Mistreat</i> means “treat badly, cruelly, or unfairly.”	20	115
mysterious	<i>Mysterious</i> means “very hard to explain or understand.”	12	70
neglect	<i>Neglect</i> means “fail to do something or take care of something properly.”	12	69
nosing around	“Nosing around” means “snooping, or searching in a sneaky way.”	7	37
note	<i>Note</i> means “notice or pay careful attention to something.”	22	132
obstacle	An <i>obstacle</i> is “something that blocks or gets in your way.”	6	36
offer	<i>Offer</i> means “present something for someone to accept or refuse.”	12	67
optimistic	<i>Optimistic</i> means “expecting the best to happen.” An optimistic person believes that things will turn out well.	18	107
pelt	<i>Pelt</i> means “strike or hit something again and again.”	10	57
perilous	<i>Perilous</i> means “risky or dangerous.”	24	139
permanent	<i>Permanent</i> means “lasting or meant to last a very long time or forever.”	17	101
pessimistic	<i>Pessimistic</i> means “expecting the worst to happen.” A pessimistic person thinks that things will turn out badly.	18	106
plead	<i>Plead</i> means “beg.” When you plead, you ask for something in a strong or serious way.	5	28
plunge	<i>Plunge</i> means “dive or fall suddenly.”	25	145
precarious	<i>Precarious</i> means “perilous, dangerous, or risky.”	26	154
precise*	<i>Precise</i> means “exact or accurate.”	22	130
prior to*	<i>Prior to</i> means “before or earlier.”	22	128
process*	A <i>process</i> is a “way to do or make something that requires several steps.”	22	127
proficient	<i>Proficient</i> means “skillful, or able to do something well.”	21	121
prudent	<i>Prudent</i> means “wise or careful.” If you are prudent, you use good judgment or think carefully before you do things.	16	95
pursue*	<i>Pursue</i> means “follow or chase someone in order to catch him or her.”	13	76
raises eyebrows	“Raises eyebrows” means “surprises or shocks.”	26	151
recede	<i>Recede</i> means “move back or away or fade gradually.”	27	161
reduce	<i>Reduce</i> means “destroy or break down completely.” <i>Reduce</i> also means “make less, fewer, or smaller.”	16	96
refuge	<i>Refuge</i> means “shelter or protection from trouble or danger, or a place that provides shelter or protection.”	20	117
rejoice	<i>Rejoice</i> means “show or feel great joy.”	12	68
reminisce	<i>Reminisce</i> means “think or talk about events in the past.”	2	7
reputation	<i>Reputation</i> means the “opinion people have of someone or something.” Your reputation is the way others think of you and the way they judge your character.	26	152
resemble	<i>Resemble</i> means “look or be like something or someone else.”	8	46

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Word	Definition	Week	Card
revere	<i>Revere</i> means “greatly respect and admire.”	20	120
rickety	<i>Rickety</i> means “in bad condition and likely to break.”	11	62
rove	<i>Rove</i> means “wander about or roam.”	19	109
rowdier	<i>Rowdier</i> means “more rowdy, or more wild and noisy.”	4	20
rowdy	<i>Rowdy</i> means “wild and noisy.”	4	19
rubble	<i>Rubble</i> is “broken pieces of brick, stone, or other material from a building that has been destroyed or demolished.”	3	18
rugged	<i>Rugged</i> means “tough and strong.” <i>Rugged</i> also means “having a rough, uneven surface” and “harsh or difficult.”	15	85
rummage	<i>Rummage</i> means “search for something by moving things around.”	9	53
safeguard	<i>Safeguard</i> means “protect or guard.”	28	165
sag	<i>Sag</i> means “droop or hang down.”	1	5
sandwiched	<i>Sandwiched</i> means “squeezed in between two people or things.”	15	89
scrutinize	<i>Scrutinize</i> means “look at very carefully.”	19	112
secure*	<i>Secure</i> means “fasten or tie firmly.” <i>Secure</i> also means “safe and protected.”	14	79
seek*	<i>Seek</i> means “try to find.”	5	26
segregate	<i>Segregate</i> means “separate people or keep people apart, usually because of race.”	28	163
sensitive	<i>Sensitive</i> means “sharp, quick, or alert.” <i>Sensitive</i> also means “easily offended or hurt.”	6	34
serene	<i>Serene</i> means “calm or peaceful.”	14	83
severe	<i>Severe</i> means “causing great damage or pain.”	3	15
sidesplitting	<i>Sidesplitting</i> means “extremely funny.”	2	10
slight	<i>Slight</i> means “small in amount or not serious, important, or noticeable.”	3	13
speculate	<i>Speculate</i> means “wonder or guess why something happened or what will happen next.”	27	157
stalk	<i>Stalk</i> means “follow or hunt a person or animal quietly and secretly.”	14	84
survey*	<i>Survey</i> means “look over or inspect something carefully.”	9	49
sustain*	<i>Sustain</i> means “keep going for a long period of time.”	14	82
temporary*	<i>Temporary</i> means “lasting or meant to last only a short time.”	17	102
thoroughly	<i>Thoroughly</i> means “in a thorough way, or completely.”	14	80
tilt	<i>Tilt</i> means “lean or tip to one side.”	3	17
topple	<i>Topple</i> means “fall over or make something fall over.”	3	14
transform*	<i>Transform</i> means “change completely.”	2	9
trend*	A <i>trend</i> is “the way in which something is changing.”	4	23

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Word	Definition	Week	Card
trim	<i>Trim</i> means “decorate or add ornaments to something.” <i>Trim</i> also means “cut or clip something to make it tidy or make it fit.”	2	8
uniform*	<i>Uniform</i> means “consistent, or always the same.” <i>Uniform</i> also means “all alike, or not different from one another.”	25	148
unwise	<i>Unwise</i> means “not having or showing good judgment and intelligence.”	13	74
valiant	<i>Valiant</i> means “brave or courageous.”	20	119
vigilant	<i>Vigilant</i> means “watchful and alert, especially for possible harm or danger.”	25	146
wise	<i>Wise</i> means “having or showing good judgment and intelligence.” Wise people make good decisions and give good advice, often because they have a lot of experience.	13	73
yearn	<i>Yearn</i> means “wish or long for something very strongly, especially something difficult to get.”	5	27

# Appendix C

## INDEPENDENT WORD-LEARNING STRATEGIES

The tables below show the weeks in which each independent word-learning strategy is introduced or reviewed, and which words are used to introduce or review the strategy. (Words formally taught in the vocabulary lessons are in bold.) Whenever a strategy is reviewed in a More Strategy Practice (MSP) activity, the activity is listed in the table as well.

### Recognizing Synonyms

Week	Word(s)
2	<b>transform</b> , change (Day 1, Step 6)
3	<b>topple</b> , fall (Day 1, Step 3)
4	<b>analyze</b> , study, examine (Day 3, Step 1) <b>boost</b> , increase, improve (Day 3, Step 5) MSP: Start a Synonym Chart
5	<b>yearn</b> , wish, long for (Day 1, Step 5)
8	<b>ideal</b> , perfect (Day 1, Step 3) <b>lethal</b> , deadly (Day 3, Step 5) <b>blotch</b> , spot, stain MSP: Discuss Synonyms of <i>Blotch</i>
9	<b>bellow</b> , shout, roar (Day 1, Step 3) <b>luscious</b> , delicious (Day 1, Step 5)
10	<b>desire</b> , want, wish for, long for (Day 1, Step 3) <b>intricate</b> , complicated (Day 3, Step 5)
11	<b>jittery</b> , worried, nervous (Day 1, Step 5)
13	<b>deceive</b> , trick, fool (Day 3, Step 3)
14	<b>secure</b> , fasten, tie (Day 1, Step 1) <b>thoroughly</b> , completely (Day 1, Step 4) <b>serene</b> , calm, peaceful (Day 3, Step 3)
15	<b>conceal</b> , hide (Day 1, Step 4) <b>amiable</b> , friendly, pleasant (Day 1, Step 6) <b>dubious</b> , uncertain, unsure, doubtful (Day 3, Step 1) MSP: Play "Synonym Match"
17	<b>loathe</b> , hate (Day 1, Step 1) <b>crave, desire</b> , want, long for (Day 1, Step 5)
19	<b>rove</b> , wander, roam (Day 1, Step 1)
20	<b>apprehensive</b> , worried, anxious (Day 1, Step 3) <b>bliss</b> , joy, happiness (Day 3, Step 1)

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Week	Word(s)
21	<b>proficient</b> , skillful (Day 1, Step 1) <b>humdrum</b> , boring, dull (Day 3, Step 1)
22	<b>prior to</b> , before, earlier (Day 1, Step 3) <b>initial</b> , first (Day 1, Step 5) <b>precise</b> , exact, accurate (Day 3, Step 1)
24	<b>perilous</b> , risky, dangerous (Day 1, Step 1) <b>jubilant</b> , happy, joyful (Day 3, Step 3) MSP: Discuss Synonyms and Antonyms of <i>Jubilant</i>
25	<b>plunge</b> , dive, fall (Day 1, Step 1) <b>dense</b> , thick, crowded (Day 1, Step 5) <b>uniform</b> , consistent (Day 3, Step 1) <b>dazed</b> , confused (Day 3, Step 6)
26	<b>precarious, perilous</b> , dangerous, risky (Day 3, Step 1) <b>hazard</b> , danger, risk (Day 3, Step 5)
27	<b>speculate</b> , wonder, guess (Day 1, Step 1) <b>envision</b> , picture, imagine (Day 1, Step 3) <b>imposing</b> , impressive (Day 3, Step 1)
28	<b>safeguard</b> , protect, guard (Day 1, Step 5) <b>merit</b> , deserve (Day 3, Step 5)

### Recognizing Antonyms

Week	Word(s)
1	<b>effective, ineffective</b> (Day 1, Step 9) MSP: Start an Antonym Chart
6	<b>dissimilar</b> , similar (Day 1, Step 1)
7	<b>edible, inedible</b> (Day 1, Step 4) <b>consistent, inconsistent</b> (Day 3, Step 2)
10	<b>intricate</b> , simple (Day 3, Step 6)
11	<b>jittery</b> , calm, relaxed (Day 1, Step 5)
13	<b>wise, unwise</b> (Day 1, Step 4)
16	<b>glum, gleeful</b> (Day 1, Step 3) <b>imprudent, prudent</b> (Day 3, Step 2)
17	<b>loathe, adore</b> (Day 1, Step 1) <b>permanent, temporary</b> (Day 3, Step 4)
18	<b>elated, dejected</b> (Day 1, Step 5) <b>pessimistic, optimistic</b> (Day 3, Step 2)
19	<b>inadequate, adequate</b> (Day 1, Step 4) <b>ineligible, eligible</b> (Day 3, Step 4)
21	<b>formal, informal</b> (Day 3, Step 5)

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Week	Word(s)
23	<b>humane, inhumane</b> (Day 1, Step 4) <b>equitable, inequitable</b> (Day 3, Step 5) MSP: Play "Antonym Match"
24	<b>exclusive, inclusive</b> (Day 1, Step 5) <b>jubilant</b> MSP: Discuss Synonyms and Antonyms of <i>Jubilant</i>
27	<b>recede</b> , approach (Day 3, Step 5)
28	<b>segregate, integrate</b> (Day 1, Step 3)

### Using the Prefix *in-* to Determine Word Meanings

Week	Word(s)
1	<b>ineffective</b> (Day 1, Step 9)
2	<b>ineffective</b> MSP: Review the Prefix <i>in-</i>
7	<b>inedible</b> (Day 1, Step 4) <b>inconsistent</b> (Day 3, Step 2) MSP: Discuss the Prefix <i>in-</i>
19	<b>inadequate</b> (Day 1, Step 4) <b>ineligible</b> (Day 3, Step 4) MSP: Explore Other Words That Use the Prefix <i>in-</i>
21	<b>informal</b> (Day 3, Step 5)
23	<b>inhumane</b> (Day 1, Step 4) <b>inequitable</b> (Day 3, Step 5)

### Using the Prefix *mis-* to Determine Word Meanings

Week	Word(s)
9	<b>mislead</b> (Day 3, Step 6)
10	<b>misjudge</b> (Day 3, Step 1) MSP: Discuss the Prefix <i>mis-</i>
20	<b>mistreat</b> (Day 1, Step 1)
28	<b>misfortune</b> (Day 3, Step 3) MSP: Review the prefix <i>mis-</i>

### Using the Suffix *-er* to Determine Word Meanings

Week	Word(s)
4	<b>rowdier</b> (Day 1, Step 3) MSP: Discuss Other Words with the Suffix <i>-er</i>
9	humbler MSP: Review the Suffix <i>-er</i>

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(continued)

Week	Word(s)
19	<b>rowdier</b> , glummer MSP: Review the Suffix <i>-er</i>
25	denser (Day 1, Step 7) MSP: Review the Suffix <i>-er</i>
27	<b>eerier</b> (Day 3, Step 8)

### Using the Suffix *-ly* to Determine Word Meanings

Week	Word(s)
7	<b>consistently</b> (Day 3, Step 4) MSP: Discuss the Suffix <i>-ly</i>
9	humbly (Day 3, Step 3)
14	<b>thoroughly</b> (Day 1, Step 5) <b>indignantly</b> (Day 1, Step 7) securely MSP: Review the Suffix <i>-ly</i> and Discuss the Word <i>Securely</i>
15	dubiously MSP: Review the Suffix <i>-ly</i> and Discuss the Word <i>Dubiously</i>
17	permanently, temporarily MSP: Review the Suffix <i>-ly</i> and Discuss the Words <i>Permanently</i> and <i>Temporarily</i>
22	initially (Day 1, Step 7) precisely (Day 3, Step 2) <b>manually</b> (Day 3, Step 4) MSP: Think More About the Suffix <i>-ly</i>

### Using Greek and Latin Roots to Determine Word Meanings

Week	Word(s)
11	<b>circulate</b> (Day 3, Step 6)
18	<b>circumstances</b> (Day 1, Step 1)
22	<b>manually</b> (Day 3, Step 4)
27	<b>envision</b> (Day 1, Step 3)

### Using Context to Determine Word Meanings

Week	Word(s)
3	<b>severe</b> (Day 1, Step 5) MSP: Play "Use the Clues"
6	<b>sensitive</b> (Day 3, Step 1)

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(continued)

Week	Word(s)
9	<b>bellow</b> (Day 1, Step 3)
12	<b>compromise</b> (Day 3, Step 5)
13	<b>greedy</b> (Day 1, Step 6)
16	<b>glum</b> (Day 1, Step 1) MSP: Play "Use the Clues"
17	<b>labor</b> (Day 1, Step 3)
24	<b>harass</b> (Day 3, Step 1)
28	<b>segregate</b> (Day 1, Step 1)

### Recognizing Idioms

Week	Word(s)
1	<b>get-up-and-go</b> (Day 3, Step 2) MSP: Discuss Idioms
2	<b>sidesplitting</b> (Day 3, Step 1)
16	reduced to tears MSP: Discuss the Idiom "Reduced to Tears"
17	<b>lend a hand</b> (Day 3, Step 1)
26	<b>raises eyebrows</b> (Day 1, Step 1)
27	<b>in the blink of an eye</b> (Day 1, Step 5)

### Recognizing Adages and Proverbs

Week	Word(s)
11	MSP: Explore Proverbs

### Recognizing Shades of Meaning

Week	Word(s)
5	<b>plead</b> (Day 3, Step 2) MSP: Discuss Shades of Meaning with <i>Plead</i> and <i>Ask</i>
9	<b>bellow</b> (Day 1, Step 4)
10	<b>glower</b> (Day 3, Step 3)
12	<b>rejoice</b> (Day 1, Step 4) <b>enraged</b> (Day 3, Step 3)
18	<b>elated</b> (Day 1, Step 3)
19	<b>scrutinize</b> (Day 3, Step 2)

## Recognizing Words with Multiple Meanings

Week	Word(s)
2	<b>trim</b> (Day 1, Step 5) MSP: Talk More About the Meanings of <i>Trim</i>
4	<b>boost</b> (Day 3, Step 7)
6	<b>focus</b> (Day 1, Step 5) <b>sensitive</b> (Day 3, Step 2) <b>critical</b> MSP: Discuss Another Meaning of <i>Critical</i>
8	<b>keen</b> MSP: Discuss Another Meaning of <i>Keen</i>
9	<b>survey</b> MSP: Discuss Other Meanings of <i>Survey</i>
10	<b>pelt</b> MSP: Discuss Another Meaning of <i>Pelt</i>
11	<b>launch</b> (Day 3, Step 3) MSP: Discuss the Meanings of <i>Launch</i>
14	<b>secure</b> (Day 1, Step 2) <b>stalk</b> MSP: Discuss Another Meaning of <i>Stalk</i>
15	<b>rugged</b> (Day 1, Step 3)
16	<b>reduce</b> (Day 3, Step 6)
21	<b>engage</b> (Day 1, Step 5) MSP: Discuss the Meanings of <i>Engage</i>
22	<b>note</b> MSP: Discuss Other Meanings of <i>Note</i>
24	<b>endure</b> (Day 3, Step 7)
25	<b>uniform</b> (Day 3, Step 3)
27	<b>imposing</b> MSP: Discuss Another Meaning of <i>Imposing</i>

### Using a Print Dictionary to Determine Word Meanings

Week	Word(s)
5	<b>experience</b> (Day 3, Step 4)

### Using an Online Dictionary to Determine Word Meanings

Week	Word(s)
17	MSP: Use an Online Dictionary

### Using a Print Thesaurus to Determine Word Meanings

Week	Word(s)
18	MSP: Use a Thesaurus

### Using an Online Thesaurus to Determine Word Meanings

Week	Word(s)
20	MSP: Use an Online Thesaurus

### Using a Glossary to Determine Word Meanings

Week	Word(s)
5	MSP: Discuss Using a Glossary

# Appendix D

## ADDITIONAL ACTIVITIES

### EXTENSION ACTIVITIES

Extension activities provide an opportunity to introduce the students to independent word-learning strategies not formally taught in the program, such as exploring how authors use language in interesting ways. The table below shows the weeks in which Extension activities appear and the names of the activities.

Week	Activities
1	Discuss Homophones
3	Explore Similes in <i>Shattering Earthquakes</i>
6	Discuss the Prefix <i>un-</i>
6	Discuss the Prefix <i>dis-</i>
7	Fun with Puns
8	Review Homophones
9	Discuss the Idiom "Pull the Wool Over Someone's Eyes"
10	Discuss the Suffix <i>-able</i> and the Word <i>Desirable</i>
16	Discuss the Prefix <i>im-</i>
17	Review the Prefix <i>im-</i>
19	Explore Domain-specific Words: <i>Colony</i>
20	Explore Domain-specific Words: <i>Amendment</i>
22	Review the Suffix <i>-able</i> and Discuss the Word <i>Notable</i>
23	Discuss the Prefix <i>en-</i>
26	Review Homophones Explore Domain-specific Words: <i>Navigator</i>
29	Use Other Words in Stories

## MORE ELL SUPPORT ACTIVITIES

More ELL Support activities provide English Language Learners with additional opportunities to build vocabulary and oral language skills. The table below shows the weeks in which More ELL Support activities appear and the names of the activities.

Week	Activities
1	Explore Antonyms
4	Discuss Favorite Fruits and Vegetables
7	Discuss the Suffix <i>-ly</i>
9	Discuss Special Foods
10	Discuss a Special Person
11	Find Objects That Are Rickety or Not Rickety
15	Discuss <i>Conceal</i> Further
16	Read Another Poem from <i>My Man Blue</i>
21	Design and Discuss School Uniforms
24	Discuss Helping Others
25	Discuss an Illustration
28	Discuss the Word <i>Courageous</i>

# Appendix E

## SPANISH COGNATE PRONUNCIATIONS

Week	Spanish Word	Pronunciation	English Word
2	transformar	trahns-fohr-MAHR	transform
2	entusiasta	ehn-too-seeAHS-tah	enthusiastic
2	adorar	ah-doh-RAHR	adore
4	impresionante	eem-preh-seeoh-NAHN-teh	impressive
4	analizar	ah-nah-lee-SAHR	analyze
6	función	foon-seeOHN	function
6	obstáculo	ohb-STAH-coo-loh	obstacle
8	ideal	ee-deh-AHL	ideal
8	letal	leh-TAHL	lethal
10	ceremonia	seh-reh-MOH-neeah	ceremony
10	intrincado/a	een-treen-CAH-doh/dah	intricate
11	inspirar	eens-pee-RAHR	inspire
11	intimidar	een-tee-mee-DAHR	intimidate
11	circular	seer-coo-LAHR	circulate
12	ofrecer	oh-freh-SEHR	offer
12	misterioso/a	mees-teh-reeOH-soh/sah	mysterious
14	seguro/a	seh-GOO-roh/rah	secure
14	indignamente	een-deeg-nah-MEHN-teh	indignantly
14	sereno/a	seh-REH-noh/nah	serene
15	amable	ah-MAH-bleh	amiable
16	imprudente	eem-proo-DEHN-teh	imprudent
16	prudente	proo-DEHN-teh	prudent
16	reducir	reh-doo-SEER	reduce
17	permanente	pehr-mah-NEHN-teh	permanent
17	temporal	tehm-poh-RAHL	temporary
18	circunstancias	seer-coons-TAHN-seeas	circumstances
18	pesimista	peh-see-MIHS-tah	pessimistic
18	optimista	ohp-tee-MIHS-tah	optimistic
18	ambición	ahm-bee-seeOHN	ambition
19	inadecuado/a	een-ah-deh-cooAH-doh/dah	inadequate

(continues)

(continued)

Week	Spanish Word	Pronunciation	English Word
19	adecuado/a	ah-deh-cooAH-doh/dah	adequate
20	aprensivo/a	ah-prehn-SEE-voh/vah	apprehensive
20	refugio	reh-FOO-heeoh	refuge
20	valiente	vah-leeEHN-teh	valiant
22	inicial	ee-nee-seeAHL	initial
22	preciso/a	preh-SEE-soh/sah	precise
22	manualmente	mah-nooahl-MEHN-teh	manually
23	condiciones	cohn-dee-seeOH-nehs	conditions
23	humano/a	oo-MAH-noh/nah	humane
23	inhumano/a	een-oo-MAH-noh/nah	inhumane
23	equitativo/a	eh-kee-tah-TEE-voh/vah	equitable
23	inequitativo/a	een-eh-kee-tah-TEE-voh/vah	inequitable
24	exclusivo/a	ehks-cloo-SEE-voh/vah	exclusive
24	inclusivo/a	een-cloo-SEE-voh/vah	inclusive
24	jubiloso/a	hoo-bee-LOH-soh/sah	jubilant
25	vigilante	vee-hee-LAHN-teh	vigilant
25	denso/a	DEHN-soh/sah	dense
25	alternativa	ahl-tehr-nah-TEE-vah	alternative
26	reputación	reh-poo-tah-seeOHN	reputation
26	desesperado/a	dehs-ehs-peh-RAH-doh/dah	desperate
26	precario/a	preh-CAH-reeoh/reeah	precarious
27	especular	ehs-peh-coo-LAHR	speculate
27	imponente	eem-poh-NEHN-teh	imposing
28	segregar	seh-greh-GAHR	segregate
28	integrar	een-teh-GRAHN-teh	integrate
28	merecer	meh-reh-SEHR	merit

# Appendix F

## VOCABULARY WORDS K-6

### GRADE K

active	enormous	persistent	unhealthy	curious
allow	evening	playful	unkind	dart
amusing	excited	pleasant	unpleasant	delighted
assist	exhausted	pleased	upset	destination
assortment	explore	pointy	useful	dine
bright	face	pounce	various	disappear
care for	fact	practice	visible	discover
collide	fits	proud	wade	disgusting
comfort	fluffy	release	warn	dump
comfortable	frightened	repair	weak	earsplitting
communicate	frustrated	rocky	welcome	essential
companion	furious	rough	whirl	evidence
complete	generous	scoop	wild	exclaim
concerned	glance	scoot		extraordinary
confident	goosey	scramble	<b>GRADE 1</b>	faint
container	greet	signal	admire	feast
courageous	grin	similar	adult	ferocious
cozy	haul	snatch	adventure	firm
creature	healthy	snooze	affectionate	flash
creep	icy	soar	amazing	fond
crowded	imitate	soggy	appetite	frigid
cupboard	invite	sphere	arrange	future
decide	kind	straight	arrive	gather
delicious	land	stuck	astonished	gigantic
depart	lonely	survive	audible	glide
describe	machine	swiftly	bad-tempered	glow
determined	mend	switch	beam	gulp
diet	mighty	tame	bob	habitat
difficult	need	tangled	bold	hero
disappointed	nuisance	tasty	chomp	hope
drowsy	observe	tip	collapse	hover
eager	overhead	train	commotion	howl
edge	passenger	transportation	contents	humorous
energetic	patient	travel	cooperate	impolite
enjoy	pedestrian	uncomfortable	crabby	inaudible
	peer	uncrowded	crush	independent

(continues)

(continued)

inspect	sob	conserve	grumble	steer clear
journey	spot	consume	guide	stream
lunge	squint	content	hospitality	strenuous
match	stomp	convince	host	stuff
meadow	store	create	huddle	stunned
memory	study	damp	hurl	sturdy
migrate	surroundings	dash	insist	swirl
miserable	thrilling	decrease	miniature	teamwork
moan	tidy	delightful	misbehave	terrible
munch	timid	disapprove	murmur	terrific
mutter	track	discover	mushy	tourist
neighborhood	tremble	disguise	necessary	treat
neighborly	trust	disobedient	notorious	tumble
nervous	tug	downcast	numerous	unique
odd	twirl	dull	obedient	unusual
odor	underground	duplicate	occasionally	unwelcome
ordinary	untidy	eavesdrop	optional	usual
pack	vegetation	eavesdropper	overalls	valuable
peaceful	wander	ecstatic	overjoyed	vanish
persevere	wobble	embarrass	pester	variety
pile	wonder	encourage	picky	whimper
popular	wriggle	expand	plenty	
possession		expert	precaution	<b>GRADE 3</b>
pout	<b>GRADE 2</b>	fabulous	predict	abandon
powerful	accompany	fade	prepare	achieve
predator	annoy	familiar	provide	adapt
prey	appreciate	fearful	racket	adjust
protect	approach	fearless	rarely	adventuresome
quarrel	approve	fetch	recently	advise
rapidly	attach	flap	recreation	aggressive
relax	attract	flexible	regularly	appetizing
remain	behave	flop	routine	aroma
rescue	beneficial	fragile	rude	astounding
resent	blob	fragrant	scrunch	avoid
respect	bulge	fresh	shelter	ban
ridiculous	chaos	genius	shimmer	barricade
rumble	characteristic	glare	shriek	belongings
rush	collect	gleam	sip	bewildered
scrumptious	compassionate	gobble	slurp	blow your top
shallow	complex	gratitude	sniffle	boast
snuggle	congratulate	grip	solid	brainstorm

(continues)

(continued)

				<b>GRADE 4</b>
bustle	ease	lively	skillful	adequate
caretaker	energize	long	slog	adore
celebration	evacuate	lounge	slump	alternative
challenge	exhilarated	magnificent	snap	ambition
cherish	faint	mature	snug	amiable
clatter	fantasize	memorable	sorrowful	analyze
clench	fantastic	motion	spectacular	apprehensive
cling	fierce/fiercest	nifty	speechless	bellow
clutch	flabbergasted	obstinate	speedy	bizarre
cluttered	flashy	opportunity	squirm	bliss
coax	flick	original	strain	blotch
collaborate	flimsy	overwhelmed	stressful	blurt out
comfy	floppy	particularly	struggle	boost
command	flutter	permissible	successful	ceremony
commence	forbid	permit	swarm	circulate
considerate	fortunate	persist	swerve	circumstances
contentment	frank	plain	task	compromise
convenient	fret	plop	texture	conceal
cross	fury	prefer	threatened	conditions
customary	generally	prowl	throw yourself into something	consistent
dazzle	ghastly	quiver	tip	consistently
deadly	graceful	rap	trample	crave
debris	gruff	realize	unaggressive	creak
decline	handy	recall	unexpected	critical
delirious	have a change of heart	reconsider	unfortunate	crouch
depend	have eyes in the back of your head	reluctant	ungrateful	custom
determination	hazardous	require	unlikely	dazed
devastate	headstrong	retrieve	unsuccessful	deceive
differ	heartbreaking	reunite	unwind	defy
diligent	horizontal	roam	urgent	dejected
disaster	immature	ruckus	utter	dense
disorganized	immense	savory	valuable	desire
display	impermissible	scan	vertical	desperate
disrupt	improvise	secure	volunteer	dissimilar
distress	industrious	self-confident	well-organized	dubious
diverse	intense	serve	whiz	edible
dodge	joyful	shuffle	whoop	eerie
doubtful	likely	silky	whoosh	effective
durable		skill		elated

(continues)

(continued)

eligible	inequitable	process	transform	dab
endure	informal	proficient	trend	daring
engage	inhumane	prudent	trim	defenseless
enraged	initial	pursue	uniform	delectable
ensure	inspire	raises eyebrows	unwise	deliberately
enthusiastic	integrate	recede	valiant	dependent
envision	intimidate	reduce	vigilant	desert/deserter
equitable	intricate	refuge	wise	desirable
exclusive	jittery	rejoice	yearn	deteriorate
experience	jubilant	reminisce		device
feat	keen	reputation	<b>GRADE 5</b>	devour
flee	labor	resemble	academic	dignified
focus	landscape	revere	advantage	dilapidated
formal	launch	rickety	argue	dim
fume	lend a hand	rove	battered	disadvantage
function	lethal	rowdier	befuddled	discontinue
get-up-and-go	loathe	rowdy	billow	discourteous
gleeful	luscious	rubble	blow off steam	disposition
glower	manually	rugged	blunt	dissatisfied
glum	merit	rummage	breathtaking	drastic
greedy	misfortune	safeguard	budge	dwelling
harass	misjudge	sag	bundle	efficient
hardship	mislead	sandwiched	calamity	emerge
hazard	mistreat	scrutinize	cantankerous	engrossed
hinder	mysterious	secure	clamber	envious
humane	neglect	seek	clamor	establish
humble	nosing around	segregate	clank	ethical
humdrum	note	sensitive	clash	exert
ideal	obstacle	serene	cluster	extend
imposing	offer	severe	commit	fanciful
impressive	optimistic	sidesplitting	compel	get on board
imprudent	pelt	slight	comply	grimace
in the blink of an eye	perilous	speculate	conspicuous	grotesque
inadequate	permanent	stalk	consume/consumer	hair-raising
inclusive	pessimistic	survey	contact	harbor
inconsistent	plead	sustain	contemplate	heartless
indignantly	plunge	temporary	contented	heave
inedible	precarious	thoroughly	convert	helter-skelter
ineffective	precise	tilt	cuisine	heroine
ineligible	prior to	topple	currently	hospitable

(continues)

(continued)

hunch	priority	typical	confide	hypocrite
hunger	procedure	uneasy	congested	impermanent
impact	protest	unethical	consensus	in the doghouse
indicate	quality	values	consider	inch
inefficient	reassure	vary	cordial	incident
influence	regulate	vast	counsel	incompetent
inform	reliable	vexed	cower	inconceivable
injustice	resilient	vivid	cruise	inconsolable
insignificant	resist	wide-eyed	despair	inconspicuous
interact	resolve	widespread	dismal	incredulous
international	restore	wobbly	distinctive	initiative
intrigue	restriction		document	intensify
knowledgeable	reuse	<b>GRADE 6</b>	dramatic	intently
loll	reverie	abruptly	elegant	internal
lose your nerve	rustle	access	encounter	intrude
lurch	scarce	accessible	enigma	jostle
lurk	scour	acknowledge	erroneously	just
lush	selfless	acquire	eventful	leisure
luxurious	sequence	acute	exasperated	linger
master	significant	adamant	excel	livelihood
meager	sociable	adhere	exceptional	magnanimous
memento	solitary	adjacent	excessive	majestic
mobile	soothe	adversity	expose	meticulous
moist	spectacle	altruistic	external	mimic
momentous	squander	appeal	extract	mistrustful
moocher	stamina	appropriate	extreme	modify
motionless	stroll	arduous	flail	monitor
mystify	stun	aspire	forethought	mount
negative	suit	assert	forlorn	muddled
nourish	supporter	awkward	frail	nimble
on pins and needles	supreme	bark	frantic	nonhuman
pandemonium	surge	beckon	gargantuan	nonviolent
peculiar	tattered	bind	get down to business	obligation
peer	thoughtful	catastrophe	gregarious	ooze
picturesque	thoughtless	clump	grit	overcome
plummet	throng	commercial	guidance	overworked
pollute	thrust	compatible	heartwarming	particular
positive	thunderous	competent	hideous	passionate
prejudice	towering	composed	hostile	pastime
preposterous	tranquil	conceivable	hullabaloo	plot
preteen	trickle	condone	hurtle	pluck

(continues)

(continued)

potential	resigned	sling	surreptitiously	understanding
precede	salvage	spew	teeter	unjust
presentable	scamper	step up to the plate	tenacious	unpredictable
press	scavenge	stew	tongue-tied	unreasonable
prickly	scurry	stoop	trace	unsettled
prohibited	self-sufficient	storm	trek	view
promote	shatter	subterranean	tribulation	vital
rate	sheepish	summon	trigger	vulnerable
ravenous	shift	sumptuous	trudge	
reasonable	skim	supervision	turmoil	
reflect	sleek	suppress	ubiquitous	

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Center for the

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1001 Marina Village Parkway, Suite 110  
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Reading Assessment  
Preparation Guide

CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



GRADE

4



# Reading Assessment Preparation Guide

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GRADE

4



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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270, fax: (510) 464-3670  
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# Introduction

English language arts/literacy and mathematics standards outline what students are expected to know and be able to do at the end of each grade. With the adoption of these standards come end-of-year summative assessments aligned with the standards.

The goal of the *Reading Assessment Preparation Guide* is to prepare students for the reading comprehension portion of standards-based assessments. This guide introduces the students to the types of passages and test items they will encounter in these end-of-year assessments. The instruction in the guide supports the students in two important ways. First, it guides the students in using the self-monitoring procedures and reading comprehension and “fix-up” strategies they have learned during the year to make sense of a passage. Second, it provides the students with a process they can use to read, understand, and respond to various types of test items. With guidance from you, the students work together to read and understand passages and respond to test items, helping them build the confidence they need to perform well on the assessment.

The unit in this guide uses the same pedagogy and four-day lesson structure as other units in the *Making Meaning*® program. Support materials—including student handouts, interactive whiteboard activities, assessment record sheets, and supplemental assessment passages and questions—can be accessed on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about the CCC Learning Hub, see “Using the Technology Features” in the Introduction of the *Teacher’s Manual*.

# Teaching the Unit

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## How the Unit Is Organized

The *Reading Assessment Preparation Guide* includes four days of instruction. With guidance and support, the students read two passages during the instructional week and respond to test items that correspond to the passages. The reading levels of the passages are within the grade 4 text-complexity band. The items represent the variety of formats the students will encounter on a standards-based assessment, including both selected-response items (multiple-choice) and constructed-response items (written responses of varying length). The items align with a range of reading, writing, and language standards. Extension activities on Days 2 and 3 provide additional test items for further practice. If the students require more instruction or practice, supplemental passages and items can be found on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). All of the instructional and supplemental passages are provided in the “Passages, Question Sets, and Answer Keys” section of this guide, beginning on page 31. Included with each passage are the test items associated with the passage, an answer key, and the skills each item addresses. For information about using the passages and test items at various times during the year, see “Using the Instructional and Supplemental Passages and Test Items Throughout the Year” on page viii.

During the lessons, the students work as a class, in pairs, and individually to read and comprehend passages and analyze and answer questions about the passages. Through this process, the students develop a class set of “tips” for answering questions that they can apply to assessment items of all types.

### **DAY 1: READ-ALoud/STRATEGY LESSON**

The students are introduced to the end-of-year reading assessment. They discuss their growth as readers during the year and review the self-monitoring procedures and comprehension and “fix-up” strategies they have learned and practiced to make sense of texts. You read aloud the first part of the passage “Marine Iguanas,” self-monitoring and thinking aloud about the strategies you are using to make sense of and remember the text. In pairs and as a class, the students discuss what they noticed you doing during your reading of the passage. The students then read the rest of the passage and discuss the strategies they use to make sense of the text.

### **DAY 2: STRATEGY LESSON**

The students read “Marine Iguanas” independently and discuss the strategies they use to make sense of the text. As a class, they then analyze and respond to three test items in

varying formats, developing a systematic process for responding to assessment items that you capture in a chart titled “Tips for Answering Questions”:

- Read the directions carefully so that you know how to mark your answers.
- Read the question carefully—more than once if necessary.
- Ask yourself: What information is the question asking for? What are the important words?
- Skim the passage to find the important information.
- Reread the part that helps you answer the question.

### **DAY 3: GUIDED STRATEGY PRACTICE**

Independently, the students read the second passage of the week, “Observations of Marine Iguanas.” They monitor their comprehension and discuss the reading comprehension and “fix-up” strategies they use to make sense of the text. They then work with partners to analyze and respond to four test items, using the tips for answering questions they developed on Day 2. As on Day 2, the test items represent a variety of formats and address a range of reading and language skills.

### **DAY 4: GUIDED STRATEGY PRACTICE**

As a class and with modeling support from you, the students respond to a final test item that requires them to write a paragraph, using information from both passages. The students then reflect on what they have learned during the week.

---

## **Planning and Teaching the Lessons**

We recommend that you teach this unit a week or two before your end-of-year assessment is administered. This will ensure that the contents of the unit are fresh in the students’ minds while still providing you with the additional time you may need to reteach a lesson or provide additional practice. (For a suggestion for how to include the unit in your instruction for the year, see “Sample Calendar for Grade 4” in the Introduction of the *Teacher’s Manual*.)

To prepare to teach the lessons, begin by reading the unit’s introductory pages. The Resources list specifies the texts, extension activities, and assessments for the unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). The Overview table provides a general outline of the unit.

Next, read the comprehension and social development focuses in the Week Overview. The “Do Ahead” section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the unit’s comprehension and social development focuses from lesson to lesson.

---

## Using the Instructional and Supplemental Passages and Test Items Throughout the Year

In addition to the two sets of passages and the associated test items used for instruction during the week, you will find three sets of supplemental practice passages and test items on the CCC Learning Hub. All of the available sets are listed in the table below, along with their passage type and BLM (blackline master) number. The shaded rows are supplemental sets.

### Grade 4 Passages and Test Items Sets

Passage and Associated Test Items	Passage Type	BLM #
"Marine Iguanas" "Questions: 'Marine Iguanas' "	Informational	1 2
"Observations of Marine Iguanas" "Questions: 'Observations of Marine Iguanas' "	Literary	3 4
"Where Is Greece?" "Questions: 'Where Is Greece?' "	Informational	5 6
"Athena and Poseidon's Contest" "Questions: 'Athena and Poseidon's Contest' "	Literary	7 8
"Our Family Trip to Greece" "Questions: 'Our Family Trip to Greece' "	Literary	9 10

Both the instructional and supplemental passages and test items can be used throughout the year in a variety of ways.

### FALL

You might use the passages "Marine Iguanas" and/or "Observations of Marine Iguanas" and associated test items at the start of the school year as an informal baseline assessment of the students' reading comprehension and their comfort and facility with test-like passages and items. You can then use what you observe to help you plan instruction. You might use the supplemental passages periodically during the year for further evaluation or practice.

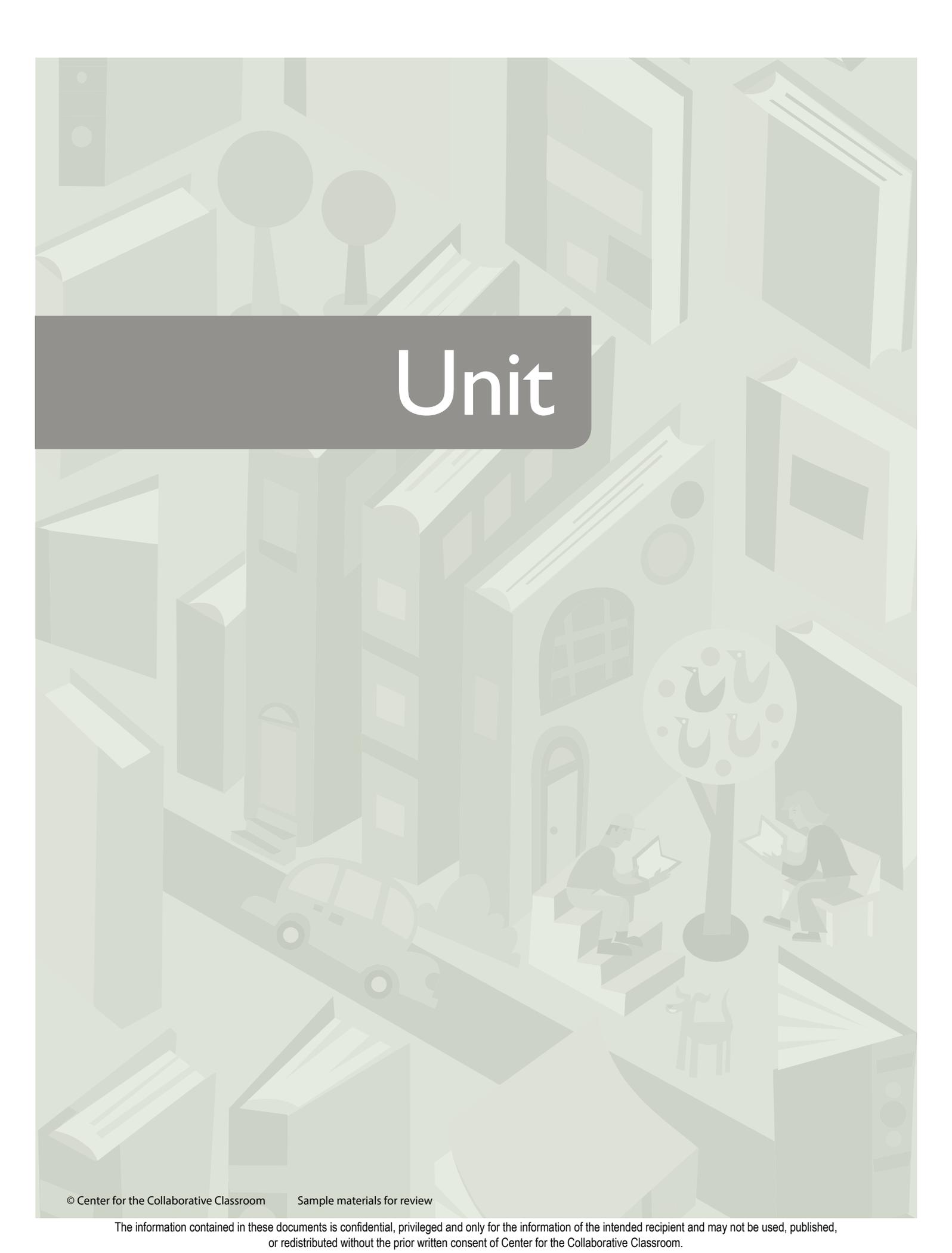
## **WINTER**

If your school or district decides to administer an interim standards-based assessment, you might teach the unit in this guide as preparation for that assessment. (The modeling you do on Day 1 will need to reflect the strategies that have been taught.) You can then use the supplemental passages and test items to teach the lessons in this guide prior to the end-of-year assessment.

## **SPRING**

After teaching the unit in this guide as preparation for the end-of-year assessment, you might assign one or more of the supplemental passages and their associated test items as seatwork or homework for the students, either as further practice or to use as an informal individual assessment of each student's progress on standards type assessment items.





# Unit



# Unit

## Answering Questions in Response to Text

During this one-week unit, the students prepare for the reading comprehension portion of a standards-based end-of-year summative assessment. The students reflect on their growth as readers during the year and apply what they have learned about monitoring their comprehension and using comprehension and “fix-up” strategies to make sense of two practice passages. They work together as a class and in pairs to analyze and respond to various types of questions associated with the passages, including selected-response items (multiple-choice) and constructed-response items (written responses of varying length). Out of that process, they develop a set of “tips” for successfully answering assessment questions. Socially, the students focus on taking responsibility for their learning, sharing their thinking, and using prompts to build on one another’s thinking.



## RESOURCES

### Source Materials

- “Marine Iguanas”
- “Observations of Marine Iguanas”

### IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”

### Extensions

- “Discuss Practice Questions 4 and 5”
- “Discuss Practice Questions 5 and 6”
- “Provide Additional Practice with Supplemental Passages and Questions”
- “Help the Students Prepare for Assessment Day”

### Assessments

- “Class Assessment Record” sheets



## Online Resources

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

### Whiteboard Activities

- WA1–WA7

### Reproducibles

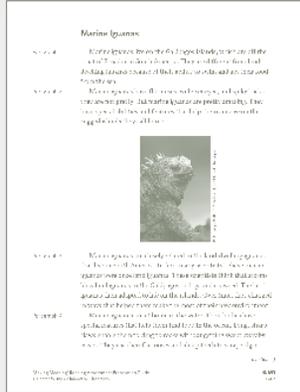
- “Marine Iguanas” (BLM1)
- “Questions: ‘Marine Iguanas’” (BLM2)
- “Observations of Marine Iguanas” (BLM3)
- “Questions: ‘Observations of Marine Iguanas’” (BLM4)
- (Supplemental) “Where Is Greece?” (BLM5)
- (Supplemental) “Questions: ‘Where Is Greece?’” (BLM6)
- (Supplemental) “Athena and Poseidon’s Contest” (BLM7)
- (Supplemental) “Questions: ‘Athena and Poseidon’s Contest’” (BLM8)
- (Supplemental) “Our Family Trip to Greece” (BLM9)
- (Supplemental) “Questions: ‘Our Family Trip to Greece’” (BLM10)

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week	<p><b>Read-aloud/Strategy Lesson:</b> "Marine Iguanas"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reflecting on growth as readers</li> <li>▪ Reviewing reading comprehension strategies, self-monitoring, and "fix-up" strategies</li> <li>▪ Hearing, reading, and discussing a passage</li> </ul>	<p><b>Strategy Lesson:</b> "Marine Iguanas"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Rereading and discussing a passage to build comprehension</li> <li>▪ Discussing various question formats</li> <li>▪ Answering questions about the passage as a class</li> <li>▪ Referring to the passage to support their thinking</li> </ul>	<p><b>Guided Strategy Practice:</b> "Observations of Marine Iguanas"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading and discussing a passage</li> <li>▪ Self-monitoring and using comprehension and "fix-up" strategies</li> <li>▪ Answering questions about the passage in pairs</li> <li>▪ Referring to the passage to support their thinking</li> </ul>	<p><b>Guided Strategy Practice:</b> "Marine Iguanas" and "Observations of Marine Iguanas"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Adding sentences to a paragraph about the passages</li> <li>▪ Referring to the passages to support their thinking</li> </ul>



## “Marine Iguanas” (BLM1)

This informational passage discusses the special abilities and features that help marine iguanas survive on the Galápagos Islands.



## “Observations of Marine Iguanas” (BLM3)

These journal excerpts document a professor’s observations of marine iguanas.

### Comprehension Focus

- Students reflect on their growth as readers.
- Students review the comprehension strategies they have learned.
- Students review self-monitoring and “fix-up” strategies.
- Students use strategies to make sense of assessment practice passages.
- Students learn a procedure for answering various types of assessment questions.

### Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students use prompts to build on one another’s thinking.

## DO AHEAD

- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make sure the “Reading Comprehension Strategies” and “Thinking About My Reading” charts are posted where everyone can see them. Display the charts throughout the week.
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the student handouts for the unit (see “Reproducibles” on page 2). Make a class set of copies of each required handout listed (BLM1–BLM4) and any supplemental handouts you plan to use.
- ✓ Prior to Day 1, prepare to model using strategies to make sense of the passage “Marine Iguanas” (see Step 4). For more information and examples of modeling, review IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).
- ✓ Prior to Day 1, prepare a class set of folders for the students to use to organize their materials during the week.
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Tips for Answering Questions” (see Step 6).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1) on page 88.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2) on page 89.

# Day 1

## Read-aloud/Strategy Lesson

### Materials

- “Marine Iguanas” chart (WA1)
- Copy of “Marine Iguanas” (BLM1) for each student
- “Reading Comprehension Strategies” chart
- “Thinking About My Reading” chart
- A folder for each student

### Teacher Note

We recommend that you teach this unit a week or two before your end-of-year reading assessment.

### In this lesson, the students:

- Work with new partners
- Reflect on how they have grown as readers
- Review the strategies they have learned to make sense of text
- Hear, read, and discuss a passage
- Use discussion prompts to build on one another’s thinking
- Work in a responsible way

### ABOUT PREPARING FOR A STANDARDS-BASED END-OF-YEAR ASSESSMENT

This week, with guidance and support from you, the students prepare for the reading comprehension portion of a standards-based end-of-year assessment. As a class and in pairs, the students hear, read, and discuss passages and answer reading comprehension questions about the passages. After preparing your students for the assessment in a classroom environment, we recommend that you provide them with further practice in a computerized testing environment.

### 1 Pair Students and Introduce the End-of-year Assessment

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assessment. Explain that the assessment is an opportunity for the students to show how they are growing as readers and writers and that the assessment provides information that is important for them, as well as for their families, teachers, and principal. Explain that during part of the assessment, the students will read passages and answer questions about the passages. Tell the students that during the next few days, they will work together to prepare for the reading portion of the assessment by hearing, reading, and discussing some practice passages and questions.

## 2 Review What Good Readers Do to Make Sense of Text

Point out that during the year, the students have learned what good readers do to make sense of text, and they have worked hard to become stronger readers themselves. Use “Think, Pair, Share” to discuss:



**Q** *In what ways have you grown as a reader this year? In what ways are you a stronger reader now than you were at the beginning of the year?* [pause]  
*Turn to your partner.*

Have a few volunteers share their thinking with the class.

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review that good readers use various strategies to make sense of what they are reading. Ask:

**Q** *What have you learned about the strategies good readers use?*

Have a few volunteers share their thinking with the class.

Direct the students’ attention to the “Thinking About My Reading” chart and review that another thing that good readers do is stop and ask themselves questions as they read to make sure they understand what they are reading. Remind the students that they learned “fix-up” strategies they can use when they do not understand what they have read. Ask:

**Q** *What do good readers do when they realize they do not understand something they have read?*

If necessary, review that good readers reread something they have not understood slowly and carefully. If that does not fix the problem, they read ahead and look for information that clears up their confusion. Explain that this week the students will use these strategies to help them make sense of the practice passages they read.

## 3 Introduce “Marine Iguanas”

Tell the students that today they will hear a nonfiction passage about iguanas called “Marine Iguanas.” Display the “Marine Iguanas” chart (WA1), and distribute a copy of the passage (BLM1) to each student. Point out that, unlike most passages, this passage shows the number of each paragraph. Explain that the numbers are provided to make it easier for you to point out and discuss particular paragraphs.

Point to the title of the passage and the photo of the marine iguana and ask:

**Q** *What do you wonder about marine iguanas?*

Have one or two volunteers share their thinking with the class.

### Teacher Note

The grade 4 reading comprehension strategies are:

- using text features
- questioning
- recognizing story elements
- making inferences
- visualizing
- analyzing how texts are organized
- determining important ideas and supporting details
- summarizing.

### Teacher Note

The “Thinking About My Reading” prompts are:

- What is happening in my book?
- Do I understand what I am reading?
- Do I know what most of the words mean?
- Is this book interesting and fun to read?

### Teacher Note

The “fix-up” strategies are:

- Go back and reread slowly and carefully. Look for clues in the text.
- Read ahead to look for more clues or information.
- Use a reading comprehension strategy.
- Ask for help.

## 4 Read Aloud and Model Self-monitoring and Using Strategies

Explain that you will read the first five paragraphs of the passage aloud and that you would like the students to follow along on their copies. Tell them that you will stop after each paragraph and think aloud about what you just read. Ask the students to listen carefully and notice what you are doing to check your understanding and fix comprehension problems as you read.

Read the first five paragraphs aloud slowly and clearly, stopping as described below to model monitoring your comprehension and using strategies to make sense of the passage.

Stop after:

**Paragraph 1:** “They are different from land-dwelling iguanas because of their ability to swim and get their food from the sea.”

**You might say:**

“I’ll ask myself: ‘Did I understand what I just read?’ The opening paragraph of a passage is important because it often tells what the passage is mainly about. I think this passage is going to be about how marine iguanas are different from land-dwelling iguanas and how they are able to survive on the Galápagos Islands, but I’ll reread the paragraph just to make sure. [Reread the paragraph aloud.] I was right. The last sentence says, ‘They are different from land-dwelling iguanas because of their ability to swim and get their food from the sea.’”

Reread the last sentence before the stop and continue reading.

Stop after:

**Paragraph 2:** “They have special abilities and features that help them survive on the rugged islands they call home.”

**You might say:**

“Again, I’ll ask myself: ‘Did I understand what I just read?’ Yes, I understood this paragraph. As I read, I did something I know good readers do—I looked carefully at the photograph. [Point to the photograph.] I know that photographs and other text features help readers understand and remember what they read. The photograph will help me to remember how the text describes marine iguanas—they have ‘flat noses, wide-set eyes, and spiky backs.’”

Reread the last sentence before the stop and continue reading.

Stop after:

**Paragraph 3:** “Over time, they changed in ways that helped them make the most of their new environment.”

**You might say:**

"I understood this paragraph. I know that to think more deeply about what they are reading, good readers wonder and ask questions as they read. The last sentence says, 'Over time, they changed in ways that helped them make the most of their new environment.' What I'm wondering is 'How did marine iguanas change over time?' Maybe I'll learn more about this when I read on."

Reread the last sentence before the stop and continue reading.

Stop after:

**Paragraph 4:** "They can hold their breath underwater for up to 30 minutes at a time."

**You might say:**

"I understood what I read in this paragraph. To help me make sense of the information and remember it, I used another strategy good readers use—visualizing. I pictured in my mind the iguanas' long claws clinging to rocks and their crocodile-like tails. I also made an inference as I read. I inferred that marine iguanas are vegetarians from these clues: 'They use their flat noses and sharp teeth to scrape algae off rocks' and 'They can dive up to 49 feet to feed on seaweed.' Also, I found one answer to the question I had earlier about how marine iguanas changed over time. I learned that they became great swimmers. They can hold their breath for up to 30 minutes!"

Reread the last sentence before the stop and continue reading.

Stop after:

**Paragraph 5:** "So the darkness of the rocks and the darkness of their skin help the iguanas stay warm."

**You might say:**

"Hmmm. There is a lot of information in this paragraph, and I'm not sure that I understood all of it, especially the part about dark surfaces absorbing the sun's warmth. I'll reread to see if that helps me clear up my confusion. [Reread the last four sentences, beginning with 'Most marine iguanas are dark gray or black.'] Oh, I see. Dark colors absorb the warmth of the sun, so the iguanas lie on the warm dark rocks after swimming in the cold water. Their dark skin also absorbs the sun's warmth and helps them stay warm."

## 5 Discuss What the Students Noticed

Facilitate a discussion of what the students noticed you doing to make sense of the passage by asking questions like those that follow. Remind the students to use the discussion prompts they have learned to build on one another's thinking.

**Q** *What did you notice me doing to make sense of the paragraphs I read?*

### Teacher Note

The discussion prompts are:

- "I agree with \_\_\_\_\_ because..."
- "I disagree with \_\_\_\_\_ because..."
- "In addition to what \_\_\_\_\_ said, I think..."

**Q** *What comprehension strategies did I use? How did they help me understand or remember what I read?*

**Q** *What did I do when I did not understand something I read?*

**Students might say:**

"I noticed that you stopped at the end of each paragraph to check if you understood what you read. That's something good readers do."

"In addition to what [Seema] said, I noticed that you reread part of a paragraph when you were confused about something."

"I agree with [Seema and Juan]. I also noticed that you used comprehension strategies. You visualized and wondered about what you were reading. You also made an inference, and you looked carefully at the photograph."

If necessary, explain that you read each paragraph slowly and carefully. After reading a paragraph, you asked yourself if you understood what you read, and then you reread to clear up any confusion. You also used reading comprehension strategies such as questioning, visualizing, making inferences, and using text features to help you understand and remember what you read.

## **6** Have the Students Read the Rest of the Passage

Explain that you would like the students to read the last three paragraphs of the passage quietly to themselves. Direct their attention to the "Thinking About My Reading" and the "Reading Comprehension Strategies" charts, and remind them to stop at the end of each paragraph to monitor their comprehension and use comprehension strategies to help them make sense of what they read. Also remind them to use the "fix-up" strategies of rereading and reading ahead if they do not understand something in the passage. Ask the students to look up when they are done reading.

When most students have finished, ask:

**Q** *What did you learn about marine iguanas in the last three paragraphs of the passage?*

**Q** *What strategies did you use to make sense of what you read?*

**Q** *If you were confused, what did you do to clear up your confusion?*

Have a few volunteers share their thinking.

Tell the students that tomorrow they will have an opportunity to read the passage again and work with their partners to answer questions about it. Distribute a folder to each student and explain that this is where the students will keep passages and other materials for the week. Have the students put their copies of "Marine Iguanas" inside their folders and keep the folders in their desks.

### **Teacher Note**

Save the "Marine Iguanas" chart (WAI) to use during the week.

## 7 Reflect on Working Responsibly

Ask and briefly discuss:

Q *What did you do to work responsibly today?*

# Strategy Lesson

# Day 2

### In this lesson, the students:

- Reread and discuss a passage
- Discuss various question formats
- Answer questions about the passage as a class
- Refer to the passage to support their thinking
- Listen respectfully to the thinking of others and share their own

## 1 Review and Reread “Marine Iguanas”

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that during the end-of-year assessment, they will read passages and answer questions about the passages. Review that yesterday the students began to prepare for the assessment by reviewing the strategies good readers use to make sense of text. They also listened as you read and thought about the first part of a passage and used the strategies themselves to make sense of the rest of the passage. Explain that today the students will reread the passage and work together to answer questions about it.

Display the “Marine Iguanas” chart (📄 WA1), and remind the students that this is the passage they heard and read yesterday. Ask:

 Q *What do you remember about the passage? Turn to your partner.*

Without discussing as a class, tell the students that you would like them to quietly reread their copies of the passage (BLM1) to help them prepare to answer questions about it. Direct their attention to the “Thinking About My Reading” and “Reading Comprehension Strategies” charts, and remind them to monitor their comprehension and use the comprehension strategies to help them make sense of what they read. Also remind them to use the “fix-up” strategies of rereading and reading ahead if they do not understand something in the passage. Ask the students to look up when they are done reading.

### Materials

- “Marine Iguanas” chart (WA1) from Day 1
- “Questions 1–3: ‘Marine Iguanas’” chart (WA2)
- Copy of “Questions: ‘Marine Iguanas’” (BLM2) for each student
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- “Tips for Answering Questions” chart, prepared ahead, and a marker

When most students have finished, ask:

**Q** *What part of the passage, if any, did you have trouble understanding?*

**Q** *What did you do to help you make sense of that part?*

Have a few volunteers share their thinking.

## 2 Discuss Question 1

Distribute a copy of “Questions: ‘Marine Iguanas’” (BLM2) to each student. Tell the students that these are questions about the passage that they will answer. Display question 1 on the “Questions 1–3: ‘Marine Iguanas’” chart (WA2).

### Questions 1-3: “Marine Iguanas”

#### Question 1

Read the question. Circle the letter of the correct answer.

What main point does the author make in “Marine Iguanas”?

- A. Marine iguanas are protected by special laws.
- B. Marine iguanas may once have been land-dwelling creatures.
- C. Marine iguanas live in the Galápagos Islands off the coast of Ecuador.
- D. Marine iguanas have developed special abilities that help them survive in their environment.

WA2

### Teacher Note

To avoid overwhelming the students with testing jargon, we refer to each assessment “item type” (multiple-choice, fill-in-the-blank, short-answer, essay, and other formats) as a “question” even though in some cases the item type is not literally a question.

You might explain that this type of question is called a “multiple-choice question” because it requires you to choose a single answer from among multiple, or several, possible answers.

Explain that question 1 is an example of one type of question the students may see on the end-of-year assessment. Point to the directions that precede the question (“Read the question. Circle the letter of the correct answer.”) and explain that an assessment question usually includes directions that tell you how to mark or record your answer. Tell the students that it is important to read directions like this carefully so that they mark their answers properly. Have the students read the directions quietly to themselves. Then ask:

**Q** *According to the directions, how will you mark your answer to question 1?*

Have one or two volunteers share their thinking. If necessary, point out that the students will circle the letter of the correct answer.

Point to the question on the chart (“What main point does the author make in ‘Marine Iguanas’?”), and explain that it is important to read the question *slowly and carefully* and think about what it is asking. Explain that if the students are not sure that they understand a question, they should read it again.

Ask the students to listen carefully as you read the question aloud twice. Then read and reread the question. Ask:

- Q** *What information is the question asking for?*
- Q** *What are the important words in the question? What words are important for finding the answer?*

**Students might say:**

"The question is asking what the author's main point is."

"I agree with [Pete]. I think *main point* are the important words in the question."

"In addition to what [Sammi and Pete] said, I think *main point* probably means what the passage is mainly about. I think that's what the question is asking for."

As the students share their ideas, circle the important words they identify on the chart. If necessary, explain that *main point* are the important words in the question. Explain that the main point of a passage is the most important idea or information in the passage. It is the one idea or piece of information that the author considers most important for us to understand and remember. Explain that to answer the question, the students need to identify the most important thing the author of the passage is telling us about marine iguanas.

### 3 Answer Question 1

Tell the students that as you read the answer choices aloud, you want them to decide which choice tells the main point the author is making about marine iguanas in the passage. Then read the answer choices aloud slowly and clearly. Ask:

- Q** *Which answer choice states the main point of the passage? Why do you think that?*

Have one or two volunteers share their thinking. If necessary, explain that answer choice D tells the main point of the passage. Explain that the important idea the author wants us to remember about marine iguanas is that they have developed special abilities over time that enable them to survive on the islands where they live. Point out that the other answer choices are details about marine iguanas; they are not what the passage is *mainly* about.

Circle letter D for question 1 on the "Questions 1–3: 'Marine Iguanas'" chart and have the students circle the letter D on their copies of the questions.

Display the "Marine Iguanas" chart, and explain that authors often state the main point of a passage in the first or second paragraph. Ask the students to follow along as you read the first two paragraphs of the

passage and listen for the sentence that states the main point. Then read the paragraphs aloud. Ask:

**Q** Which sentence states the main point of the passage?

Have one or two volunteers share their thinking. If necessary, point out that the last sentence of the second paragraph states the main point.

Tell the students that if they are asked a question on the end-of-year assessment about the main point or main idea of a passage, a strategy they can use to find the main point is to read the first two paragraphs of the passage and look for a sentence that tells what the passage is *mainly* about.

#### **4** Discuss Question 2

Display question 2 on the “Questions 1–3: ‘Marine Iguanas’” chart, and have the students turn to question 2 on their copies of the questions. Explain that question 2 is an example of another type of question the students may see on an end-of-year assessment.

WA2

**Question 2**

What are **three** examples of special abilities or features that help marine iguanas survive on the Galápagos Islands? Write the examples on the lines below.

Example 1:

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Example 2:

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Example 3:

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Remind the students that it is important to read a question and any directions that come with it slowly and carefully. Ask the students to listen as you read question 2 and the directions for recording the answer.

Then read the question and directions aloud twice. Point to the question (“What are **three** examples of special abilities or features that help marine iguanas survive on the Galápagos Islands?”) and ask:

- Q *What information is the question asking for?*
- Q *What are the important words in the question? Which words are important for finding the answer?*

**Students might say:**

“The question is asking us to find special abilities or features that help marine iguanas survive.”

“In addition to what [Yadir] said, the question is asking for *three* examples.”

“I agree with [Julia and Yadir]. I think *three examples, special abilities or features, and survive* are important words.”

As volunteers share their thinking about important words, circle the words in the question on the chart. If necessary, explain that *three examples, special abilities or features, and survive* are important words.

Point to the directions (“Write the examples on the lines below.”) and ask:

- Q *According to the directions, how will you record your answer to question 2?*

Have one or two volunteers share their thinking.

Tell the students that to answer question 2, they will need to skim the passage, or read quickly through it, and find examples of the special abilities or features that help marine iguanas survive on the Galápagos Islands. Explain that as they skim, they might look for the important words they identified in the question—*special abilities or features and survive*—to help them find paragraphs with examples.

Display the “Marine Iguanas” chart, and have the students look at their copies. Ask:

- Q *Which paragraphs have examples of marine iguanas’ special abilities and features? Skim the passage and circle the numbers of the paragraphs with examples.*

When most students have finished, have a few volunteers share their thinking. If necessary, explain that paragraphs 4, 5, 6, and 7 have examples of the special abilities and features of marine iguanas.

Ask the students to read paragraphs 4, 5, 6, and 7, and underline at least three examples of marine iguanas’ special abilities or features. (You might point out that they may find more than three examples.) When most students have finished, display the “Questions 1–3: ‘Marine Iguanas’” chart. Then ask:

- Q *What is one example of a special ability or feature that helps marine iguanas survive on the Galápagos Islands?*
- Q *Do others agree that [long, sharp claws] is an example?*

### Teacher Note

If the students have little experience with skimming or seem unsure about what to do, call for the students’ attention and model skimming the passage to find the paragraphs about marine iguanas’ special abilities and features.

## Teacher Note

These are examples of marine iguanas' special abilities or features:

- Paragraph 4: long, sharp claws; flat noses; sharp teeth; long, crocodile-like tails; dive up to 49 feet; hold their breath underwater for up to 30 minutes
- Paragraph 5: dark gray or black skin
- Paragraph 6: sneeze salt
- Paragraph 7: change their size when their food supply changes

As volunteers share their thinking and the students reach agreement about three examples, record the examples on the chart. Have the students record the examples on their copies of question 2.

## 5 Discuss Question 3

Display question 3 on the “Questions 1–3: ‘Marine Iguanas’” chart, and have the students turn to question 3 on their copies of the questions. Explain that this is another type of question that the students might see on an end-of-year assessment.

WA2

### Question 3

Read the excerpt from the passage below. Underline the sentence that tells how scientists think marine iguanas got to the Galápagos Islands. Then underline the name of the continent that the iguanas probably came from.

Marine iguanas are closely related to the land-dwelling iguanas that live in South America. In fact, many scientists believe marine iguanas were once land iguanas. These scientists think that storms blew land iguanas to the Galápagos on logs and seaweed. The land iguanas then adapted to life on the islands. Over time, they changed in ways that helped them make the most of their new environment.

Ask the students to listen carefully as you read the directions. Then read the directions aloud. Ask:

- Q *What are these directions asking you to do?*
- Q *What are the important words in the directions? What information are you being asked to find?*

#### Students might say:

“The directions are telling us to read the excerpt and underline some information.”

“In addition to what [Toby] said, the information we have to underline is how scientists think marine iguanas got to the Galápagos Islands and the name of the continent that marine iguanas probably came from.”

“I agree with [Keith]. The important words are *how scientists think marine iguanas got to the Galápagos Islands* and *the continent that the iguanas probably came from.*”

Have a few volunteers share their thinking. Circle the important words the students identify on the chart. If necessary, explain that

the students are to read the excerpt from the passage, underline the sentence that tells how scientists think marine iguanas got to the Galápagos Islands, and underline the name of the continent that the iguanas probably came from.

Ask the students to read the excerpt quietly to themselves and then underline the information the directions call for. When most students have finished, ask:

**Q** *What did you underline?*

**Q** *Do others agree that ["These scientists think that storms blew land iguanas to the Galápagos on logs and seaweed" and "South America"] are the correct responses?*

As volunteers share their thinking and the students reach agreement, underline their responses on the chart. Have the students underline the responses on their copies of the question.

## **6** Introduce the "Tips for Answering Questions" Chart

Remind the students that today they looked at three examples of assessment questions. Ask and discuss:

**Q** *What did we learn about answering assessment questions?*

### **Students might say:**

"We learned that there are different types of questions."

"I agree with [Lindsey]. We also found out that we need to read the directions carefully so that we'll know how to answer each question. Sometimes you circle a letter. Sometimes you write an answer or underline sentences in the passage."

"In addition to what [Lindsey and Pedro] said, I learned that you have to read a question a couple of times and make sure you understand it. There are important words in the question that you need to pay attention to."

"Also, skimming and rereading the important part of the passage is really important—even if you think you know the answer."

As volunteers share their thinking, record their ideas on the "Tips for Answering Questions" chart. Be ready to paraphrase their responses so that your chart is similar to the example in the diagram on the next page.

### **Teacher Note**

The correct responses are "These scientists think that storms blew land iguanas to the Galápagos on logs and seaweed" and "South America."

## Tips for Answering Questions

*Read the directions carefully so that you know how to mark your answers.*

*Read the question carefully—more than once if necessary.*

*Ask yourself: What information is the question asking for? What are the important words?*

*Skim the passage to find the important information.*

*Reread the part that helps you answer the question.*

### Teacher Note

If you would like to discuss additional “Marine Iguanas” practice questions with the students, see the extension “Discuss Practice Questions 4 and 5” below.

### Teacher Note

The correct answer to question 4 is “It presents a variety of facts about one topic.” Correct answers to question 5 are “changed to fit in” (part A) and “Over time, they changed in ways that helped them make the most of their new environment” (part B).

Tell the students that the questions they discussed today are just a few examples of the kinds of questions they might be asked on the end-of-year assessment. Explain that tomorrow they will have a chance to hear and read another passage and work with their partners to answer questions about it. Have the students put their materials inside their folders. Tell the students that you will post the “Tips for Answering Questions” chart where everyone can see it and that they can use the tips throughout the week to help them answer questions.

## EXTENSION

### Discuss Practice Questions 4 and 5

Follow the procedures you used on Day 2 (see Steps 2–5) to have the students discuss and answer questions 4 and 5 on their copies of “Questions: ‘Marine Iguanas’” (BLM2). Remind the students to use the information on the “Tips for Answering Questions” chart to help them find the correct answers. Then use the “Questions 4–5: ‘Marine Iguanas’” chart (WA3) to discuss the students’ responses as a class.

## In this lesson, the students:

- Read and discuss a passage
- Self-monitor and use comprehension and “fix-up” strategies to make sense of the passage
- Answer questions about the passage in pairs
- Refer to the passage to support their thinking
- Work in a responsible way

## 1 Review and Discuss Working with Partners

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that they are preparing for an end-of-year assessment, and review that yesterday they read a passage about marine iguanas and worked as a class to answer questions about the passage. Explain that today the students will read another passage about marine iguanas and work with their partners to answer questions about it.

Briefly discuss:

**Q** *What do you want to keep in mind as you work with your partner today?*

Have a few volunteers share their thinking with the class.

## 2 Introduce the Passage and Have the Students Read Independently

Display the “Observations of Marine Iguanas” chart (WA4), and distribute a copy of the passage (BLM3) to each student. Read the title aloud. Explain that this passage contains excerpts from a journal by Professor Flora DeWitt. Explain that Professor DeWitt visited the Galápagos Islands, observed (watched) the marine iguanas on the island, and wrote down what she saw in her journal.

Tell the students that you would like them to read the passage quietly to themselves. Direct their attention to the “Thinking About My Reading” chart. Tell them that, as they read, you want them to stop occasionally and ask themselves if they understand what they are reading. If they do not understand something they have read, they are to put a check mark next to that part of the passage and use a “fix-up” strategy to try to fix the problem. Review that “fix-up” strategies include rereading slowly and carefully and reading ahead to find additional information. Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that they can also use the comprehension strategies they have learned to help them make sense of the passage.

## Materials

- “Observations of Marine Iguanas” chart (WA4)
- Copy of “Observations of Marine Iguanas” (BLM3) for each student
- “Questions 1–4: ‘Observations of Marine Iguanas’” chart (WA5)
- Copy of “Questions: ‘Observations of Marine Iguanas’” (BLM4) for each student
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- “Class Assessment Record” sheet (CA1)

## Teacher Note

The factual information about marine iguanas in the passage is accurate, but the journal itself is fiction. Professor DeWitt is a fictional character.

Tell the students that you will check in with them later to see how they did with reading and understanding the passage. Then have the students quietly read the passage.

Circulate as the students are reading. Confer briefly with the students about what they are doing to monitor their comprehension and fix comprehension problems.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students monitoring their comprehension?
- Are they using “fix-up” strategies to address comprehension problems?

Record your observations on the “Class Assessment Record” sheet (CA1) on page 88. Use the following suggestions to support the students:

- If **all or most students** are monitoring their comprehension and using “fix-up” strategies, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are monitoring their comprehension and using “fix-up” strategies, model reading a part of the passage, thinking aloud about what you are doing to monitor your comprehension and address comprehension problems (see Day 1, Step 4). You might also consider teaching or reviewing IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).

### 3 Discuss Self-monitoring and “Fix-up” Strategies

When the students have finished reading, briefly discuss the passage. Ask:

**Q** *What did Professor DeWitt notice about marine iguanas?*

Then facilitate a discussion about how they did with monitoring their comprehension and fixing problems. Ask:

**Q** *What part of the passage, if any, did you have trouble understanding?*

**Q** *What did you do to help you make sense of that part?*

Have a few volunteers share their thinking. If the students had difficulty comprehending any part of the passage, read that part aloud and discuss it with the students.

### 4 Discuss Question 1 in Pairs

Review that the students will work with their partners to answer questions about the passage. Distribute a copy of “Questions: ‘Observations of Marine Iguanas’” (BLM4) to each student. Display

question 1 on the “Questions 1–4: ‘Observations of Marine Iguanas’” chart (WA5).

WA5

### Questions 1-4: “Observations of Marine Iguanas”

#### Question 1

Read the questions in part A and part B. Circle the letter of the correct answer for each question.

#### Part A

Which sentence best states the author’s opinion of marine iguanas?

- A. They are dangerous, beautiful creatures.
- B. They are scary-looking, but they are amazing.
- C. They are boring, uninteresting creatures.
- D. They are gentle and would make good pets.

#### Part B

Which sentences from the passage best support your answer to part A?

- A. “I sat down to take notes on the creature’s appearance. When I looked up, it was crawling over the rocks toward the water.”
- B. “To my surprise, when I arrived I saw dozens of marine iguanas huddled together on the rocks and in the sand. It suddenly made sense to me.”
- C. “I gazed in wonder at the fierce-looking creatures cuddling up next to each other. I wondered what other surprising things I would learn about them.”
- D. “We have gotten very close to several marine iguanas while they were sunning. We now know what the white substance on their heads is. It’s sea salt!”

Tell the students that question 1 is the first question about the passage they will answer with their partners. Point out that this question has two parts: part A and part B. Direct the students’ attention to the “Tips for Answering Questions” chart, and tell the students that you want partners to use these tips to answer both parts of question 1. Briefly review the tips. Explain that when partners agree on the correct answer, each student is to mark the answer on his or her copy of the questions. Have partners work together to answer question 1.

Circulate as pairs work, offering support as needed.

When most students have finished, discuss the following questions:

- Q What answers did you and your partner agree on for question 1?
- Q How did you mark your answers?
- Q What did you and your partner do to figure out the answers?

#### Teacher Note

For example, if the students are struggling to understand what the question in part A is asking, you might explain that the words *the author’s opinion of marine iguanas* are important words in the question, and that the question is asking which of the four answer choices tells what Professor DeWitt *thinks* about marine iguanas. In part B, the question is asking which of the answer choices *supports*, or is evidence of, Professor DeWitt’s opinion of marine iguanas.

#### Teacher Note

The correct answers to question 1 are B (part A) and C (part B).

Q *Who agrees with [Yvonne and Mike] that [B in part A and C in part B] are the correct answers?*

Q *Who marked different answers? Why did you choose those answers?*

Have a few volunteers share their thinking.

## 5 Follow the Same Procedure to Answer Questions 2-4

Follow the same procedure to have partners answer questions 2, 3, and 4. Continue to circulate as pairs discuss each question and offer support as needed.

### Teacher Note

If the students are struggling to answer question 2, have them reread the question and identify the important words (*what do marine iguanas do to stay warm* and *paragraphs 6 and 8*). Then guide them to paragraphs 6 and 8 and have them read the paragraphs to find details about what marine iguanas do to keep warm. (You might have the students skim the paragraphs for the word *warm* to help them find details.)

WA5

### Question 2

According to the author, what do marine iguanas do to stay warm? Write your answer on the lines below. Use details from paragraphs 6 and 8 to support your answer.

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When most students have finished, discuss the following questions:

Q *What answers did you and your partner agree on for question 2?*

Q *How did you mark your answers?*

Q *What did you and your partner do to figure out the answers?*

Q *Who agrees with [Binh and Yoldanda] that ["bask in the sun all day" and "stay close together at night"] are the correct answers?*

Q *Who wrote different answers? Why did you write those answers?*

### Teacher Note

The correct answers to question 2 are "bask in the sun all day" and "stay close together at night."

**Question 3**

Read the excerpt from paragraph 8 of the passage below. Underline the sentences in the excerpt that tell what marine iguanas eat.

They use their strong legs and long claws to hang on to the rocks and not get swept away by the waves. It seems as if their flat noses and sharp teeth help them scrape algae off the rocks close to the shore. When they go into deeper waters in search of seaweed to eat, they swim with grace. I watched several iguanas swim out, away from the rocks, and disappear underwater.

When most students have finished, discuss the following questions:

- Q *What answers did you and your partner agree on for question 3?*
- Q *How did you mark your answers?*
- Q *What did you and your partner do to figure out the answers?*
- Q *Who agrees with [Marcus and Kahlia] that ["It seems as if their flat noses and sharp teeth help them scrape algae off the rocks close to the shore" and "When they go into deeper waters in search of seaweed to eat, they swim with grace"] are the correct answers?*
- Q *Who came up with different answers? Why did you mark those answers?*

**Teacher Note**

If the students are struggling with question 3, have them reread the directions and circle the important words (*sentences* and *what marine iguanas eat*). Point out that the question is asking the students to underline more than one sentence. If necessary, tell the students that to find one of the sentences, they will need to make an inference, or use clues in the sentence to figure out what marine iguanas eat.

**Teacher Note**

The correct answers to question 3 are "It seems as if their flat noses and sharp teeth help them scrape algae off the rocks close to the shore" and "When they go into deeper waters in search of seaweed to eat, they swim with grace."

### Teacher Note

If the students are struggling to answer question 4, have them reread both part A and part B and circle the important words (*meaning, frigid, and detail in the excerpt*). If necessary, explain that they are being asked to figure out the meaning of the word *frigid*, using clues from the excerpt. Have the students reread the sentence that includes the word *frigid* and try to determine the meaning based on clues in the sentence. If necessary, point out that the iguanas crawl back onto the *warm rocks immediately after* they climb out of the frigid waters, and ask, “What can you figure out about the word *frigid* from that clue? Why would the iguanas hurry onto the warm rocks?”

### Teacher Note

The correct answers to question 4 are “cold” (part A) and “they immediately crawl back on the rocks to warm themselves in the sun” (part B).

### Teacher Note

If you would like to discuss additional “Observations of Marine Iguanas” practice questions with the students, see the extension “Discuss Practice Questions 5 and 6” on the next page.

### Question 4

Read the excerpt from paragraph 8 below. Then complete part A and part B.

They are amazing divers. They can hold their breath for up to 30 minutes! When they reappear from the **frigid** depths, they immediately crawl back on the rocks to warm themselves in the sun.

#### Part A

What is the meaning of the word **frigid** as it is used in the excerpt? Fill in the circle of the correct answer.

- blue
- deep
- cold
- warm

#### Part B

Underline the detail in the excerpt that helps you understand the meaning of the word **frigid**.

When most students have finished, discuss the following questions:

- Q *What answers did you and your partner agree on for question 4?*
- Q *How did you record your answers?*
- Q *What did you and your partner do to figure out the answers?*
- Q *Who agrees with [Rosco and Salena] that [“cold” and “they immediately crawl back on the rocks to warm themselves in the sun”] are the correct answers?*
- Q *Who chose different answers? Why did you choose those answers?*

Tell the students that tomorrow they will answer one more question about the passages they have read. Have the students put their materials inside their folders.

## 6 Reflect on Partner Work

Briefly discuss:

- Q *What did you do to take responsibility as you worked with your partner today?*
- Q *What did your partner do to take responsibility?*

## EXTENSION

### Discuss Practice Questions 5 and 6

Follow the procedure you used on Day 3 (see Step 5) to have partners discuss and answer questions 5 and 6 on their copies of “Questions: ‘Observations of Marine Iguanas’” (BLM4). Remind the students to use the information on the “Tips for Answering Questions” chart to help them find the correct answers. Then use the “Questions 5–6: ‘Observations of Marine Iguanas’” chart (WA6) to discuss the students’ responses as a class.

#### Teacher Note

The correct answers to question 5 are C and D. Correct answers to question 6 include “They have strong legs,” “They seem gentle,” “Humans can get close to them,” and “They huddle together to stay warm.”

## Guided Strategy Practice

## Day 4

#### In this lesson, the students:

- Add sentences to a paragraph about this week’s passages
- Refer to the passages to support their thinking
- Reflect on what they have learned about preparing for an end-of-year assessment
- Listen respectfully to the thinking of others and share their own
- Use discussion prompts to build on one another’s thinking

#### Materials

- “Question 7: ‘Observations of Marine Iguanas’” chart (WA7)
- “Tips for Answering Questions” chart from Day 2
- “Class Assessment Record” sheet (CA2)

### 1 Briefly Review the Week

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that they have been preparing for the end-of-year assessment. Review that this week they have read two passages and answered questions about the passages. Explain that today the students will work with you and their partners to answer a final question about the passages.

### 2 Read and Discuss Question 7

Display the “Question 7: ‘Observations of Marine Iguanas’” chart (WA7), and ask the students to look at question 7 on their copies of the questions (BLM4). Explain that this is the question they will discuss today.

Direct the students’ attention to the “Tips for Answering Questions” chart and remind the students that it is important to read directions and

#### Teacher Note

Questions 5 and 6 are supplemental practice questions for “Observations of Marine Iguanas.” If you did not do the extension activity on Day 3, you might assign the questions as seatwork for the students to do individually or in pairs.



### 3 Model Writing the First Sentence of the Paragraph

Ask the students to watch and listen as you model writing the first sentence of the paragraph. Then write an opening sentence that states the main idea of the paragraph and uses the language of the question, thinking aloud as you plan and write.

**You might say:**

"A well-written paragraph starts with an opening sentence that tells what the paragraph is about. We know from the question that this paragraph is going to tell why marine iguanas are amazing animals with special abilities. I will use the language of the question to write my opening sentence: *Marine iguanas are amazing animals with special abilities.*"

Ask:

**Q** *What did you notice me doing as I wrote the first sentence of the paragraph?*

**Students might say:**

"I noticed that you wrote an opening sentence that tells what the paragraph is about."

"In addition to what [Jin] said, I noticed that you used the words from the question to write the sentence."

Have a few volunteers share their thinking with the class.

### 4 Have the Students Add to the Paragraph

Tell the students that you want them to write a paragraph on their copies of question 7 by first copying the sentence you wrote as their opening sentence and then adding four or five sentences of their own that describe why marine iguanas are amazing animals with special abilities. Explain that you are asking them to add four or five sentences because when they write paragraphs on the end-of-year assessment that ask for details or evidence, it is a good idea to provide several examples.

Tell the students that to find details for their paragraphs they should read quickly through both "Marine Iguanas" and "Observations of Marine Iguanas" and underline sentences that tell why marine iguanas are amazing animals with special abilities. Then give the students several minutes to read, underline, and write their paragraphs. As the students work, walk around the room and observe, assisting as needed.

#### Teacher Note

You might explain to the students that several facts about marine iguanas are found in both "Marine Iguanas" and "Observations of Marine Iguanas," and that the students can include these overlapping facts in their paragraphs.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to write several sentences about how marine iguanas are amazing animals with special abilities?
- Do the sentences include details from both passages?
- Are they skimming the passages to find information?

Record your observations on the “Class Assessment Record” sheet (CA2) on page 89. Use the following suggestions to support the students:

- If **all or most students** are writing several sentences and the sentences include details from the passages, proceed with the lesson.
- If **about half of the students** or **only a few students** are writing several sentences or the sentences do not include details from the passages, model skimming the passages and adding a couple of sentences to the paragraph. Have the students copy those sentences. Then have them skim the passages and add a few sentences of their own.

### 5 Use the Students’ Ideas to Add to the Paragraph and Model Writing a Closing Sentence

When the students have finished writing, discuss the following questions:

- Q *What is one sentence you added to the paragraph about why marine iguanas are amazing animals with special abilities?*
- Q *Where is that information in the passages?*
- Q *Who else added a sentence [about how marine iguanas eat algae]?*

Use the students’ ideas to add several sentences to the paragraph on the chart. Then model writing a closing sentence.

#### You might say:

“A well-written paragraph ends with a strong closing sentence that wraps up the paragraph and lets the reader know that the paragraph has come to an end. From the passages, we’ve learned that marine iguanas are amazing animals that have adapted to their environment in special ways. So I’ll write: *Marine iguanas are amazing animals that have adapted to their environment in many special ways.*”

### Teacher Note

Possible answers might include that marine iguanas: have long, sharp claws to cling to rocks; have flat noses and sharp teeth to scrape algae off of rocks; have long “crocodile-like” tails to help them swim; can dive up to 49 feet to feed on seaweed; can change their size when their food supply changes; stay close together to keep warm; and have glands near their noses to expel the salt from the water they swallow.

**Question 7: “Observations of Marine Iguanas”**

Write a paragraph on the lines below that describes why marine iguanas are amazing animals with special abilities. Include evidence and details from both “Marine Iguanas” and “Observations of Marine Iguanas.”

*Marine iguanas are amazing animals with special abilities. They have strong legs and long, sharp claws that help them cling to slippery rocks. Their flat noses and sharp teeth help them scrape algae off of the rocks. Marine iguanas are also amazing swimmers. They have strong crocodile-like tails that help them swim. In addition, they can dive up to 49 feet into the ocean to eat seaweed. Another thing that’s amazing about marine iguanas is that they have glands near their noses that sneeze out the salt from the water they swallow. Finally, marine iguanas can change size when their food supply changes. Marine iguanas are amazing animals that have adapted to their environment in many special ways.*

Read the paragraph aloud. Then point to the directions for question 7 and ask:

**Q** *How did we do with following the directions of the question? Why do you say that?*

## **6** Reflect on Preparing for the Assessment

Remind the students that this week they prepared for an end-of-year reading assessment by reading and discussing passages together and answering questions. Ask:

- Q** *What have you learned this week that will help you do well on the end-of-year assessment?*
- Q** *Do you feel prepared for the assessment? Why do you feel [prepared/unprepared]?*

## **EXTENSIONS**

### Provide Additional Practice with Supplemental Passages and Questions

Additional practice passages and questions are available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). You might assign one or more of the passages and sets of questions as seatwork to be completed

independently or in pairs or as homework. When the students have finished the assignment, discuss their responses to the questions, using questions like those you asked on Day 3 (see Step 5). The passages and questions can also be used for further class instruction if needed. For other uses of the passages and questions, see “Using the Instructional and Supplemental Passages and Test Items Throughout the Year” on page viii.

## Help the Students Prepare for Assessment Day

Providing the students with strategies for making sense of passages and tips for answering questions is a critical step in getting them ready for an end-of-year assessment, but it is also important to help the students prepare physically and emotionally. In the days before the assessment, let the students know what to expect on the day of the assessment. Your school or district guidelines for administering the assessment will provide you with information about the location of the assessment, how the assessment will be administered, and the amount of time the students will have to complete the assessment. You might also share information about rules concerning talking during the assessment, breaks or rest periods, and what to do when the students are finished.

Tell the students that it is important for them to be well rested and feeling their best on the day of the assessment so that they can do their best work. Ask:

- Q** *What might you do to make sure you are well rested and feeling your best for the assessment?*
- Q** *Why is it important to be responsible for taking care of yourself so you're ready for the assessment?*

### Students might say:

“I can go to bed early the night before the assessment so that I won't be sleepy that day.”

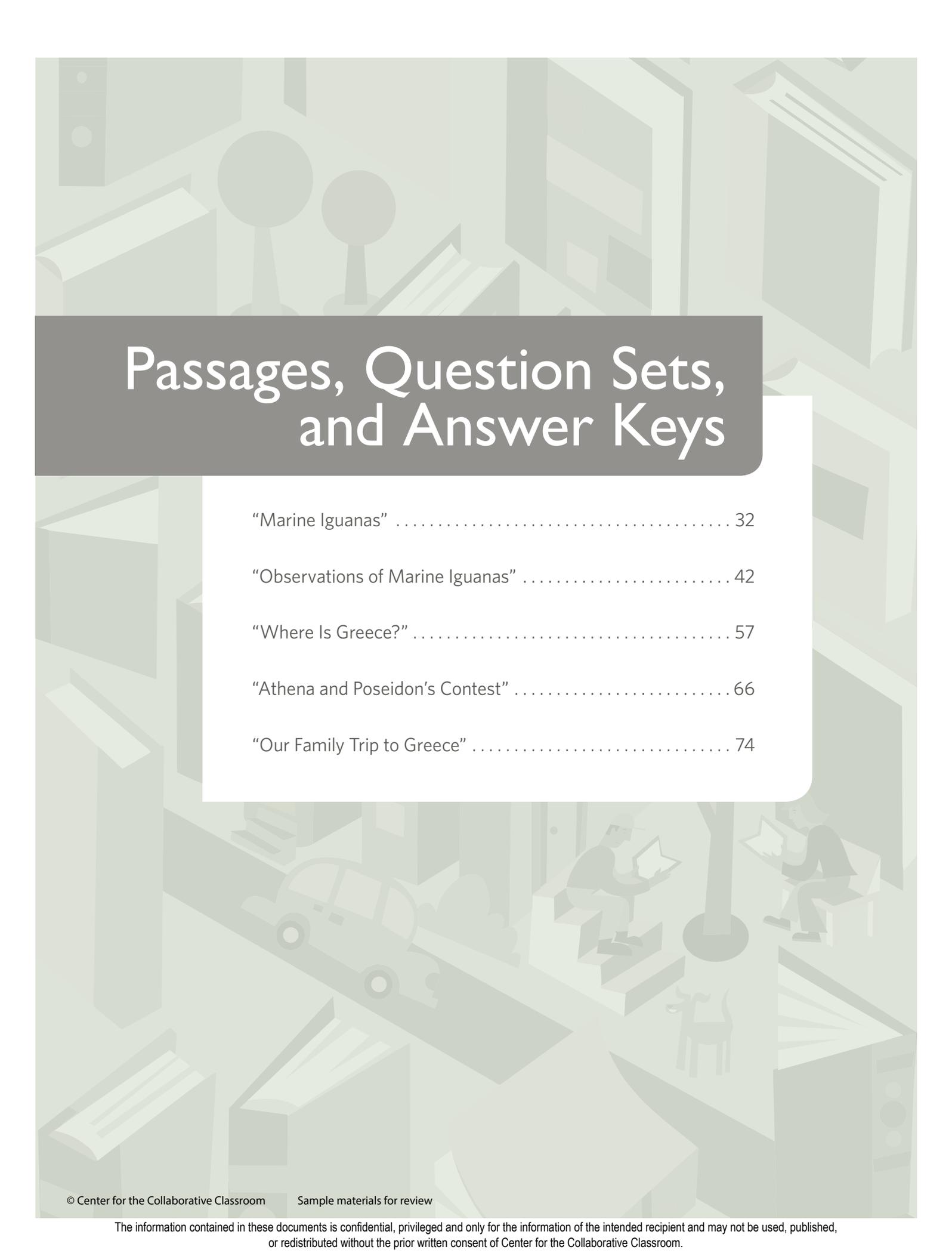
“I can set an alarm clock so I have enough time to get ready that morning.”

“I can eat a good breakfast so that I won't be hungry and grouchy.”

“If I take care of myself, then I'll feel good during the assessment.”

“In addition to what [Tanika] said, if we feel good when we do the assessment, that will help us do our best work.”

If necessary, emphasize the importance of getting a good night's sleep and eating a good breakfast on the day of the assessment. Encourage the students to be responsible and take care of themselves in these ways in preparation for the assessment.



# Passages, Question Sets, and Answer Keys

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# Passage 1

## Marine Iguanas

Paragraph 1 Marine iguanas live on the Galápagos Islands, which are off the coast of Ecuador in South America. They are different from land-dwelling iguanas because of their ability to swim and get their food from the sea.

Paragraph 2 Marine iguanas have flat noses, wide-set eyes, and spiky backs—they are not pretty! But marine iguanas are pretty amazing. They have special abilities and features that help them survive on the rugged islands they call home.



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Paragraph 3 Marine iguanas are closely related to the land-dwelling iguanas that live in South America. In fact, many scientists believe marine iguanas were once land iguanas. These scientists think that storms blew land iguanas to the Galápagos on logs and seaweed. The land iguanas then adapted to life on the islands. Over time, they changed in ways that helped them make the most of their new environment.

Paragraph 4 Marine iguanas are at home in the water. Their bodies have special features that help them find food in the ocean. Long, sharp claws enable them to cling to rocks without getting swept away by waves. They use their flat noses and sharp teeth to scrape algae

*(continues)*

(continued)

## Marine Iguanas *(continued)*

off rocks. Marine iguanas also have long, crocodile-like tails that make them great swimmers. They can dive up to 49 feet to feed on seaweed. They can hold their breath underwater for up to 30 minutes at a time.

Paragraph 5      Because marine iguanas are cold-blooded reptiles, they spend much of the day sunning on rocks by the shore. Lying in the sun to warm up is especially important after the iguanas have come out of the cold ocean. Most marine iguanas are dark gray or black. Their skin matches the color of the volcanic rocks they sit on. Dark surfaces absorb the sun's warmth. So the darkness of the rocks and the darkness of their skin help the iguanas stay warm.

Paragraph 6      Many marine iguanas look like they have a white crown between their eyes. This white area is salt that comes out of a gland near their noses. It seems like the iguanas are sneezing salt. This special ability helps them get rid of the salt they swallow while swimming in the ocean.

Paragraph 7      Marine iguanas are, on average, 2 to 5 feet long. They weigh from 1 to 3 pounds. Amazingly, marine iguanas can change their size when their food supply changes. Food can become scarce when there are violent storms or other environmental changes. Marine iguanas can make themselves thinner and even shorter when their food supply is low. When food is plentiful again, the marine iguanas will go back to their original size. This ability helps them survive during hard times.

Paragraph 8      Marine iguanas do not have many natural predators, but animals that are not native to the islands threaten their survival. Long ago, explorers and sailors brought animals such as rats, cats, and dogs to the Galápagos. These animals hunt baby iguanas and eat iguana eggs. Ecuador has passed special laws to protect marine iguanas. The hope is to keep the iguanas alive so they do not disappear from Earth forever.

# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Marine Iguanas"

### Question 1

Read the question. Circle the letter of the correct answer.

What main point does the author make in "Marine Iguanas"?

- A. Marine iguanas are protected by special laws.
- B. Marine iguanas may once have been land-dwelling creatures.
- C. Marine iguanas live in the Galápagos Islands off the coast of Ecuador.
- D. Marine iguanas have developed special abilities that help them survive in their environment.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Marine Iguanas"** (continued)

**Question 2**

What are **three** examples of special abilities or features that help marine iguanas survive on the Galápagos Islands? Write the examples on the lines below.

Example 1:

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Example 2:

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Example 3:

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(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Marine Iguanas"** (continued)

**Question 3**

Read the excerpt from the passage below. Underline the sentence that tells how scientists think marine iguanas got to the Galápagos Islands. Then underline the name of the continent that the iguanas probably came from.

Marine iguanas are closely related to the land-dwelling iguanas that live in South America. In fact, many scientists believe marine iguanas were once land iguanas. These scientists think that storms blew land iguanas to the Galápagos on logs and seaweed. The land iguanas then adapted to life on the islands. Over time, they changed in ways that helped them make the most of their new environment.

**Question 4**

How is the passage "Marine Iguanas" organized? Fill in the circle of the correct answer.

- It tells events in the order in which they happened.
- It presents a variety of facts about one topic.
- It starts with a problem and then describes a solution.
- It lists the author's opinions about a topic.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

### Questions: "Marine Iguanas" (continued)

#### Question 5

Read the questions in part A and part B. Fill in the circle of the correct answer for each question.

#### Part A

What is the meaning of the word **adapted** as it is used in paragraph 3 of "Marine Iguanas"?

- built again
- traveled by sea
- found at last
- changed to fit in

#### Part B

Which detail from paragraph 3 best helps you understand the meaning of **adapted**?

- "Marine iguanas are closely related to the land-dwelling iguanas that live in South America."
- "Over time, they changed in ways that helped them make the most of their new environment."
- "These scientists think that storms blew land iguanas to the Galápagos on logs and seaweed."
- "In fact, many scientists believe marine iguanas were once land iguanas."

# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Marine Iguanas"

### Question 1

Read the question. Circle the letter of the correct answer.

What main point does the author make in "Marine Iguanas"?

- A. Marine iguanas are protected by special laws.
- B. Marine iguanas may once have been land-dwelling creatures.
- C. Marine iguanas live in the Galápagos Islands off the coast of Ecuador.
- D. Marine iguanas have developed special abilities that help them survive in their environment.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Marine Iguanas"** (continued)

**Question 2**

What are **three** examples of special abilities or features that help marine iguanas survive on the Galápagos Islands? Write the examples on the lines below.

Students may provide any three of the following examples: Their long, sharp claws enable them to cling to rocks without getting swept away by waves. They use their flat noses and sharp teeth to scrape algae off rocks. Marine iguanas have long, crocodile-like tails that make them great swimmers. They can dive up to 49 feet to feed on seaweed. They can hold their breath underwater for up to 30 minutes at a time. The darkness of the rocks and the darkness of their skin help the iguanas stay warm. Salt comes out of a gland near their noses, which helps them get rid of the salt they swallow while swimming in the ocean. Marine iguanas can change size when their food supply changes.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

### Questions: "Marine Iguanas" (continued)

#### Question 3

Read the excerpt from the passage below. Underline the sentence that tells how scientists think marine iguanas got to the Galápagos Islands. Then underline the name of the continent that the iguanas probably came from.

Marine iguanas are closely related to the land-dwelling iguanas that live in South America. In fact, many scientists believe marine iguanas were once land iguanas. These scientists think that storms blew land iguanas to the Galápagos on logs and seaweed. The land iguanas then adapted to life on the islands. Over time, they changed in ways that helped them make the most of their new environment.

#### Question 4

How is the passage "Marine Iguanas" organized? Fill in the circle of the correct answer.

- It tells events in the order in which they happened.
- It presents a variety of facts about one topic.
- It starts with a problem and then describes a solution.
- It lists the author's opinions about a topic.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “Marine Iguanas”** *(continued)*

**Question 5**

Read the questions in part A and part B. Fill in the circle of the correct answer for each question.

**Part A**

What is the meaning of the word **adapted** as it is used in paragraph 3 of “Marine Iguanas”?

- built again
- traveled by sea
- found at last
- changed to fit in

**Part B**

Which detail from paragraph 3 best helps you understand the meaning of **adapted**?

- “Marine iguanas are closely related to the land-dwelling iguanas that live in South America.”
- “Over time, they changed in ways that helped them make the most of their new environment.”
- “These scientists think that storms blew land iguanas to the Galápagos on logs and seaweed.”
- “In fact, many scientists believe marine iguanas were once land iguanas.”

### Observations of Marine Iguanas: Excerpts from Professor Flora DeWitt's Journal

Paragraph 1

*July 4, 2014, Isabela Island*

As I walked toward the rocky shore from our makeshift lab, I saw a strange lizard-like creature lying in the sun. It had spikes down its back. Its rough, grayish skin matched the volcanic rock it was sitting on. The creature was about 3 feet long, much of which was its long tail.



Photo copyright © iStockphoto.com/searagen

Paragraph 2

I slowly crept closer and noticed that the creature had a large white spot between its eyes. With its wide-set eyes and flat nose, it occurred to me that this creature would look like the movie monster Godzilla if it stood up on its hind legs. Luckily, it didn't even try to stand up. I was glad, especially because of its long, sharp-looking claws.

Paragraph 3

In fact, the creature did not seem to be bothered by me at all. Even though it looked scary and fierce, it seemed to be gentle.

Paragraph 4

I sat down to take notes on the creature's appearance. When I looked up, it was crawling over the rocks toward the water.

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## Observations of Marine Iguanas: Excerpts from Professor Flora DeWitt's Journal *(continued)*

Paragraph 5 *July 5, 2014, Isabela Island*

I reported what I saw to my colleague, Dr. Lee. She told me that the creature was probably a marine iguana. She said she had seen several on the eastern shore on the other side of the island.

Paragraph 6 Late this afternoon, I headed to the east side of the island, where Dr. Lee had seen some marine iguanas the day before. The sun was beginning to set, and I was concerned that I would miss the iguanas. Dr. Lee had explained that marine iguanas like basking in the warm sun. Would they still be there as night approached? To my surprise, when I arrived I saw dozens of marine iguanas huddled together on the rocks and in the sand. It suddenly made sense to me. Like other reptiles, marine iguanas are cold-blooded, or creatures that become hotter or colder depending on the temperature outside. When the sun goes down, the iguanas stay close together to keep each other warm.

Paragraph 7 I gazed in wonder at the fierce-looking creatures cuddling up next to each other. I wondered what other surprising things I would learn about them. I took a few photographs and headed back to the lab.

Paragraph 8 *July 8, 2014, Isabela Island*

I have had several days to study the marine iguanas. Dr. Lee has come with me a few times. Though we have seen other kinds of iguanas inland, near our lab, the marine iguanas stay close to the ocean. They use their strong legs and long claws to hang on to the rocks and not get swept away by the waves. It seems as if their flat noses and sharp teeth help them scrape algae off the rocks close to the shore. When they go into deeper waters in search of seaweed to eat, they swim with grace. I watched several iguanas swim out, away

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(continued)

## Observations of Marine Iguanas: Excerpts from Professor Flora DeWitt's Journal *(continued)*

from the rocks, and disappear underwater. They are amazing divers. They can hold their breath for up to 30 minutes! When they reappear from the frigid depths, they immediately crawl back on the rocks to warm themselves in the sun.

Paragraph 9

We have gotten very close to several marine iguanas while they were sunning. We now know what the white substance on their heads is. It's sea salt! The iguanas spray salt out of a gland near their noses, and it lands on their heads. It looks like they are sneezing salt.

Paragraph 10

I look forward to observing the iguanas again tomorrow. I plan to return to the east side of Isabela Island to photograph these amazing creatures as they swim.

# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Observations of Marine Iguanas"

### Question 1

Read the questions in part A and part B. Circle the letter of the correct answer for each question.

#### Part A

Which sentence best states the author's opinion of marine iguanas?

- A. They are dangerous, beautiful creatures.
- B. They are scary-looking, but they are amazing.
- C. They are boring, uninteresting creatures.
- D. They are gentle and would make good pets.

#### Part B

Which sentences from the passage best support your answer to part A?

- A. "I sat down to take notes on the creature's appearance. When I looked up, it was crawling over the rocks toward the water."
- B. "To my surprise, when I arrived I saw dozens of marine iguanas huddled together on the rocks and in the sand. It suddenly made sense to me."
- C. "I gazed in wonder at the fierce-looking creatures cuddling up next to each other. I wondered what other surprising things I would learn about them."
- D. "We have gotten very close to several marine iguanas while they were sunning. We now know what the white substance on their heads is. It's sea salt!"

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Observations of Marine Iguanas"** (continued)

**Question 2**

According to the author, what do marine iguanas do to stay warm? Write your answer on the lines below. Use details from paragraphs 6 and 8 to support your answer.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** "Observations of Marine Iguanas" (continued)

**Question 3**

Read the excerpt from paragraph 8 of the passage below. Underline the sentences in the excerpt that tell what marine iguanas eat.

They use their strong legs and long claws to hang on to the rocks and not get swept away by the waves. It seems as if their flat noses and sharp teeth help them scrape algae off the rocks close to the shore. When they go into deeper waters in search of seaweed to eat, they swim with grace. I watched several iguanas swim out, away from the rocks, and disappear underwater.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Observations of Marine Iguanas"** (continued)

**Question 4**

Read the excerpt from paragraph 8 below. Then complete part A and part B.

They are amazing divers. They can hold their breath for up to 30 minutes! When they reappear from the **frigid** depths, they immediately crawl back on the rocks to warm themselves in the sun.

**Part A**

What is the meaning of the word **frigid** as it is used in the excerpt? Fill in the circle of the correct answer.

- blue
- deep
- cold
- warm

**Part B**

Underline the detail in the excerpt that helps you understand the meaning of the word **frigid**.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Observations of Marine Iguanas"** (continued)

**Question 5**

Imagine that you are writing a summary of what the author observes on Isabela Island. What **two** important details should be included in the summary? Circle the letters of the correct answers.

- A. The author's colleague is Dr. Lee.
- B. The author took a few photographs.
- C. The iguanas feed on seaweed and algae.
- D. The iguanas swim well and can go underwater to feed.
- E. The author went to the east side of the island.

**Question 6**

On the lines below, write **two** details about marine iguanas that are in Professor DeWitt's journal but are not in the passage titled "Marine Iguanas."

Detail 1:

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Detail 2:

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(continues)



# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Observations of Marine Iguanas"

### Question 1

Read the questions in part A and part B. Circle the letter of the correct answer for each question.

#### Part A

Which sentence best states the author's opinion of marine iguanas?

- A. They are dangerous, beautiful creatures.
- B. They are scary-looking, but they are amazing.
- C. They are boring, uninteresting creatures.
- D. They are gentle and would make good pets.

#### Part B

Which sentences from the passage best support your answer to part A?

- A. "I sat down to take notes on the creature's appearance. When I looked up, it was crawling over the rocks toward the water."
- B. "To my surprise, when I arrived I saw dozens of marine iguanas huddled together on the rocks and in the sand. It suddenly made sense to me."
- C. "I gazed in wonder at the fierce-looking creatures cuddling up next to each other. I wondered what other surprising things I would learn about them."
- D. "We have gotten very close to several marine iguanas while they were sunning. We now know what the white substance on their heads is. It's sea salt!"

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Observations of Marine Iguanas"** (continued)

**Question 2**

According to the author, what do marine iguanas do to stay warm? Write your answer on the lines below. Use details from paragraphs 6 and 8 to support your answer.

Students may provide the following details from paragraph 6: Dr. Lee had explained that marine iguanas like basking in the warm sun. When the sun goes down, the iguanas stay close together to keep each other warm.

Students may provide the following details from paragraph 8: When they reappear from the frigid depths, they immediately crawl back on the rocks to warm themselves in the sun.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Observations of Marine Iguanas"** (continued)

**Question 3**

Read the excerpt from paragraph 8 of the passage below. Underline the sentences in the excerpt that tell what marine iguanas eat.

They use their strong legs and long claws to hang on to the rocks and not get swept away by the waves. It seems as if their flat noses and sharp teeth help them scrape algae off the rocks close to the shore. When they go into deeper waters in search of seaweed to eat, they swim with grace. I watched several iguanas swim out, away from the rocks, and disappear underwater.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** "Observations of Marine Iguanas" (continued)

**Question 4**

Read the excerpt from paragraph 8 below. Then complete part A and part B.

They are amazing divers. They can hold their breath for up to 30 minutes! When they reappear from the **frigid** depths, they immediately crawl back on the rocks to warm themselves in the sun.

**Part A**

What is the meaning of the word **frigid** as it is used in the excerpt? Fill in the circle of the correct answer.

- blue
- deep
- cold
- warm

**Part B**

Underline the detail in the excerpt that helps you understand the meaning of the word **frigid**.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Observations of Marine Iguanas"** (continued)

**Question 5**

Imagine that you are writing a summary of what the author observes on Isabela Island. What **two** important details should be included in the summary? Circle the letters of the correct answers.

- A. The author's colleague is Dr. Lee.
- B. The author took a few photographs.
- C. The iguanas feed on seaweed and algae.
- D. The iguanas swim well and can go underwater to feed.
- E. The author went to the east side of the island.

**Question 6**

On the lines below, write **two** details about marine iguanas that are in Professor DeWitt's journal but are not in the passage titled "Marine Iguanas."

Students may provide any two of the following details: They have strong legs. They seem gentle. Humans can get close to them. They huddle together to stay warm.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “Observations of Marine Iguanas”** *(continued)*

**Question 7**

Write a paragraph on the lines below that describes why marine iguanas are amazing animals with special abilities. Include evidence and details from both “Marine Iguanas” and “Observations of Marine Iguanas.”

Possible answer: Marine iguanas are amazing animals with special abilities. They have strong legs and long, sharp claws that help them cling to slippery rocks. Their flat noses and sharp teeth help them scrape algae off of the rocks. Marine iguanas are also amazing swimmers. They have strong crocodile-like tails that help them swim. In addition, they can dive up to 49 feet into the ocean to eat seaweed. Another thing that’s amazing about marine iguanas is that they have glands near their noses that sneeze out the salt from the water they swallow. Finally, marine iguanas can change size when their food supply changes. Marine iguanas are amazing animals that have adapted to their environment in many special ways.

### Where Is Greece?

Greece lies on the Balkan Peninsula in southern Europe. In fact, it is the southernmost country on the European continent. It is a relatively small nation of about fifty-one thousand square miles, approximately the size of the state of Alabama. Greece is a rugged land of mountains, forests, and lakes. Its highest peak is Mt. Olympus, famous in Greek mythology as the home of the gods. Greece is surrounded by water on three sides. It has the longest coastline in all of Europe and is well known for its more than two thousand islands.

Because of its location at the crossroads of three continents—Europe, Asia, and Africa—Greece is sometimes referred to as the “crossroad of cultures.” Europe lies to the north and to the west, across the Ionian Sea. To the east, across the Aegean Sea, are Turkey and the rest of western Asia. Across the Mediterranean Sea to the south is the continent of Africa.



# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Where Is Greece?"

### Question 1

Read the question. Fill in the circle of the correct answer.

What is the passage mainly about?

- the people of Greece
- the islands of Greece
- the history of Greece
- the location of Greece

*(continues)*

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “Where Is Greece?”** (continued)

**Question 2**

**Part A**

Read the question. Write your answer on the line below.

To go from Greece to Turkey, which direction would you travel?

\_\_\_\_\_

**Part B**

Underline the sentence in the excerpt below that supports your answer to part A.

Because of its location at the crossroads of three continents—Europe, Asia, and Africa—Greece is sometimes referred to as the “crossroad of cultures.” Europe lies to the north and to the west, across the Ionian Sea. To the east, across the Aegean Sea, are Turkey and the rest of western Asia. Across the Mediterranean Sea to the south is the continent of Africa.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Where Is Greece?"** (continued)

**Question 3**

Read the questions in part A and part B. Fill in the circles of the correct answers for each. There may be more than one correct answer to a question.

**Part A**

How many seas surround Greece?

- 1
- 2
- 3

**Part B**

What are the seas that surround Greece?

- North Sea
- Ionian Sea
- Black Sea
- Aegean Sea
- Mediterranean Sea

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Where Is Greece?"** (continued)

**Question 4**

Read the question. Fill in the circle of the correct answer.

Which of these sentences would make the best closing sentence for the second paragraph?

- Greece sits between Italy and Turkey.
- Greece is sometimes called the birthplace of civilization.
- Being positioned in the middle of three continents definitely makes Greece a crossroad.
- Of the thousands of Greek islands, only a couple hundred islands have people living on them.

# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Where Is Greece?"

### Question 1

Read the question. Fill in the circle of the correct answer.

What is the passage mainly about?

- the people of Greece
- the islands of Greece
- the history of Greece
- the location of Greece

*(continues)*

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “Where Is Greece?”** (continued)

**Question 2**

**Part A**

Read the question. Write your answer on the line below.

To go from Greece to Turkey, which direction would you travel?

East \_\_\_\_\_

**Part B**

Underline the sentence in the excerpt below that supports your answer to part A.

Because of its location at the crossroads of three continents—Europe, Asia, and Africa—Greece is sometimes referred to as the “crossroad of cultures.” Europe lies to the north and to the west, across the Ionian Sea. To the east, across the Aegean Sea, are Turkey and the rest of western Asia. Across the Mediterranean Sea to the south is the continent of Africa.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Where Is Greece?"** (continued)

**Question 3**

Read the questions in part A and part B. Fill in the circles of the correct answers for each. There may be more than one correct answer to a question.

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How many seas surround Greece?

- 1
- 2
- 3

**Part B**

What are the seas that surround Greece?

- North Sea
- Ionian Sea
- Black Sea
- Aegean Sea
- Mediterranean Sea

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Where Is Greece?"** (continued)

**Question 4**

Read the question. Fill in the circle of the correct answer.

Which of these sentences would make the best closing sentence for the second paragraph?

- Greece sits between Italy and Turkey.
- Greece is sometimes called the birthplace of civilization.
- Being positioned in the middle of three continents definitely makes Greece a crossroad.
- Of the thousands of Greek islands, only a couple hundred islands have people living on them.

### Athena and Poseidon's Contest

Paragraph 1        Long ago in a land called Greece, twelve mighty gods ruled the land. The gods looked over the towns and cities and kept the people safe. Each town or city in ancient Greece was protected by one god. When a new town was created, the gods decided which one of them would take care of it.

Paragraph 2        This usually worked well. However, there came a time when the goddess Athena and the god Poseidon disagreed about who would get to watch over a new city. Both wanted to claim the biggest new city in Greece as their territory.

Paragraph 3        Athena, the goddess of wisdom, was the daughter of Zeus, king of the gods. Poseidon, Athena's uncle, was the god of the sea and water. They were both very powerful, and they almost went to war over the city. Athena, however, was very wise. She came up with a peaceful plan. Athena suggested that instead of fighting, she and Poseidon should have a contest. Whoever won would be the protector of the new city.

Paragraph 4        For the contest, each god was to give the city a gift, and the people would decide which gift was the most useful. Poseidon went first. He swiftly lifted his strong arms and struck his three-pointed spear, called a trident, into the earth. A frothy stream of water bubbled out of the earth. The people were excited because a good water source was important if they wanted their city to grow. The people rushed to the stream and drank from it. Upon putting the water to their lips, they spit it out because it was salty! They were not happy with Poseidon's gift after all.

Paragraph 5        Then it was Athena's turn. Quietly she bent down and planted a seed. From it grew a beautiful olive tree with plump, juicy olives. Everyone ran to the tree to taste the olives. They were delicious! The people of the city were very pleased with Athena's gift and decided

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### Athena and Poseidon's Contest *(continued)*

it was much more useful than the salty stream Poseidon had given them. The olive tree would give them food to eat, oil to cook with, wood to build homes with, and twigs to fuel their fires. The tree would also shade the people from the hot sun. Athena had won the contest, and the new city was now her own to watch over! The city was named Athens in her honor.

Paragraph 6

Poseidon could not believe he had lost. In a fit of rage, he struck his trident into the earth again. The powerful blow caused a great storm in the sea that flooded the plains below Athens. The people learned that it was not a good idea to stir the wrath of Poseidon. Though their city was named Athens after Athena, the people honored both Poseidon and Athena. Both gods are pictured on the front of Athena's temple, the Parthenon.

# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Athena and Poseidon's Contest"

### Question 1

Read the question. Circle the letter of the correct answer.

What is "Athena and Poseidon's Contest" mainly about?

- A. how Athena and Poseidon compete to protect the city of Athens
- B. how twelve mighty gods and goddesses rule over ancient Greece
- C. how both Poseidon and Athena are related to Zeus, king of the gods
- D. how Athena and Poseidon fight a war to rule the city of Athens

### Question 2

Read the question. Circle the letter of the correct answer.

Which detail from the passage best shows that Athena is wise?

- A. Athena is the daughter of Zeus, king of the gods.
- B. Athena moves quietly and softly.
- C. Athena is the protector of Athens and its people.
- D. Athena suggests having a contest with Poseidon instead of going to war.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Athena and Poseidon's Contest"** (continued)

**Question 3**

Circle the letter of the answer that best completes the sentence below.

Poseidon's actions after he lost the contest show that he was

\_\_\_\_\_.

- A. sad
- B. sorry
- C. furious
- D. relieved

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Athena and Poseidon's Contest"** (continued)

**Question 4**

Reread paragraph 6 in the passage. Then read the questions in part A and part B. Circle the letter of the correct answer for each question.

**Part A**

What does **wrath** mean in the sentence "The people learned that it was not a good idea to stir the wrath of Poseidon"?

- A. strength
- B. storm
- C. anger
- D. honor

**Part B**

Which sentence from the paragraph contains a clue to the meaning of **wrath**?

- A. "Poseidon could not believe he had lost."
- B. "In a fit of rage, he struck his trident into the earth again."
- C. "Though their city was named Athens after Athena, the people honored both Poseidon and Athena."
- D. "Both gods are pictured on the front of Athena's temple, the Parthenon."

# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Athena and Poseidon's Contest"

### Question 1

Read the question. Circle the letter of the correct answer.

What is "Athena and Poseidon's Contest" mainly about?

- A. how Athena and Poseidon compete to protect the city of Athens
- B. how twelve mighty gods and goddesses rule over ancient Greece
- C. how both Poseidon and Athena are related to Zeus, king of the gods
- D. how Athena and Poseidon fight a war to rule the city of Athens

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- C. Athena is the protector of Athens and its people.
- D. Athena suggests having a contest with Poseidon instead of going to war.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Athena and Poseidon's Contest"** (continued)

**Question 3**

Circle the letter of the answer that best completes the sentence below.

Poseidon's actions after he lost the contest show that he was

\_\_\_\_\_ .

- A. sad
- B. sorry
- C. furious
- D. relieved

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Athena and Poseidon's Contest"** (continued)

**Question 4**

Reread paragraph 6 in the passage. Then read the questions in part A and part B. Circle the letter of the correct answer for each question.

**Part A**

What does **wrath** mean in the sentence "The people learned that it was not a good idea to stir the wrath of Poseidon"?

- A. strength
- B. storm
- C. anger
- D. honor

**Part B**

Which sentence from the paragraph contains a clue to the meaning of **wrath**?

- A. "Poseidon could not believe he had lost."
- B. "In a fit of rage, he struck his trident into the earth again."
- C. "Though their city was named Athens after Athena, the people honored both Poseidon and Athena."
- D. "Both gods are pictured on the front of Athena's temple, the Parthenon."

## Our Family Trip to Greece

by Jason Mavros

It is the third day of our trip to Greece, where my father’s grandparents were born. So far, we have been in the capital city of Athens. I love it! Athens is very old and is full of historic ruins and sites. There is so much to do and see in this ancient city!

Today we visited the Acropolis, which sits on a hill above modern Athens. The biggest structure there is a huge marble building with columns all around called the Parthenon. On the front of the Parthenon, at the top, a large triangle is carved in the stone. My mom says it once pictured a contest between the gods Athena and Poseidon to see which of them would be the god to protect Athens.

“Who won?” I asked.

“Can you guess?” my mom replied.

“Athena?” I guessed this might be the answer because *Athena* sounds a lot like *Athens*.

“Of course!” my mom cheered.

My older sister and I really wanted to explore the Parthenon, but we couldn’t go inside. Dad said that he had been able to go inside when he was a kid, but now there are new rules about who can enter. The people of Greece do not want the wear and tear of visitors trampling on it. They want the Parthenon to be around for many years to come.

As we were walking down from the Parthenon, we came upon a really cool site that we could go into. It was called the Odeon of Herodes Atticus. It is an outdoor theater in the shape of a half circle with steep marble seats going up on an angle. One reason it was built like this was so that everyone in the audience could hear the actors below. This was the ancient version of a sound system! When my mom spoke from the bottom of the theater, we could hear her really well from the top. The acoustics were amazing!

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(continued)

### Our Family Trip to Greece *(continued)*

We learned that there was going to be a traditional Greek play there tonight. I really wanted to go, but my sister, who studies dance, wanted to go to a folk-dancing festival instead. It was our last night in Athens, so we had to choose which event to see.

“How do we choose?” I asked.

“I have an idea!” my sister offered excitedly. “Poseidon and Athena held a contest to settle their differences, so we could, too. Since the Olympic Games started in Greece, we should have a race!”

“They had a contest? The Olympics started here?” This was all news to me.

“Come on, Jason! Everybody knows the first Olympic Games were in Greece!” my sister explained.

We decided that whoever made it to the top of the first section of seats first would get to choose whether we would see the play or go to the folk-dancing festival. My sister is older, but I have longer legs, so we figured it was a fair race.

When my mom said, “Go,” we both bolted up the stone steps. My sister ran like the wind, but I wasn’t going to let her win. I pushed as hard as I could, and on the last few steps, I passed her and won! I’m looking forward to going to a real Greek play in a real Greek theater tonight!

# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Our Family Trip to Greece"

### Question 1

Briefly describe how the author feels about his visit to Athens and why he feels that way. Include details from the passage to support your answer.

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*(continues)*

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Our Family Trip to Greece"** (continued)

**Question 2**

Read the excerpt from the passage. Then answer the question that follows.

As we were walking down from the Parthenon, we came upon a really cool site that we could go into. It was called the Odeon of Herodes Atticus. It is an outdoor theater in the shape of a half circle with steep marble seats going up on an angle. One reason it was built like this was so that everyone in the audience could hear the actors below. This was the ancient version of a sound system! When my mom spoke from the bottom of the theater, we could hear her really well from the top. The **acoustics** were amazing!

In the last sentence, what does the word **acoustics** refer to? Circle the letter of the correct answer.

- A. whose turn it is to speak
- B. how well sound is heard
- C. the actors in Greek plays
- D. plays that were written long ago

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Our Family Trip to Greece"** (continued)

**Question 3**

Read the excerpt from the passage. Then answer the question that follows.

Dad said that he had been able to go inside when he was a kid, but now there are new rules about who can enter. The people of Greece do not want the **wear and tear** of visitors trampling on it. They want the Parthenon to be around for many years to come.

What does **wear and tear** refer to? Circle the letter of the correct answer.

- A. shoes that people wear when sightseeing
- B. ropes that keep people out of certain areas
- C. damage that occurs over time when something is used
- D. questions that tourists have when they visit the Parthenon

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “Our Family Trip to Greece”** (continued)

**Question 4**

Which of the following is a theme in both “Our Family Trip to Greece” and “Athena and Poseidon’s Contest”? Circle the letter of the correct answer.

- A. Sometimes an argument can lead to war.
- B. Sometimes a disagreement can be settled with a contest.
- C. When gods get angry, they do things to make life difficult for humans.
- D. It is important to learn about the places where our ancestors came from.

(continues)



# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Our Family Trip to Greece"

### Question 1

Briefly describe how the author feels about his visit to Athens and why he feels that way. Include details from the passage to support your answer.

Possible answer: The author loves the time he is spending in Athens. He says that there is so much to see and do there. He likes the fact that the city is old and full of ruins. He makes a visit to the Odeon of Herodes Atticus, which he says is "really cool." He is also excited because he gets to see a Greek play.

*(continues)*

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Our Family Trip to Greece"** (continued)

**Question 2**

Read the excerpt from the passage. Then answer the question that follows.

As we were walking down from the Parthenon, we came upon a really cool site that we could go into. It was called the Odeon of Herodes Atticus. It is an outdoor theater in the shape of a half circle with steep marble seats going up on an angle. One reason it was built like this was so that everyone in the audience could hear the actors below. This was the ancient version of a sound system! When my mom spoke from the bottom of the theater, we could hear her really well from the top. The **acoustics** were amazing!

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- D. plays that were written long ago

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Our Family Trip to Greece"** (continued)

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Read the excerpt from the passage. Then answer the question that follows.

Dad said that he had been able to go inside when he was a kid, but now there are new rules about who can enter. The people of Greece do not want the **wear and tear** of visitors trampling on it. They want the Parthenon to be around for many years to come.

What does **wear and tear** refer to? Circle the letter of the correct answer.

- A. shoes that people wear when sightseeing
- B. ropes that keep people out of certain areas
- C. damage that occurs over time when something is used
- D. questions that tourists have when they visit the Parthenon

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “Our Family Trip to Greece”** *(continued)*

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Which of the following is a theme in both “Our Family Trip to Greece” and “Athena and Poseidon’s Contest”? Circle the letter of the correct answer.

- A. Sometimes an argument can lead to war.
- B. Sometimes a disagreement can be settled with a contest.
- C. When gods get angry, they do things to make life difficult for humans.
- D. It is important to learn about the places where our ancestors came from.

*(continues)*

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “Our Family Trip to Greece”** *(continued)*

**Question 5**

Write a brief summary of “Our Family Trip to Greece” on the lines below.

Possible answer: In “Our Family Trip to Greece,” a boy named Jason Mavros describes a day his family spends in Athens during a vacation in Greece.

The family visits the Parthenon, but they discover that tourists are not allowed inside. Then they visit the Odeon of Herodes Atticus, which is an outdoor theater. When Jason and his sister disagree about going to a play at the theater, they settle their differences with a race. Jason wins and looks forward to going to a play with his family.



An isometric illustration of a school building in shades of green and grey. The building has multiple windows and a central entrance. In the foreground, a car is parked on a street. Two students are sitting on a bench, reading books. A dog is sitting on the ground nearby. A tree with a circular canopy is also present. The overall scene is a stylized representation of a school environment.

# Assessments

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students monitoring their comprehension?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they using “fix-up” strategies to address comprehension problems?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are monitoring their comprehension and using “fix-up” strategies, proceed with the lesson and then continue on to Day 4.
- If **about half of the students** or **only a few students** are monitoring their comprehension and using “fix-up” strategies, model reading a part of the passage, thinking aloud about what you are doing to monitor your comprehension and address comprehension problems (see Day 1, Step 4). You might also consider teaching or reviewing IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to write several sentences about how marine iguanas are amazing animals with special abilities?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do the sentences include details from both passages?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they skimming the passages to find information?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are writing several sentences and the sentences include details from the passages, proceed with the lesson.
- If **about half the students** or **only a few students** are writing several sentences or the sentences do not include details from the passages, model skimming the passages and adding a couple of sentences to the paragraph. Have the students copy those sentences. Then have them skim the passages and add a few sentences of their own.



1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
800.666.7270  
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MM3-RPG4

Illustration by Michael Wertz

Student Response Book

Making  
Meaning®  
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*Making*  
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1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270; fax: (510) 464-3670  
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Student Response Book

# *Making Meaning*<sup>®</sup>

THIRD EDITION



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## Excerpt from *Shattering Earthquakes*

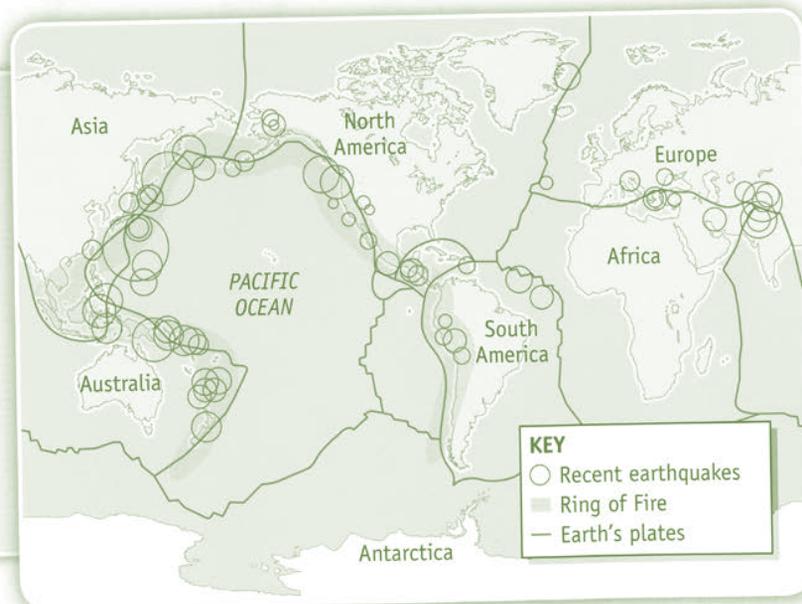
by Louise and Richard Spilsbury

### Where Do Earthquakes Happen?

Earthquakes can happen all over the Earth, on land or on the ocean floor. Some earthquakes happen in the middle of **plates**. They happen in places where there is a line of weakness in the Earth's **crust**. But most earthquakes happen where two of the Earth's plates meet.

Many earthquakes happen around the edges of the Pacific Ocean. This is where several plates meet and where hot liquid rock can escape to the surface. This means that many earthquakes and **volcanoes** happen in this area, which has been named the "Ring of Fire." Another area that suffers from many earthquakes is a zone that runs from Italy and Greece, through central Asia and the Himalayas.

This map shows the area where most of the earthquakes on Earth happen. The red circles mark places where some of the most damaging earthquakes of recent years have happened. Four out of every five earthquakes occur in the Ring of Fire.



(continues)

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## Excerpt from *Shattering Earthquakes* (continued)

### CASE STUDY

#### United Kingdom, 2002

Earthquakes can happen in all sorts of places. Few people think of the United Kingdom as an area that has earthquakes. In fact, the United Kingdom has quite a few powerful earthquakes every ten years or so. One recent earthquake began at around 1:00 a.m. on September 23, 2002. Thousands of people awoke to feel their houses and furniture shaking and their windows rattling. The earthquake measured 4.8 on the **Richter scale** and its **epicenter** was in Dudley in the West Midlands. It shook buildings in parts of the West Midlands, Wales, North Yorkshire, London, and Wiltshire for up to 30 seconds.

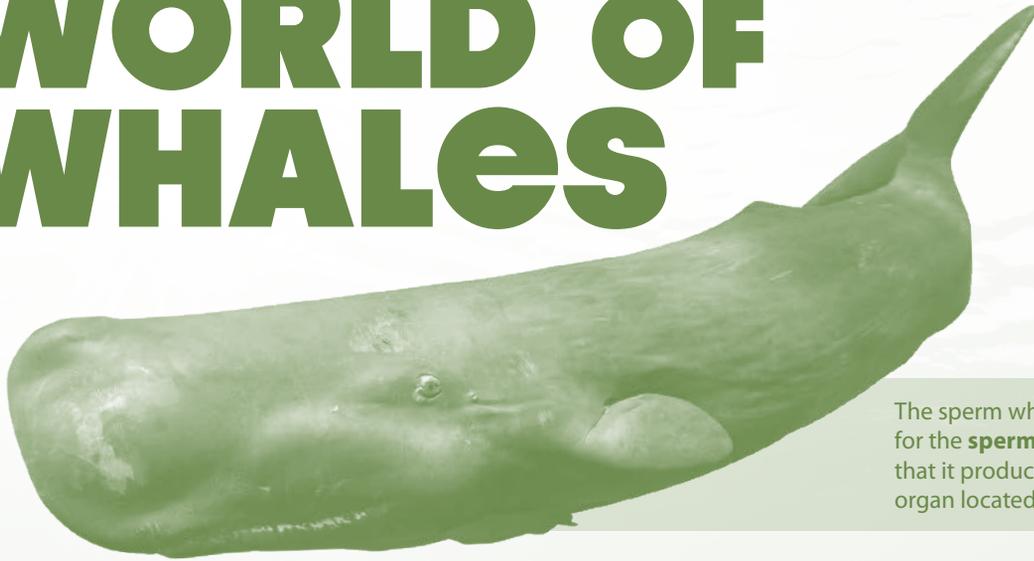
“*The house started shaking quite violently. All the power was cut off. Quite a few people came out of their houses wondering what was going on. The streets were in darkness.*”

—Richard Flynn, West Midlands



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# THE WONDERFUL WORLD OF WHALES

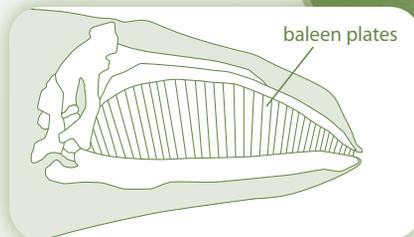


The sperm whale is named for the **spermaceti oil** that it produces in an organ located in its head.

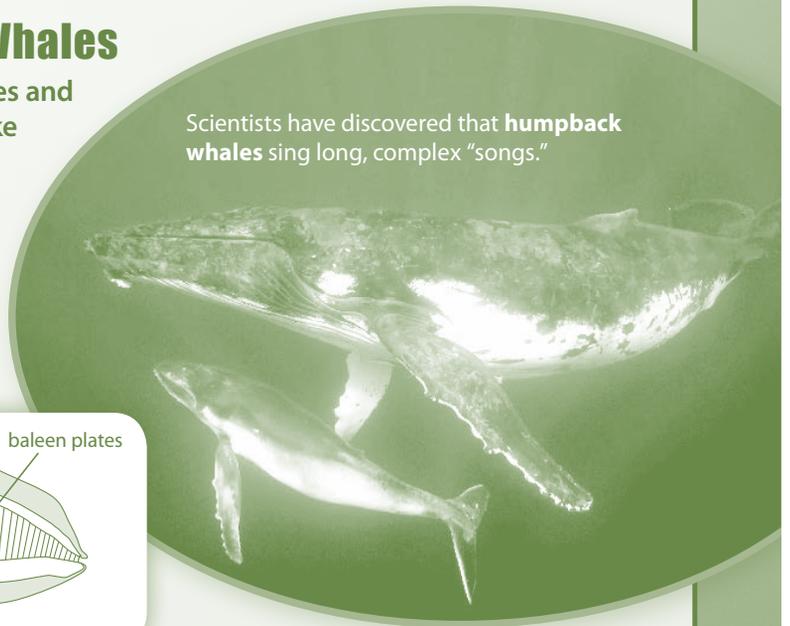
## Toothed Whales and Baleen Whales

There are two types of whales: toothed whales and baleen whales. Toothed whales have teeth like many other animals, which they use to eat mostly fish. Sperm whales are one example of a toothed whale.

Baleen whales have **baleen** instead of teeth. Baleen is like a filter made of fine, thickly packed hair. The whales take huge amounts of water into their mouths and push it back out through the **baleen plates**. The water can go through while the baleen catches **krill** and **plankton**, small animals that the whales feed on. The baleen whales include the blue whale, the gray whale, and the humpback whale.



Scientists have discovered that **humpback whales** sing long, complex "songs."



## Goodnight, Whales

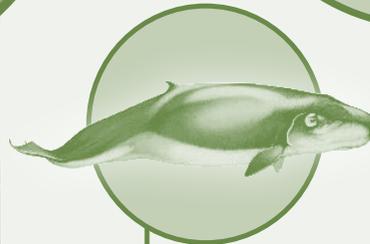
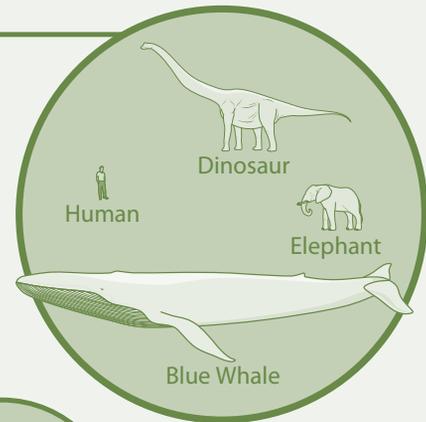
Whales, like humans, are mammals. They need to breathe to survive. But they are conscious breathers, which means they must think about coming to the surface to breathe; they do not breathe automatically like we do. Whales would be unable to survive if they fully went to sleep because they would not breathe. So, they have a way to sleep without drowning. Only half of their brain sleeps at a time. The other half is conscious and reminds them to breathe. Sleeping whales tend to swim slowly just below the surface and come up occasionally for air.

Text by Rebecca Harlow

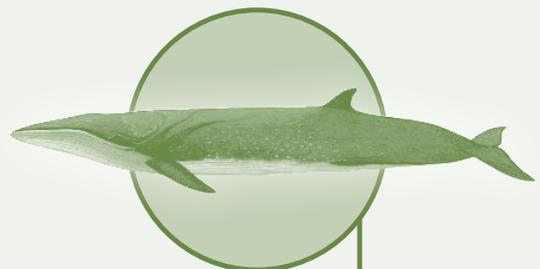


# EXTREME WHALES

The **biggest** whale in the world is the blue whale. It can grow to 110 feet long and weigh 200 tons, or 400,000 pounds. The blue whale is the biggest animal that ever lived on Earth!



The **smallest** whale in the world is the dwarf sperm whale. It is only 8.5 feet long and weighs up to 450 pounds.



One of the **fastest** whales is the sei whale, which can swim up to 40 miles per hour.



# Tying the SCORE

## Men, Women, and Basketball

### In the Basket

In 1891, PE teacher James Naismith took on a challenge—to find an indoor game that would keep rowdy students busy during the cold winter months. He had the caretaker nail up a peach basket at each end of the gymnasium, and the game of basketball was born. Little did Naismith know that this sport would grow to be one of the most watched games in the world—and that the players would be paid multimillion-dollar salaries. Well, the male players, that is!

### Early Days

In the beginning, professional men's basketball was seen as a kind of sideshow entertainment where players showed off their skills. Teams would travel from town to town, stopping to challenge local teams. All that changed on November 1, 1946, when the first game in the National Basketball Association (NBA) was played: the Toronto Huskies versus the New York Knickerbockers at Maple Leaf Gardens in Toronto, Canada. The game drew a crowd of 7,090 people—a huge number for that time.

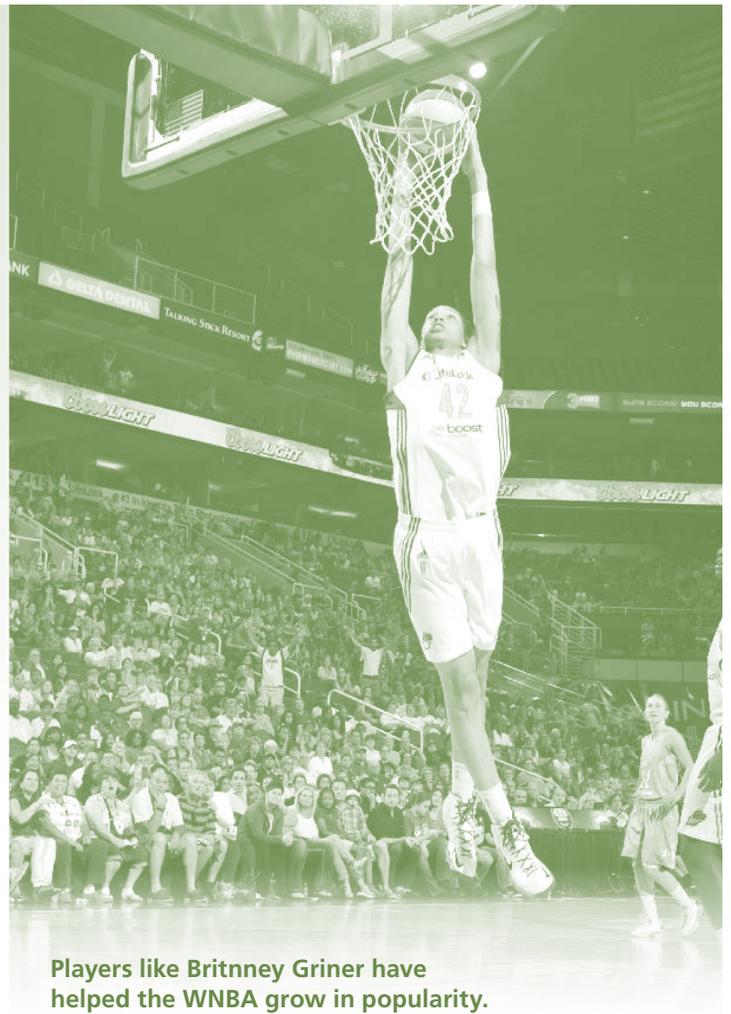


Women’s basketball got off to a slower start, but by the 1950s, women’s college basketball was going strong. Women even had their own superstar player—the extraordinary Nera White. Standing at an impressive 6 feet, 1 inch, White regularly sank baskets from center court. Fast-forward to 1996: hot on the heels of the U.S. women’s team winning a gold medal at the Olympics, the Women’s National Basketball Association (WNBA) was formed. Women finally had a national league of their own.

## A Numbers Game

The WNBA is not yet as financially successful as the NBA, but that’s probably because men’s basketball had a 50-year head start. However, the number of WNBA fans keeps growing. In 2013, the WNBA signed a 10-year extension on its television contract with one of the largest sports networks, ESPN. Many WNBA players have become household names and have huge fan clubs.

Today, the NBA and WNBA are the same in some ways but very different in others. Both are exciting to watch, and they attract large crowds. However, an NBA player can earn close to 100 times



Players like Brittney Griner have helped the WNBA grow in popularity.

more than a player in the WNBA. That’s something women players want to see changed. As more people watch WNBA games and advertisers pay higher prices for TV time slots, women players may just get their wish.

## League Stats

NBA	WNBA
<b>Founded:</b> 1946	<b>Founded:</b> 1996
<b>Number of teams:</b> 30	<b>Number of teams:</b> 12
<b>Countries involved:</b> United States, Canada	<b>Countries involved:</b> United States
<b>Ball circumference:</b> 29.5 inches	<b>Ball circumference:</b> 28.5 inches
<b>Duration of game:</b> four 12-minute quarters	<b>Duration of game:</b> four 10-minute quarters
<b>Average player’s salary:</b> \$5 million	<b>Average player’s salary:</b> \$72,000
<b>Average game attendance (2013):</b> around 17,000	<b>Average game attendance (2013):</b> around 7,500

# Food for Thought

## Cafeteria Menus Shape Up

It's your favorite time of day. In the cafeteria line, you're on the hunt for hot dogs, but you can't find them anywhere. No fries or Hawaiian pizza are in sight, either. Your stomach's growling. So what's on the menu today?



### Lighten Up

School lunches aren't what they used to be. Before, you might have been able to fill your tray with foods such as pizza, hot dogs, or fries. Now, your lunch tray is more likely to include foods like grilled chicken, whole-wheat pasta, fresh fruits and vegetables, and low-fat yogurt. Your school isn't the only one that's changing its menu. Schools across the United States and around the world are replacing their high-fat, high-sugar lunches with healthier ones.

More than half of elementary and secondary students in the United States eat lunches provided by their schools. The increase in health problems such as diabetes and obesity made many people look closely at what students were eating. Schools realized that healthier lunch options could help stop some of the health problems from getting worse, so a trend toward healthier lunches began. Finally, in 2012, the government released guidelines that require schools to serve meals that limit calories and include whole grains, fruits, and a variety of vegetables.



A healthy lunch includes a variety of tasty foods.

## Food for Focus

Research shows that food affects your concentration. Eating a healthy meal may help you to focus better on your schoolwork. Here are some food facts for thought:

- Although foods high in sugar—such as soda and cookies—will give you an energy boost, it won't last long. It's better to eat foods such as whole-wheat bread, whole-wheat pasta, and fresh fruit. These foods help keep your energy level consistent all day.
- Your brain does need a good supply of fat to work well, but not the kind of fat found in foods such as cheeseburgers and hot dogs. By eating foods containing healthier fats—like fish, nuts, and seeds—you'll be helping to keep your brain in good shape.
- Chocolate and many sodas contain caffeine, which can give you energy but also leave you feeling jittery, making it hard to concentrate on your work.

Switching from eating high-fat, high-sugar foods to healthier choices might not be easy, but the benefits are certain—you'll have more energy to get you through the day and the ability to concentrate when you need to.



## Changes Schools Are Making



In school cafeterias across the United States, healthy foods have replaced foods high in sugar and fat. Here are some simple changes schools are making to provide healthy and delicious lunches for their students:

### Increasing Whole Grains

- Replacing foods made with white flour—such as white bread, flour tortillas, and saltine crackers—with foods made with whole grains—such as whole-wheat or rye bread, whole-wheat tortillas, and whole-grain crackers
- Replacing white rice with brown rice, wild rice, or quinoa (KEEN-wah)

### Reducing Sugar

- Replacing chocolate milk with plain, low-fat milk
- Replacing canned fruit with fresh fruit

### Reducing Unhealthy Fat

- Replacing deep-fried foods like chicken nuggets and french fries with roasted chicken and root vegetables such as sweet potatoes, parsnips, carrots, and rutabagas
- Replacing potato chips and onion dip with raw vegetables and hummus dip



## Excerpt from *Nineteenth-Century Migration to America*

by John Bliss



### To America!

Lee begged his parents to let him go to America, and finally his father gave his blessing. He gave Lee \$100. Lee traveled to Hong Kong with five other boys from his village. There, he bought a **steerage** ticket on a ship sailing east. Steerage was the cheapest ticket.



Many immigrants came to the United States in steerage. The journey was uncomfortable, but the tickets were cheap.

(continues)

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## Excerpt from *Nineteenth-Century Migration to America*

(continued)

CHILDREN'S TRUE STORIES

The trip was both exciting and confusing for Lee. His grandfather had told him stories about wizards in the United States and their evil ways. Now Lee was afraid to eat their food. Finally, the ship landed in San Francisco, California. Lee found a place to live in the Chinese part of the city. There he could get a decent meal.



Lee Chew traveled nearly 11,500 kilometers (7,000 miles) from Hong Kong to San Francisco.

### NUMBER CRUNCHING

In 1880 there were more than 100,000 Chinese men living in the United States, but fewer than 5,000 Chinese women. Like Lee Chew, many young men came to the United States on their own and sent money home to their families.

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by John Bliss

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# Stop and Ask Questions

Name: \_\_\_\_\_

About *Slinky Scaly Slithery Snakes* (1)

At each stop, write your questions in the box.

 STOP 1

 STOP 2

 STOP 3

 STOP 4

# Stop and Ask Questions

Name: \_\_\_\_\_

## About *Slinky Scaly Slithery Snakes* (2)

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

**STOP 4**

# Stop and Ask Questions

About *The Bat Boy & His Violin*

Name: \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

# Stop and Ask Questions

## About *Teammates*

Name: \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

**STOP 4**

# Stop and Ask Questions

Name:

## About "Demeter and Persephone"

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

# Stop and Ask Questions

Name:

## About "Co-chin and the Spirits"

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**



## Excerpt

### from “Co-chin and the Spirits”

When Shakok caught sight of Miochin, he was enraged. Shakok challenged Miochin to fight for Co-chin’s hand in marriage. Miochin agreed, for he had fallen in love with Co-chin.

The fight was fierce. Shakok’s weapons of snow, sleet, and hail were melted by Miochin’s fire. Finally, Shakok called a stop to the fight. He said, “Miochin, you are the winner. Co-chin is free to be your wife.”

Then the two spirits compromised. Each agreed to rule the land for half of the year—Shakok would rule for six months during the winter and Miochin would rule for six months during the summer. That is why it is cold for half the year and warm during the other half.

## ***Gluskabe and Old Man Winter***

from *Pushing Up the Sky* by Joseph Bruchac

### *Gluskabe and Old Man Winter*

#### *Abenaki*

The homeland of the Abenaki people is the area now known as northern New England, where the winters can be very cold. The Abenakis lived in small villages near the rivers, which were their highways. Their birchbark-covered homes were called wigwams and were shaped like domes or large cones. Their seasonal round of life would find them fishing at the rivers or the seashore in the spring and summer, and hunting for deer, moose, and caribou in the woods in the autumn and winter. Their fields of corn, beans, squash, and other plants were grown in the river valleys and at the edges of the big lakes. Today many Abenaki people still live in Vermont, New Hampshire, and Maine, and Abenaki children still love to hear stories of Gluskabe's clever tricks.

*(continues)*

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## Gluskabe and Old Man Winter (continued)

### Characters

#### SPEAKING ROLES:

**NARRATOR**

**GLUSKABE**

**GRANDMOTHER WOODCHUCK**

**HUMAN BEING**

**OLD MAN WINTER**

**FOUR OR MORE SUMMER LAND PEOPLE, INCLUDING THE LEADER\***

**FOUR CROWS**

\*Note: Each of the four speaking parts for the Summer Land People can be spoken by several children at once if a large group is performing the play.

#### NON-SPEAKING ROLES:

**SUN**

**FLOWERS**

**PLANTS**

### Props/Scenery

**Gluskabe and Grandmother Woodchuck's wigwam** can be made of folding chairs placed back to back a few feet apart and draped with white sheets or blankets decorated to look like birchbark with ^-shaped marks cut from black construction paper. Shapes of ferns, half-moons, and stars can also be cut from construction paper and pinned to the sheets or blankets as decorations for the wigwams.

**Old Man Winter's wigwam** can be made by draping the same folding chairs with white sheets to look like snow.

**Old Man Winter's fire made of ice** can be suggested by a large ball of wax paper.

(continues)

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## Gluskabe and Old Man Winter (continued)

**The Sun, Flowers, and Plants** carry decorated paper cutouts.

**Gluskabe's bag** can be any large tote bag or sack.

**Four balls** each should be about the size of a child's head.

**The pot full of summer** is a large bowl that can be covered with red construction paper. Inside are the **summersticks**: several lighted flashlights, each wrapped in red paper or foil.

**A rattle** can be made by taping a pencil to a small milk carton covered with paper and filled with dried beans.

### Costumes

**Narrator** carries a tote bag decorated with a fern design, representing a storyteller's bag (which, by tradition, would have held objects to remind the storyteller of the elements of his tale).

**Gluskabe** wears a red blanket or towel around his shoulders.

**Grandmother Woodchuck** wears a brown blanket.

**Human Being** wears a headband and leggings made of brown cloth.

**Old Man Winter's** white hair can be suggested with a wig made of cotton. He is dressed in white, with a white blanket or towel around his shoulders.

**The Summer Land People** wear eye patches, which can be made of felt circles sewed to a length of stretchy elastic. Make an extra eye patch to be worn by Gluskabe in Scene III.

**The Crows** wear black blankets or towels.

\* \* \* \*

(continues)

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## Gluskabe and Old Man Winter (continued)

### Scene I: Gluskabe and Grandmother Woodchuck's Wigwam

*Gluskabe and Grandmother Woodchuck sit inside with their blankets over their shoulders.*

**NARRATOR:** Long ago Gluskabe (gloo-SKAH-bey) lived with his grandmother, Woodchuck, who was old and very wise. Gluskabe's job was to help the people.

**GLUSKABE:** It is very cold this winter, Grandmother.

**GRANDMOTHER WOODCHUCK:** *Ni ya yo* (nee yah yo), Grandson. You are right!

**GLUSKABE:** The snow is very deep, Grandmother.

**GRANDMOTHER WOODCHUCK:** *Ni ya yo*, Grandson.

**GLUSKABE:** It has been winter for a very long time, Grandmother.

**GRANDMOTHER WOODCHUCK:** *Ni ya yo*, Grandson. But look, here comes one of those human beings who are our friends.

**HUMAN BEING:** *Kwai, kwai, nidobak* (kwy kwy nee-DOH-bahk). Hello, my friends.

**GLUSKABE AND GRANDMOTHER WOODCHUCK:** *Kwai, kwai, nidoba* (kwy kwy nee-DOH-bah).

**HUMAN BEING:** Gluskabe, I have been sent by the other human beings to ask you for help. This winter has been too long. If it does not end soon, we will all die.

**GLUSKABE:** I will do what I can. I will go to the wigwam of Old Man Winter. He has stayed here too long. I will ask him to go back to his home in the Winter Land to the north.

(continues)

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## Gluskabe and Old Man Winter (continued)



**GRANDMOTHER WOODCHUCK:** Be careful, Gluskabe.

**GLUSKABE:** Don't worry, Grandmother. Winter cannot beat me.

### Scene II: The Wigwam of Old Man Winter

*Old Man Winter sits in his wigwam, "warming" his hands over his fire made of ice. The four balls of summer are on one side of the stage. Gluskabe enters stage carrying his bag and stands to the side of the wigwam door. He taps on the wigwam.*

**OLD MAN WINTER:** Who is there!

**GLUSKABE:** It is Gluskabe.

**OLD MAN WINTER:** Ah, come inside and sit by my fire.

*Gluskabe enters the wigwam.*

(continues)

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## Gluskabe and Old Man Winter (continued)

**GLUSKABE:** The people are suffering. You must go back to your home in the Winter Land.

**OLD MAN WINTER:** Oh, I must, eh? But tell me, do you like my fire?

**GLUSKABE:** I do not like your fire. Your fire is not warm. It is cold.

**OLD MAN WINTER:** Yes, my fire is made of ice. And so are you!

*Old Man Winter throws his white sheet over Gluskabe. Gluskabe falls down. Old Man Winter stands up.*

**OLD MAN WINTER:** No one can defeat me!

*Old Man Winter pulls Gluskabe out of the lodge. Then he goes back inside and closes the door flap. The Sun comes out and shines on Gluskabe. Gluskabe sits up and looks at the Sun.*

**GLUSKABE:** Ah, that was a good nap! But I am not going into Old Man Winter's lodge again until I talk with my grandmother.

*Gluskabe begins walking across the stage toward the four balls. Grandmother Woodchuck enters.*

**GRANDMOTHER WOODCHUCK:** It is still winter, Gluskabe! Did Old Man Winter refuse to speak to you?

**GLUSKABE:** We spoke, but he did not listen. I will speak to him again; and I will make him listen. But tell me, Grandmother, where does the warm weather come from?

**GRANDMOTHER WOODCHUCK:** It is kept in the Summer Land.

**GLUSKABE:** I will go there and bring summer back here.

**GRANDMOTHER WOODCHUCK:** Grandson, the Summer Land people are strange people. Each of them has one eye. They are also greedy. They do not want to share the warm weather. It will be dangerous.

(continues)

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## Gluskabe and Old Man Winter (continued)



(continues)

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## Gluskabe and Old Man Winter (continued)

**GLUSKABE:** Why will it be dangerous?

**GRANDMOTHER WOODCHUCK:** The Summer Land people keep the summer in a big pot. They dance around it. Four giant crows guard the pot full of summer. Whenever a stranger tries to steal summer, those crows fly down and pull off his head!

**GLUSKABE:** Grandmother, I will go to the Summer Land. I will cover up one eye and look like the people there. And I will take these four balls of sinew with me.

*Gluskabe picks up the four balls, places them in his bag, and puts the bag over his shoulder.*

### Scene III: The Summer Land Village

*The Summer Land People are dancing around the pot full of summer. They are singing a snake dance song, following their leader, who shakes a rattle in one hand. Four Crows stand guard around the pot as the people dance.*

**SUMMER LAND PEOPLE:** *Wee gai wah neh (wee guy wah ney),*

*Wee gai wah neh,*

*Wee gai wah neh, wee gai wah neh,*

*Wee gai wah neh, wee gai wah neh,*

*Wee gai wah neh.*

*Gluskabe enters, wearing an eye patch and carrying his bag with the balls in it.*

**GLUSKABE:** *Kwai, kwai, nidobak!* Hello, my friends.

(continues)

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## Gluskabe and Old Man Winter (continued)

Everyone stops dancing. They gather around Gluskabe.

**LEADER OF THE SUMMER LAND PEOPLE:** Who are you?

**GLUSKABE:** I am not a stranger. I am one of you. See, I have one eye.

**SECOND SUMMER LAND PERSON:** I do not remember you.

**GLUSKABE:** I have been gone a long time.

**THIRD SUMMER LAND PERSON:** He does have only one eye.

**FOURTH SUMMER LAND PERSON:** Let's welcome him back. Come join in our snake dance.



(continues)

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## Gluskabe and Old Man Winter (continued)

The singing and dancing begin again: “Wee gai wah neh,” etc. Gluskabe is at the end of the line as the dancers circle the pot full of summer. When Gluskabe is close enough, he reaches in, grabs one of the summersticks, and breaks away, running back and forth.



**LEADER OF THE SUMMER LAND PEOPLE:** He has taken one of our summersticks!

**SECOND SUMMER LAND PERSON:** Someone stop him!

**THIRD SUMMER LAND PERSON:** Crows, catch him!

**FOURTH SUMMER LAND PERSON:** Pull off his head!

(continues)

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## Gluskabe and Old Man Winter (continued)

The Crows swoop after Gluskabe. He reaches into his pouch and pulls out one of the balls. As each Crow comes up to him, he ducks his head down and holds up the ball. The Crow grabs the ball. Gluskabe keeps running, and pulls out another ball, repeating his actions until each of the Crows has grabbed a ball.

**FIRST CROW:** *Gah-gah!* I have his head.

**SECOND CROW:** *Gah-gah!* No, I have his head!



(continues)

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## Gluskabe and Old Man Winter (continued)

**THIRD CROW:** *Gah-gah!* Look, I have his head!

**FOURTH CROW:** *Gah-gah!* No, look—I have it too!

**LEADER OF THE SUMMER LAND PEOPLE:** How many heads did that stranger have?

**SECOND SUMMER LAND PERSON:** He has tricked us. He got away.

### Scene IV: The Wigwam of Old Man Winter

*Gluskabe walks up to Old Man Winter's wigwam. He holds the summerstick in his hand and taps on the door.*

**OLD MAN WINTER:** Who is there!

**GLUSKABE:** It is Gluskabe.

**OLD MAN WINTER:** Ah, come inside and sit by my fire.

*Gluskabe enters, sits down, and places the summerstick in front of Old Man Winter.*

**GLUSKABE:** You must go back to your home in the Winter Land.

**OLD MAN WINTER:** Oh, I must, eh? But tell me, do you like my fire?

**GLUSKABE:** Your fire is no longer cold. It is getting warmer. Your wigwam is melting away. You are getting weaker.

**OLD MAN WINTER:** No one can defeat me!

**GLUSKABE:** Old Man, you are defeated. Warm weather has returned. Go back to your home in the north.

(continues)

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## Gluskabe and Old Man Winter (continued)

*The blanket walls of Old Man Winter's wigwam collapse. Old Man Winter stands up and walks away as swiftly as he can, crouching down as if getting smaller. People carrying the cutouts of the Sun, Flowers, and Plants come out and surround Gluskabe as he sits there, smiling.*



**NARRATOR:** So Gluskabe defeated Old Man Winter. Because he brought only one small piece of summer, winter still returns each year. But, thanks to Gluskabe, spring always comes back again.

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# Story Elements

in *Gluskabe and Old Man Winter*

Name: \_\_\_\_\_

**Book title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

Main characters: \_\_\_\_\_

\_\_\_\_\_

Setting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plot: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Problem or conflict: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Climax: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Theme: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Stop and Ask Questions

## About *Hurricane*

Name: \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

**STOP 4**



## Excerpt

### from *Hurricane* by David Wiesner

“I can’t find Hannibal anywhere, Mom,” David said. “I thought he’d be home when we got back from the store.”

“I’m sure Hannibal is all right,” Mom answered. “Cats know more about storms than people do. But if it will make you feel better, why don’t you and George go look for him while I put the groceries away. Don’t go too far from the house, though. Your father will help you look as soon as he’s finished securing everything in the yard.”

“There he is!” David exclaimed. He and George peered through the gaps between the strips of tape they had put on the storm door. A thoroughly wet Hannibal peered indignantly back at them.

“Let’s get him inside before the wind blows him away,” George said.

Excerpt from *Hurricane* by David Wiesner. Copyright © 1990 by David Wiesner. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



## Poem

# My Man Blue

by Nikki Grimes

His leathery skin's  
Like indigo ink  
This rugged dude  
Who some folk think  
Looks fierce in clothes  
Of midnight black.  
Then there's his teeth:  
One gold, three cracked.  
And I suppose  
The shades could go.  
He wears them night  
And day, I know.  
Still, underneath  
This shell, Blue hides  
A harmless  
Gentle-giant side.

"My Man Blue" from *My Man Blue* by Nikki Grimes. Copyright © 1999 by Nikki Grimes. Used by permission of Dial Books for Young Readers, a division of Penguin Young Readers Group, a member of Penguin Group (USA) LLC.

## When We First Met

by Nikki Grimes

My mom and me moved here without his help.  
So why's this "Blue" guy stop us on the street?  
His welcome is on Mom's account, I bet.  
I circle, look him up and down and let  
Him know his grin's not winning points with me.  
My flashing eyes warn "Do not trespass here,"  
'Cause in this family *I'm* the only man.  
He nods. He understands. So I ease up.  
Mom sees me eyeing Blue and lets me know  
He's her old friend. It's safe to say hello.  
She says they both grew up here way back when.  
I mumble, "Well, it's news to me!" But then  
I throw my shoulders back and take my stance.  
He seems alright. I might give him a chance.

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## Second Son

by Nikki Grimes

We're leaning on the stoop, see  
counting wedges of blue sky  
Sandwiched in between the roofs  
and white clouds drifting by.

"Why'd you want my friendship, Blue?"  
I blurt out there and then.  
"I had a son named Zeke," Blue says.  
"These streets became his friend.

"He needed me but by the time  
I came, it was too late.  
He'd passed the point of trusting his  
old man to steer him straight.

"Your missing daddy also left  
a hole in you," says Blue.  
"If friendship fills it, there's less chance  
the streets will eat at you."

"That's cool," I say, all serious.  
"But I can't take Zeke's place."  
"I know," says Blue. "But your laugh sure  
helps conjure up his face!"

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# Double-entry Journal

About "Second Son"

Name: \_\_\_\_\_

## What I Read

1. "I had a son named Zeke," Blue says.  
"These streets became his friend."

2.

## What I Inferred

Zeke went to live on the streets and  
Blue doesn't see him much anymore.

# Double-entry Journal

Name: \_\_\_\_\_

About \_\_\_\_\_

What I Inferred

What I Read

## The Watcher

by Nikki Grimes

My favorite ball skipped off the curb  
 And some dumb kid disguised as me  
 Ran blindly after it then heard  
 A tire's skid and spied a rig.  
 My stubborn feet refused to fly  
 But Blue reached out and grabbed my belt  
 And set me on the sidewalk while  
 The rig reduced my ball to dust.  
 Blue took my hand and marched me home  
 Then disappeared without a word.  
 At times I think Blue's actually  
 Some gold-toothed angel, guarding me.

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# Double-entry Journal

Name: \_\_\_\_\_

About \_\_\_\_\_

What I Visualized

What I Read

# Double-entry Journal

Name: \_\_\_\_\_

About \_\_\_\_\_

**What I Read**

**What I Inferred**



## Excerpt

### from *Amelia's Road*

by Linda Jacobs Altman

Amelia found an old metal box that somebody had tossed into the trash. It was dented and rusty, but Amelia didn't care. That box was the answer to her problem.

She set to work at once, filling it with "Amelia-things." First she put in the hair ribbon her mother had made for her one Christmas; next came the name tag Mrs. Ramos had given her; then a photograph of her whole family taken at her last birthday; and after that the picture she'd drawn in class with the bright red star on it.

Finally, she took out a sheet of paper and drew a map of the accidental road, from the highway to the very old tree. In her best lettering, she wrote *Amelia Road* on the path. Then she folded the map and put it into her box.

When all the apples were finally picked, Amelia's family and the other workers had to get ready to move again. Amelia made one more trip down the accidental road, this time with her treasure box.

She dug a hole near the old tree, and gently placed the box inside and covered it over with dirt. Then she set a rock on top, so nobody would notice the freshly turned ground.

When Amelia finished, she took a step back and looked at the tree. Finally, here was a place where she belonged, a place where she could come back to.

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## Excerpt

### from *Peppe the Lamplighter*

by Elisa Bartone

Once when Peppe got home, Papa was watching from the window. “You’ll belong to the streets!” he shouted.

Peppe sat on the stoop way past his bedtime, then cried himself to sleep when no one would hear. In the morning his shoulders drooped, just a little.

“Hey, Peppe, don’t look so sad!” Fat Mary teased, and Peppe tried not to.

But Papa stayed angry. “You’ll never amount to anything,” he grumbled.

Giulia took Peppe’s hand in hers. “Don’t worry about it,” she told him.

“Peppe, look up when you walk!” Nicolina reminded him as he left for work.

Peppe tried, but when he came home, Papa turned away. “I don’t even want to look at you, you make me so ashamed,” he said.

“You never play with me anymore, Peppe,” said Assunta.

Peppe just lowered his eyes and didn’t answer. And from then on he rushed through the lighting of the lamps, sometimes forgetting which was which.

“It’s a stupid job,” he said to himself. And he began to imagine that the people of the neighborhood laughed behind his back.

Soon he would not show his face outside the tenement . . . and one night, the streets of Little Italy were dark. “Where is Peppe the Lamplighter?” said the people to one another.

Excerpt from *Peppe the Lamplighter* by Elisa Bartone. Text copyright © 1993 by Elisa Bartone. Used by permission of HarperCollins Publishers.

# Double-entry Journal

## About *Peppe the Lamplighter*

Name: \_\_\_\_\_

TEKS 7.E.i  
TEKS 7.G.i  
Student/Teacher Activity  
Student Response  
Activity (all)

What I Inferred

What I Read

## Excerpt

### from *Coming to America*

by Betsy Maestro

Inspectors from the island boarded the ships at anchor to check the passengers. Wealthy passengers traveling first class were usually allowed to leave the ship right away. The inspectors looked for signs of contagious disease among the others. Those who were ill sometimes stayed aboard the ship or were sent to other islands to recover. Those who seemed healthy were taken to Ellis Island. . . .

First, the immigrants were given a quick examination by doctors. Those with health problems were marked with colored chalk. The doctors would examine these persons more closely. Some people were kept on the island for observation. After 1911, Ellis Island had its own hospital to treat the sick.

Sometimes immigrants had permanent health problems that would make it hard for them to work. This often meant that they would be sent back to their native country. But most of the new arrivals passed inspection and moved on to the next step.

Now, the immigrants were asked a long list of questions. Inspectors asked their names, where they were from, and how much money they had. Since most of the immigrants did not speak English, they needed help in understanding and answering the questions. Translators did what they could to help the inspectors and newcomers understand one another.

Even though it was difficult, most managed somehow to answer all the questions. Mothers often spoke for children who might be

(continues)

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## Excerpt from *Coming to America* (continued)

too little or too scared to speak. The immigrants had to show that they would work hard and stay out of trouble. Usually the ordeal was over within the day. When they received their entry cards, at last, the immigrants could officially enter their new country.

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## Excerpt

### from *A Picture Book of Harriet Tubman*

by David A. Adler

During the years between 1850 and 1860, Harriet worked as a cook, dish washer, and cleaning woman. She used much of the money she earned to make nineteen trips south to lead about three hundred slaves to freedom. Many of them were her own relatives.

Harriet took them from one safe house to the next. Sometimes she led them as far as Canada. She was a “conductor” on the Underground Railroad.

At times Harriet disguised herself as a weak old woman or as a man. She used songs as a secret code. When the runaways were hiding and it was safe to come out, she sang a joyful song, “Hail, oh hail ye happy spirits.” The runaway slaves always recognized Harriet’s deep, husky voice.

Once slaves began their journey north with Harriet, she wouldn’t let them turn back. When slaves were too scared to go on, Harriet pointed a gun at their heads and said, “You’ll go on, or you’ll die.”

Years later Harriet said proudly, “I never ran my train off the track. I never lost a passenger.”

Harriet was called “Moses” because she led her people out of slavery. There was a huge reward waiting for anyone who caught her, but no one ever did.

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# Double-entry Journal

Name: \_\_\_\_\_

About *A Picture Book of Harriet Tubman*

What I Inferred

What I Read

# VIRTUAL WORLDS

## COMMUNITY IN A COMPUTER

These days, you don't have to leave your home to have fun or to play with other people. Within the world of a video game, a person can kick a virtual soccer ball, defeat a virtual army, or build a virtual city. Two players from opposite sides of the world can team up, create plans, and work together.

Video games are played in two out of three households in the United States. These games have never been more popular—or controversial. Some people say video games can help players learn skills such as quick thinking and problem-solving, but there is also evidence that gaming can be harmful to players' health and other parts of their lives.

### PROS

#### TEAMWORK AND COMMUNITY

For people who are shy, video gaming can be a way to learn how to interact with others. Massively multiplayer online games, or MMOGs, are video games that allow thousands of players around the world to play the same video game at one time. Often, each MMOG player creates a virtual character that interacts with other players' characters in the virtual world. Players work together to accomplish goals—for example, building cities or defeating an army. In order to be successful in an MMOG game, players have to spend a lot of time playing and cooperating with other players.

#### IMPROVED MOTOR SKILLS

There is evidence that video gaming may improve motor skills, boosting your ability to use your muscles to do things. Gaming may also improve your hand-eye coordination, or how well your eyes and hands work together. Playing video games may also help increase your speed in responding to a situation. This can help with all kinds of real-world activities. Some video game programs even simulate, or imitate, certain activities to help people practice skills they will need in their careers. Using video games called simulation programs, airplane pilots, firefighters, and police officers can all practice skills needed for their jobs. The more that people can practice these skills, the more confident and better they become using them in real life.

#### PROBLEM-SOLVING

In the United States, intelligence test scores are rising higher than ever before. Some researchers say that one reason could be video gaming. Virtual games present a series of problems that players must solve to succeed in the game. Like anything else that is mentally challenging, this could make people smarter. In the fast-paced modern world, where decisions often need to be made quickly, young people could be learning skills that will help them to succeed in the future.

#### PLAYING TO LEARN

If video games could be used in the classroom, perhaps students would be able to pay more attention to what they are learning. For example, when learning about a historical event such as a battle, students could put themselves in the place of the soldiers to understand the situation better.



A pilot using a simulation program can practice skills, such as performing an emergency landing, without getting hurt.

## CONS

### REAL-WORLD ISOLATION

Video game critics worry that young people who spend too much time playing video games might not learn important social skills needed to make friends and succeed in the real world. Interacting with a person in an online video game is very different from interacting with a person face-to-face. The etiquette, or how someone is expected to behave, is different within each setting. So while a person might feel confident and make friends easily within the virtual world, outside of that world he or she might feel increasingly shy and have trouble talking to people.

### HEALTH RISKS

Apart from exercising the hands and wrists, video gaming isn't a physical activity. Young people who spend hours gaming each day may not get enough exercise. One study found that teens who played video games ate more food, which could lead to overeating and weight problems over time. Doctors have also found that some gamers complain of eye strain, headaches, and wrist pain. People who

spend hours playing these games can develop problems such as RSI (repetitive strain injury), which occurs when a person repeats the same action over and over for hours. Additionally, some people argue that since gamers can engage in dangerous behavior—such as racing cars at fast speeds—within the game world without worrying about hurting themselves or others, they might feel encouraged to take dangerous risks in real life.

### VIOLENT TENDENCIES

Critics argue that violent video games can encourage players to solve problems using violence. A 2011 study monitoring brain reaction to violent video games found that the brains of people who played violent video games were less sensitive to violence than the brains of players of nonviolent video games. Because their brains were less sensitive to violence, players of violent video games were more likely to respond to situations with aggression.

### BEHIND ON THE BOOKS

Teachers worry that students who spend hours playing video games may fall behind on schoolwork. There is also a risk that using video games as learning tools would keep students from learning the importance of reading and using their imaginations. Reading helps people learn and think about information independently. Through reading, a person uses his or her imagination to understand ideas. Educational video games in classrooms might discourage students from learning how to think imaginatively.

**It's easy to lose track of time during an intense video gaming session—which means that schoolwork can suffer.**

# School Uniforms

## The Way to Go

Jackets, ties, and dress pants; knee-high socks, skirts, and blouses—in schools around the world, students prepare for the school day by putting on uniforms. Love it or hate it, the school uniform is one of the most common kinds of uniforms in the world. School uniforms make schoolchildren look neat and clean and identify them as students of a certain school.

Many students say that uniforms look boring or that they don't allow kids to express themselves with the clothes they choose to wear. On the surface, school uniforms might not seem cool, but wearing them has some big benefits.

### An End to Indecision

Being decisive about what to wear to school can be challenging. Many young people worry about how they look: "Will people judge me by what I'm wearing? Is green 'in' or 'out' this season?" Wearing a uniform helps you feel more confident because everyone else at school will be wearing the same outfit. Nobody will judge you by what clothing you wear.

Because you don't need to decide what to wear, a uniform helps you to save time in the morning. There is another advantage to wearing a uniform: It will help you save money because usually you'll need to buy only one or two uniforms at the start of the year—and there's no pressure to wear costly designer labels to school.



During the 2009–2010 school year, about 19 percent of public schools required their students to wear uniforms.

## Identity and Belonging

It's good to feel that you belong! A school uniform gives you a sense of identity and school pride. Some studies have shown that wearing a uniform does even more than that: it can also help you to focus on your schoolwork. It's similar to how a businessperson dresses in a suit when he or she goes to work. Dressing in more formal clothes helps you to shift from "play mode" to "work mode." After all, the main reason you go to school is to study and learn.

Teachers and parents like school uniforms for another reason. Uniforms help keep students safer by showing who does—and doesn't—belong in the school. Intruders realize they will stand out if they enter a school where the students are all in uniform, so the intruders are more likely to stay away.



Judging people by how they look is human nature, but we need to find other ways of learning about one another, too.



## Self-expression

Belonging is good, but what about expressing yourself? It's true that school uniforms limit the ways you can look. However, a uniform doesn't limit who you are, the way you speak, and how you behave. In fact, it helps you to learn to express yourself in more creative ways. Knowing how to talk about your opinions, ideas, and beliefs is a great life skill, and wearing a school uniform encourages you to practice that skill.

Have you ever heard the expression "judging a book by its cover"? It means to judge something by how it looks before you've taken the time to understand it. We all judge people a little by how they look—for example, we can guess that someone with spiky blue hair likes punk music or that someone who wears red from head to toe likes to stand out. But you can't know what a person is really like if you don't get past their appearance.

School uniforms encourage us to get to know people's personalities rather than judging them only by what they wear. That's one of the most valuable things we can learn from wearing school uniforms. Who knows what friendships, conversations, and ideas we miss out on by judging people only by their clothes?

# School Uniforms

## No Way!

It's Monday morning—a school day—and you're thinking, "What will I wear to school today?" Well, you might consider the weather, your mood, the class party you're having that day, or the promise you made to your best friend to wear matching sweatshirts. But if you had to wear a uniform to school each day, you wouldn't be able to make wardrobe decisions. You'd have to dress like everyone else.

School uniform policies are being debated in public school districts across the United States. Supporters say that uniforms make schools safer, help prevent bullying and teasing, and even improve students' academic performance, but opponents say that school uniforms are not the way to go.

### Self-expression

A common argument against school uniforms is that they limit self-expression. People often use the way they dress to express their personalities or feelings about themselves and the world. They might wear clothing that shows how they feel on a particular day, or they might dress to show how original or creative they are. What you are wearing is one of the first things people notice when they see you. Your clothes tell others something about yourself. Many feel that students would lose their freedom to express who they truly are if they had to wear a school uniform. For example, a group of students in Tennessee protested their loss of freedom by wearing patches on their uniforms that said things like "I Miss My Real Clothes."



## Comfort

Students spend most of their day at school. During some of that time, they're working at a desk or table. At other times, they're sitting cross-legged on a rug with their classmates listening to a story, or they're on the playground kicking a soccer ball or shooting hoops. Whatever students are doing, it's important for them to be wearing clothing that is comfortable. If the fabric or design of a school uniform is uncomfortable, it can affect students' work and play. After all, who wants to wear a tie at recess?

## Cost

Some people argue that school uniforms are less expensive than a typical school wardrobe, but that's not true for everyone. The cost of buying a set of uniforms at the start of a school year—one uniform for everyday use, another for special events, and a third for gym class—can be a hardship for families that are struggling financially.

## Performance and Behavior

Many believe that if students wear school uniforms, they will perform better in class, be absent less often, and have fewer behavioral problems. While studies have been done to evaluate how school uniforms affect academic performance and student behavior, there is not enough evidence to come to a firm conclusion. One study from the University of Houston found that school uniforms improved student attendance, behavior, and learning. However, a study from the University of North Michigan found that uniforms made student behavior problems worse, not better. That same study found no proof that uniforms improved learning. A study from the University of Missouri also couldn't find any proof that uniforms helped students to learn better or that uniforms reduced behavioral problems or absences.

If students are allowed to choose the clothes they wear to school, then they can express who they are and feel comfortable, as well. Why would we want to change that?



# Examples of Functional Texts

Mileage	
Downtown	10
Airport	15
Scenic Road	22



A recipe card with a decorative, wavy border. At the top, there are four icons: a head of broccoli, a single leaf, a whole onion, and a mushroom. Below the icons, the title "Green Side Dish" is written in a bold, blue, sans-serif font. The ingredients list follows in a smaller, blue, sans-serif font:

- 3 packages of frozen broccoli florets
- 2 packages of frozen chopped spinach
- 1 large onion
- 2 tablespoons of olive oil
- 2 cans of mushroom soup
- 1½ cups of bread crumbs

Below the ingredients, the instructions are written in a smaller, blue, sans-serif font:

Preheat oven to 375°F. Grease a casserole dish. Defrost broccoli and spinach until they are bright green, and drain well. Chop onion and sauté in olive oil. Mix together the onions, broccoli, spinach, and mushroom soup. Put mixture into the casserole dish. Sprinkle bread crumbs on top. Bake for 45 minutes. Enjoy!



A to-do list card with a decorative, wavy border. The title "TO-DO LIST" is written in a bold, blue, sans-serif font. Below the title, a list of tasks is written in a smaller, blue, sans-serif font:

- walk dog
- read book
- soccer practice
- do homework
- help make dinner

A sale sign with a starburst background. The word "SALE" is written in a large, bold, white, sans-serif font. Below it, the word "AVOCADOS" is written in a bold, blue, sans-serif font. At the bottom, the price "\$2/LB" is written in a bold, blue, sans-serif font.

A concert ticket for the Center Auditorium. On the left, there is a logo featuring a rainbow and a musical note, with the text "CENTER AUDITORIUM" below it. To the right of the logo, the event details are written in a blue, sans-serif font:

CENTER AUDITORIUM  
Friday April 15th 7:00 pm

THE BIG BAND  
with THE TINY ORCHESTRA  
LIVE IN CONCERT  
\$20.00

SECTION Loge  
ROW B SEAT 7

On the far right, there is a barcode.

# Nutrition Facts

Serving Size 2 tbsp. (32g)  
Servings Per Container 14

Calories 200 Fat Cal. 140

\*Percent Daily Values based on a 2000 calorie/day diet

Amount/serving %DV

**Total Fat** 15g **23%**

Sat. Fat 3g 13%

Trans Fat 0g 0%

**Cholesterol** 0mg **0%**

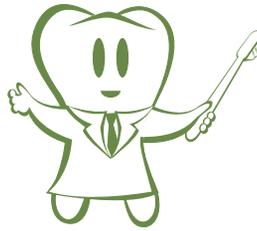
**Sodium** 45mg **2%**

**Total Carb** 7g **2%**

Sugars 2g

**Protein** 9g

Vitamin A 0% • Vitamin C 0%  
Calcium 2% • Iron 4%



## Reminder!

You have a dentist appointment with Dr. Smith on

Monday, March 7th  
at 8:00 a.m.

**Alex Martinez**

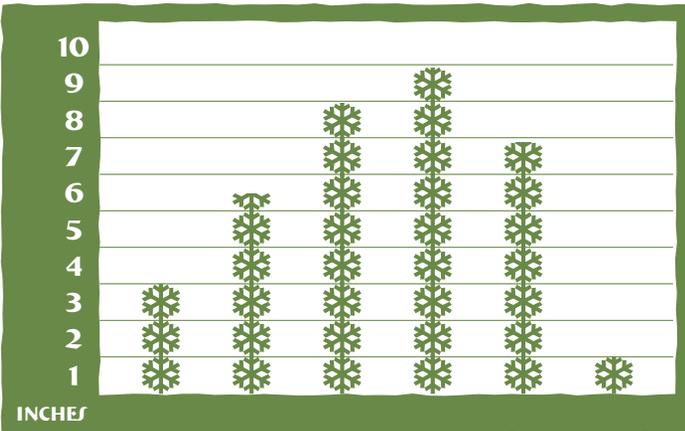
11 Main Drive  
Springtown, CA 12004

**ONE WAY**



# WILDCAT MOUNTAIN SNOWFALL

NOV DEC JAN FEB MAR APR



## Little Red Riding Hood

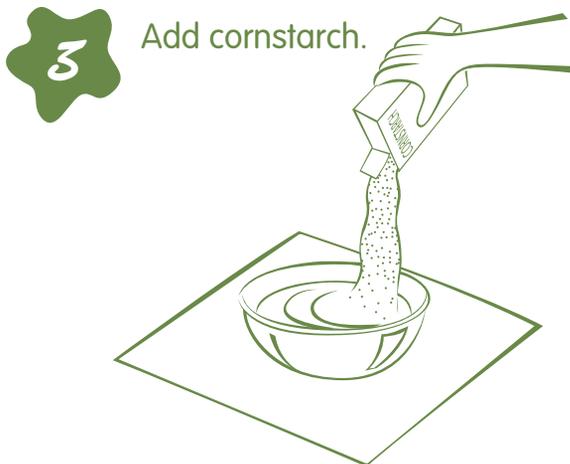
a play by Ms. Olson's Class

Wolf ..... Miles  
Red Riding Hood ..... Olivia  
Friends ..... Shareef, Ben, Rashalla  
Trees ..... Julia, Kalifa, Roberto  
Grandma ..... Alexia

# HOW TO MAKE OOBLECK

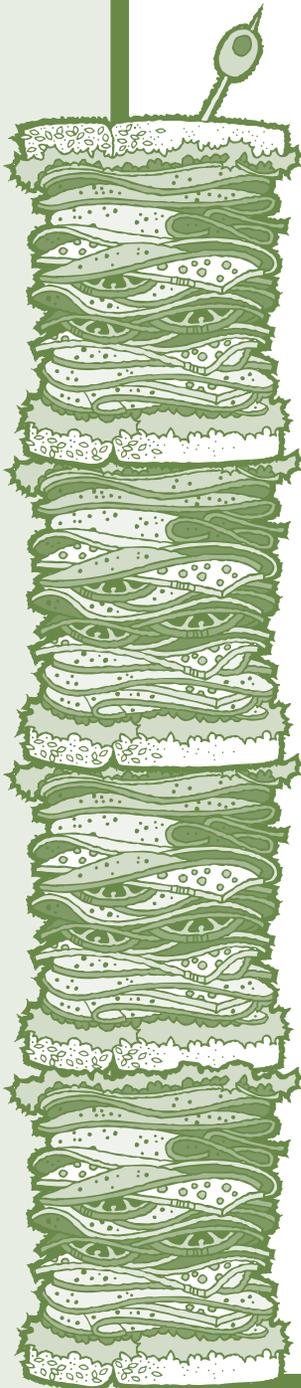
## Materials needed:

- Newspapers to cover work area
- Paper towels for cleanup
- 1 box cornstarch
- 1½ cups water (more if your oobleck is too firm)
- Green food coloring (or another color)
- Mixing bowl



*It won't take long before you realize you've made oobleck.  
It's a sticky goo that flows like a syrup but  
holds together like a solid.*

# Simon's Sandwich Shop



## Favorites

	6-inch	12-inch
Tuna	\$3.50	\$6.50
Roast Beef	\$3.50	\$6.50
Ham	\$3.50	\$6.50
Meatball	\$3.50	\$6.50
Turkey Breast	\$3.50	\$6.50

## Speciality Sandwiches

	6-inch	12-inch
Organic Free-range Chicken with Cranberry Sauce	\$4.50	\$7.50
Grilled Veggies with Cheese or Hummus	\$4.50	\$7.50
Barbecue Tofu Burger	\$4.50	\$7.50

## Extras

	6-inch	12-inch
Cheese	\$.25	\$.50
Lettuce	\$.25	\$.50
Tomato	\$.25	\$.50

All sandwiches come with your choice of bread and dressing.

## Breads

White, Whole Wheat, Honey Bran, Italian Herb

## Dressings

Mayonnaise, Mustard, Oil and Vinegar

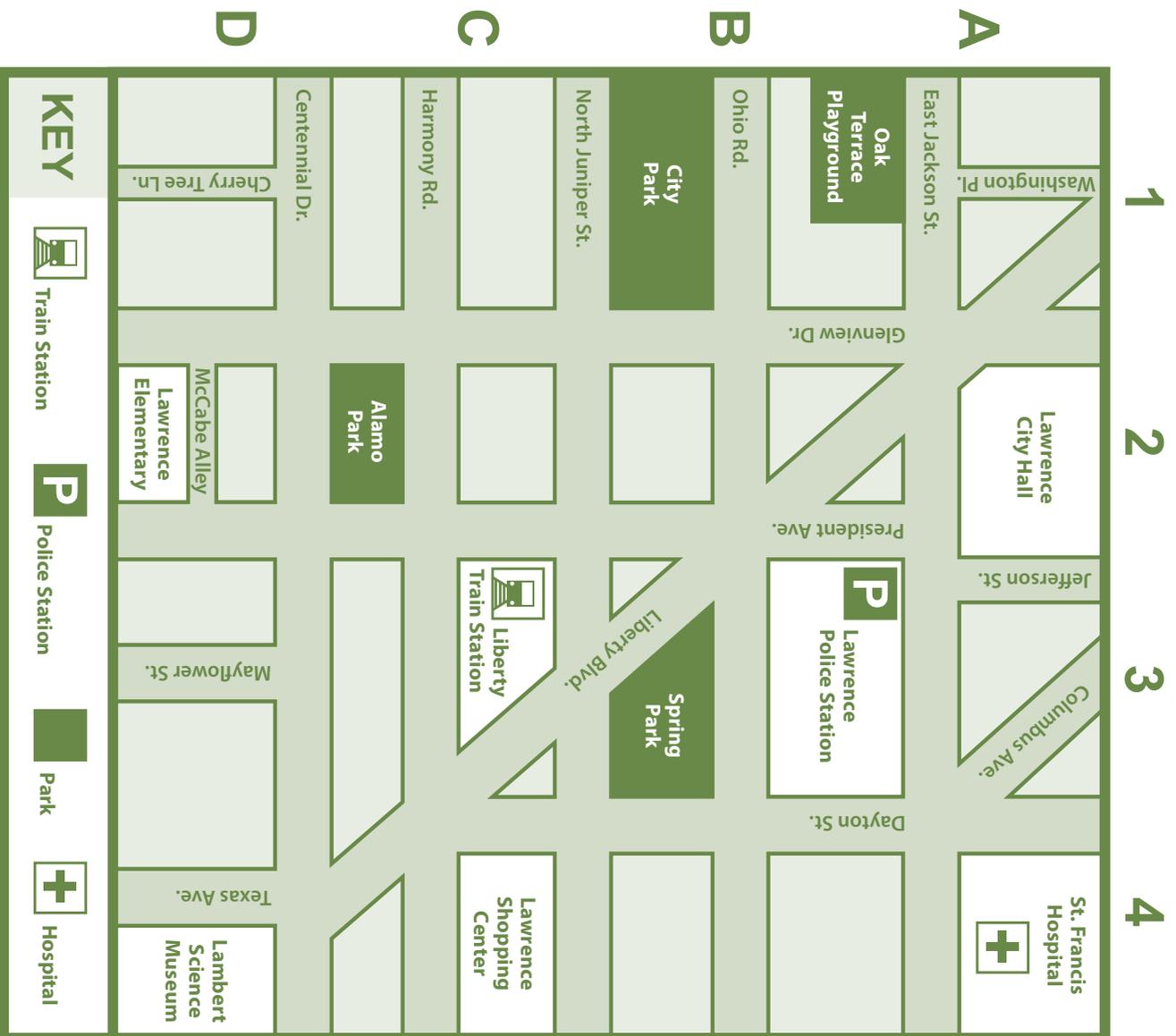
## Drinks

	Small	Medium	Large
Lemonade, Juice, Milk	\$1.25	\$1.50	\$2.00

## Sides

Green Salad	\$2.50
Pickle	\$.50

# CITY OF LAWRENCE STREET MAP



## Index Reference/Location on Map

Alamo Park .....	C2
Centennial Drive .....	D1-D4
Cherry Tree Lane .....	D1
City Park .....	B1
Columbus Avenue .....	A3
Dayton Street .....	A4-C4
East Jackson Street .....	A1-A4
Glenview Drive .....	A2-D2
Harmony Road .....	C1-C4
Jefferson Street .....	A3
Lambert Science Museum .....	D4
Lawrence City Hall .....	A2
Lawrence Elementary .....	D2
Lawrence Police Station .....	A3
Lawrence Shopping Center .....	C4
Liberty Boulevard .....	A1-C4
Liberty Train Station .....	C3
Mayflower Street .....	D3
McCabe Alley .....	D2
North Juniper Street .....	C1-C4
Oak Terrace Playground .....	A1
Ohio Road .....	B1-B4
President Avenue .....	A2-D2
Spring Park .....	B3
St. Francis Hospital .....	A4
Texas Avenue .....	D4
Washington Place .....	A1

# Contents from *Farm Workers Unite*

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## Excerpt from *Farm Workers Unite* (1)

# 1



## COMPETITION FOR WORK

**WHEN THERE ARE NOT** enough jobs for everyone who wants them, workers have to compete for jobs. Beginning in the 1940s, migrant farm workers in the United States faced growing competition for jobs.

More migrant workers came into the United States because of the Bracero Program, which was set up by the government in 1942. Because so many men were overseas fighting in World War II, the government allowed growers to bring in extra workers (called *braceros*) from Mexico to plant and harvest crops. After the war ended in 1945, farm owners kept hiring braceros instead of other workers because the braceros



Braceros were usually paid less than migrant workers.

(continues)

## Excerpt from *Farm Workers Unite* (1) (continued)

were willing to work longer hours for less pay. The farmers wanted to spend less money paying workers so they could keep the cost of food lower and make a bigger profit.

More workers also came into the United States by crossing the border **illegally**. Farmers hired illegal workers for the same reason they hired braceros—because they were willing to work for much lower wages than local workers. The illegal workers didn't complain because their pay was still higher than it would have been in their home

countries, and they feared **deportation** if they spoke out.

At the same time the number of workers was rising, jobs were disappearing. After World War II, new machines were invented to plant and harvest crops. The machines did a lot of the work that had been done before by migrant workers. More and more farmers used machinery on their farms during the 1950s and '60s. As a result, there were fewer jobs for the growing number of workers.

## Excerpt from *Farm Workers Unite* (2)

### UNIONS AND CONTRACTS

A labor union is an organization that is formed to protect workers' rights. Members pay a small amount of money to the union, and, in return, the union takes care of them. Union staff, called *organizers*, draw up contracts with the employers. These contracts set out the rules of working—for example, the hours of work, pay, coffee breaks, and vacations. Union contracts also include general conditions, such as which tools and machinery can be used by the workers, and what employers must do to ensure workers' health and safety.

Employers can't fire members of a union or change their pay without talking to the union first. If there is a **strike**, the union pays workers or provides food and clothing for their families if they need it. If a union member has been unfairly treated at work, the union tries to find a solution with the employer. A union helps workers to stand together, which gives them more power.

### CÉSAR CHÁVEZ AND DOLORES HUERTA

One man, César Chávez, was determined to help farm workers stand up for their rights. Chávez was born in Yuma, Arizona, in 1927. In the 1930s, his family moved to California, where, like other migrant worker families, they moved from place to place in search of work. Young César Chávez went to dozens of different schools and was often treated badly by teachers and other students. No matter how difficult their lives were, though, Chávez's father always stood up for his family.

In 1942, Chávez's father was badly injured in a car accident and was unable to work. To help the family, 15-year-old Chávez left school and went to work in the fields full time. During the years he spent as a farm worker, Chávez learned firsthand about the **injustices** the workers faced. He became more and more determined to help change the lives of farm workers for the better. In the early 1950s, he left farm work to fight for workers' rights.

In 1952, Chávez became an organizer for the Community Service Organization, a group in San Jose, California, that

(continues)

## Excerpt from *Farm Workers Unite* (2) (continued)

helped Mexican migrant workers improve their working and living conditions. The organization helped people with things like filling out forms in English, registering to vote, and enrolling their children in school. Through his work with the Community Service Organization, he got to know a woman named Dolores Huerta.

Like Chávez, Huerta was Mexican American. She was born in Dawson, New Mexico, in 1930. When she was three, she moved with her mother and two brothers to California. Her mother worked two jobs to support her children. When Huerta was 20, she



Dolores Huerta

began training to be a teacher. She went to work in an elementary school but left soon afterward. "I couldn't stand seeing kids come to class hungry and needing shoes," she said later. "I thought I could do more by organizing farm workers than by trying to teach their hungry children." \*

After she left teaching, Huerta looked for ways to help set up health and education programs for struggling workers and their families. In 1955, she started an office of the Community Service Organization in Stockton, California. In

\* <http://www.digitalhistory.uh.edu/>. Section on Dolores Huerta (the source quoted is the Proclamation of the Delano Grape Workers for International Boycott Day, May 10, 1969).



César Chávez's family

## Excerpt from *Farm Workers Unite* (3)

1960, Huerta began working with a labor union called the Agricultural Workers Organizing Committee (AWOC). The union was trying to help farm workers and their families in Northern California. Huerta wasn't happy working with the AWOC because she didn't think the leaders, who had never lived the life of migrant workers, really understood the workers.

At around the same time, Chávez was beginning to realize that the best way to make a real change for farm workers was to get them to organize their own labor union. When Huerta heard Chávez's plan, she was excited and wanted to be part of it. She decided to leave the AWOC and work with him to create a new union.

### **A NEW UNION**

Chávez and Huerta made a good team. He was quiet and shy, and she was bold and outgoing. Chávez had spent

many years working in the fields, so he understood the workers. Huerta had a formal education and was a confident public speaker, so she could work well with government officials and with other union organizers. In 1962, they set up their own union, the National Farm Workers Association, in the city of Delano in California's Central Valley.

Over the next three years, Chávez and Huerta traveled around California trying to get migrant workers to join the union. At first, they struggled to find new members. Most workers didn't believe a union could make a difference in their lives. They had seen workers who joined unions lose their jobs. But Chávez and Huerta were very determined, and they got along with all kinds of people. Workers came to trust Chávez and Huerta because they were Mexican American, like the workers themselves. More and more workers joined the union.

## Excerpt from *Farm Workers Unite* (4)

# 4



## THE GREAT DELANO GRAPE STRIKE

### TO JOIN OR NOT TO JOIN

In September 1965, the National Farm Workers Association, Chávez and Huerta's union, faced its first major challenge. Filipino workers from grape vineyards in Delano went on strike. Grapes are one of the Central Valley's biggest and most important crops, and the grape harvest requires thousands of workers. That year, Filipino workers who belonged to the AWOC had their hourly wage for grape-picking lowered from \$1.40 to \$1.00, making their pay lower than the *braceros*'.

Chávez and Huerta had to decide whether their union would join the AWOC in the grape strike. There were many



Grapes growing in vineyards in California

reasons for the National Farm Workers not to join the strike. For one thing, the AWOC was a rival union. Huerta had worked with the AWOC in the past and had been concerned that its organizers

(continues)

## Excerpt from *Farm Workers Unite* (4) (continued)

didn't really understand the workers. For another thing, Chávez and Huerta knew that the workers themselves might not want to strike in support of the AWOC. Many of them had seen growers retaliate against strikers in the past and were afraid of losing their jobs. Also, most members of the AWOC were Filipino, and Filipino and Mexican American farm workers had always lived and worked separately.

The strike was risky for the National Farm Workers Association because the union was vulnerable. It was new, still small, and not well-known, and it had relatively few members. The union did not have enough money to support its members during a strike. If the union went on strike and the growers were able to find other workers willing to work in those conditions, it would likely be the end of the union.



Mexican American grape pickers vote to go on strike in Delano, California.

There were also good reasons for the National Farm Workers Association to join the strike. Chávez and Huerta knew that, since grapes were such an important crop, the strike might get national attention. Therefore, being part of the strike would be a way to get more recognition, and hopefully more members, for the National Farm Workers Association. They hoped that publicity from the strike would help people all over the country learn about the struggles of farm workers.

Chávez hoped that striking would build strength and unity within the union, but more than that, he hoped it would build strength and unity among all the farm workers, not just the Filipinos or the Mexican Americans. He believed the grape strike could be more than just a strike. He wanted to turn it into a movement that would lead to big, lasting changes for all farm workers.

A week after the Filipino workers from the AWOC went on strike, Chávez called a meeting of the National Farm Workers Association so the members could vote on whether or not to join the strike. The meeting was packed, and crowds spilled onto the street. He told the workers they were taking part in a struggle for **justice** for all farm workers, not just Mexican

(continues)

## Excerpt from *Farm Workers Unite* (4) (continued)



An illustration of a picket during the Great Delano Grape Strike

American ones. He said that it must be a peaceful struggle, even if the growers used violence against the workers. Although Chávez was soft-spoken, people were **inspired** by his words. The meeting ended with thunderous cheers as the National Farm Workers Association voted to go on strike in support of the Filipinos and their union.

The following week, the National Farm Workers Association joined the Filipinos

on the picket lines. Filipinos and Mexican Americans were working together for the first time. The strike became known as the Great Delano Grape Strike.

### GATHERING SUPPORT

The farm workers' struggle became known as *la causa*, or the cause. It wasn't just a strike for higher wages for grape pickers. Chávez wanted to talk about all of the workers' rights and conditions

## Excerpt from *Farm Workers Unite* (5)

# 5



## A LONG, HARD ROAD

### HARD TIMES ON THE PICKET LINES

At the beginning of the strike, there were only about 200 picketers, not enough to picket the dozens of entrances to the growers' huge farms. Union organizers handled this problem by using "roving pickets"—moving the picket lines to wherever they would do the most good. When they found out a grower was hiring replacement workers, they set up a peaceful picket line wherever the replacement workers were entering the farm.

As the strike went on, there was more support for the workers, but striking and picketing were still difficult and sometimes dangerous. The growers tried to **intimidate** the strikers. Some

farm bosses raced their pickup trucks up and down the picket lines, throwing clouds of dust onto the workers. Others harassed the picketers by yelling at them or spraying them with pesticide. The growers wanted the strikers to fight back so the police would have an excuse to arrest them.

The striking workers refused to fight back. They were committed to César Chávez's policy of nonviolence. The union held weekly meetings to help keep the workers' spirits up. Instead of responding to the growers' tactics with violence, the picketers sang songs and chanted union slogans, like "Sí, Se Puede!" Even so, many police officers

(continues)

## Excerpt from *Farm Workers Unite* (5) (continued)



Strikers form a picket on the grape fields. (Huelga means “strike.”)

sided with the growers and arrested picketers for “disturbing the peace.”

Though it was difficult, the National Farm Workers Association kept the pickets going all through that winter and into early 1966. Huerta led and organized the picketers. They were often women and children who stood all day at the vineyards while the men tried to get other kinds of work. The sense of pulling together for a shared cause

and the growing support of the public helped the strikers and their families stay strong, despite the lack of money and the bullying by the growers. They continued to be inspired by Chávez’s determination and Huerta’s enthusiasm.

### **THE MARCH ON SACRAMENTO**

Weeks went by, and the growers still refused to recognize or negotiate with the union. In response, Chávez decided

(continues)

## Excerpt from *Farm Workers Unite* (5) (continued)



Grape pickers march along the road from Delano to Sacramento.

to do something dramatic to draw more attention to the strike. He and his followers decided to organize a march to the state capital, Sacramento. Chávez called it a *peregrinación*, or **pilgrimage**.

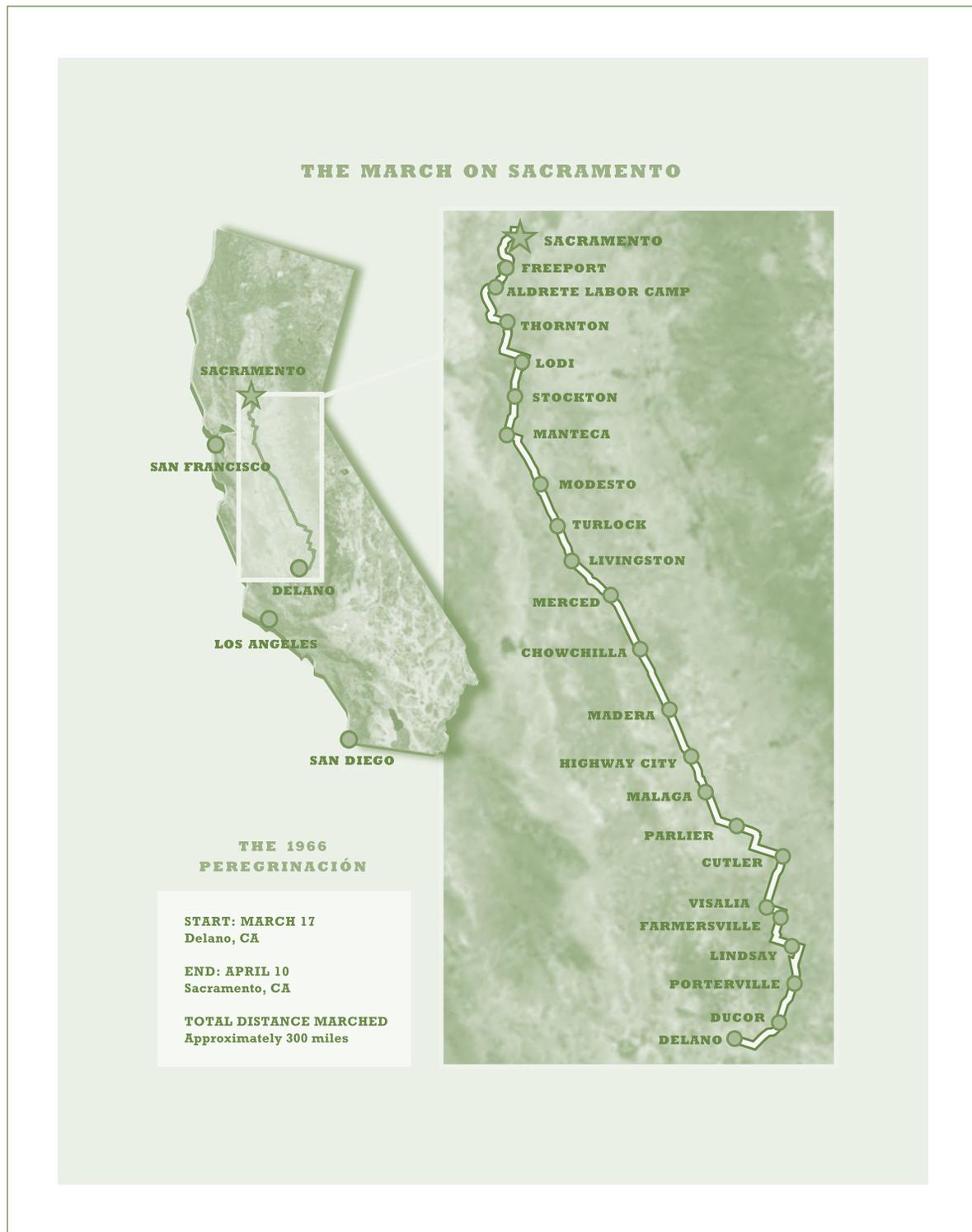
The march left Delano in mid March of 1966. Hundreds of people joined the protesters as they walked the 300 miles north. TV crews followed them as they held parties and **rallies** in towns and villages along the way. Each time they stopped, they read out the Plan of Delano (see *Appendix A, page 31*).

A few days before the marchers arrived in Sacramento, one of the growers agreed to recognize the union, which meant they considered the union a legal representative of the workers. The grower, Schenley Industries, was one of the biggest in the Delano area. Dolores Huerta drew up a contract with Schenley. The company agreed to give workers a pay raise of 35 cents an hour and to use “hiring halls.”

Some of the smaller growers realized that, sooner or later, they would have to

(continues)

## Excerpt from *Farm Workers Unite* (5) (continued)



(continues)

## Excerpt from *Farm Workers Unite* (5) (continued)

### HIRING HALLS

A hiring hall is an office, usually run by a union, that matches up workers with growers and protects workers at the same time. Through the hiring hall, the union provides an employer with workers who have the right skills for a job. The union also makes sure that the employer is providing fair pay and safe working conditions.

Before the hiring halls, farm workers got jobs through labor contractors hired by the growers. Because the labor contractors made money by taking a percentage of the workers' pay, it was in their interest to get as many workers hired as possible, regardless of the workers' pay or working conditions.

recognize the union, too. They also realized that if they paid lower wages than Schenley, there would be more strikes and boycotts, and they would lose money.

On Easter Sunday, 1966, 25 days after the march had begun, the pilgrims hobbled into Sacramento. They were **jubilant**. Chávez had been right when he said "It can be done." The march was a victory for the union, but real and lasting change would not happen until more growers agreed to sign contracts.

### THE UNITED FARM WORKERS OF AMERICA

Though the National Farm Workers Association still had a long way to go, the march to Sacramento was a turning point.

It made people all over the United States notice farm workers for the first time. Because of the strike and the march, more workers joined the union, and more of the growers signed contracts.

Chávez and Huerta each did what they were best at. Chávez spent a lot of time talking to farm workers, while Huerta **negotiated** the contracts for the union. She made sure that the contracts were followed, set up hiring halls, and helped hundreds of workers who had complaints against their employers.

In 1967, the National Farm Workers Association joined with the AWOOC to form a bigger, stronger union that later became known as the United Farm Workers of America.

# Double-entry Journal

## About *Farm Workers Unite*

Name: \_\_\_\_\_

Examples from the Text		Text Structure	
		sequence	
		compare/contrast	

1. "The growers tried to intimidate the strikers." "The striking workers refused to fight back."

1. The growers tried to scare the farm workers, but the farm workers remained peaceful.



## Excerpt

### from *Flight*

by Robert Burleigh

From above, all Lindbergh sees are many, many small lights.  
But now he must concentrate on just one thing: “the sod coming up  
to meet me.”

Closer, closer, closer:

The plane touches the ground.

It bounces, rolls, hugs the solid earth.

It is 10:22, Paris time. The flight has taken thirty-three and a  
half hours.

Thousands of people are running toward the plane.

For a moment, Lindbergh is dazed.

It seems to him as if he were “drowning in a great sea.”

People surround the plane, cheering.

But Lindbergh can hardly hear them.

His ears seem to have been deafened by the hours of roaring engine.

Crowds pull him out of the cockpit.

Men and women are calling his name, over and over.

They carry him on their shoulders.

Others begin to tear pieces of the plane.

More than anything else, Lindbergh wants to save the  
*Spirit of St. Louis*.

His first words are a question: “Are there any mechanics here?”

But no one speaks English.

Finally, two French aviators arrive to help him.

Policemen guard the plane.

The aviators take Lindbergh away from the still-cheering crowd.

(continues)

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## Excerpt from *Flight* (continued)

In the airfield's hangar, he tells the story of his flight to the other pilots:

The cramped cockpit, the aloneness, the long, long night.  
Meanwhile, unknown to Lindbergh, newspaper headlines all over the world are beginning to blazon the news:

AMERICAN HERO SAFE IN PARIS!

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## Excerpt

### from *A Picture Book of Amelia Earhart*

by David A. Adler

In 1937 she planned to fly around the world. When she was told the flight was dangerous, Amelia said, “I’ve wanted to do this flight for a long time . . . If I should pop off, it will be doing the thing I’ve always wanted to do.”

On June 1, 1937, Amelia Earhart and her navigator, Fred Noonan, began the trip. They flew from Miami, Florida, to San Juan, Puerto Rico. They flew to South America, then to Africa, India, Burma, Thailand, Singapore, Indonesia, Australia, and New Guinea. They had gone more than three fourths around the world. On July 2 they took off from Lae, New Guinea, for Howland Island, a tiny island in the vast Pacific Ocean.

They never made it.

Amelia Earhart and Fred Noonan disappeared somewhere in the Pacific Ocean. There was an enormous search, but they were never found.

Before she was lost, Amelia wrote to her husband, “I am quite aware of the hazards . . . I want to do it. Women must try to do things as men have tried. When they fail, their failures must be but a challenge to others.”

Amelia Earhart was America’s “First Lady of the Air.” She was a courageous flyer, a pioneer. She risked her life to prove that in the air, and elsewhere, women were up to the challenge. She certainly was.

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## Summary

### of *A Picture Book of Amelia Earhart*

*A Picture Book of Amelia Earhart*, by David A. Adler, tells the life story of the famous pilot Amelia Earhart. Amelia was born in Kansas in 1897. She wasn't like other girls. She played sports, made her own roller coaster, and wore pants. Amelia wasn't interested in airplanes when she was little, but that changed when she grew up. In 1920 she went for her first airplane ride and decided she wanted to fly. In 1932 she became the first woman to fly alone across the Atlantic Ocean. Amelia tried to fly around the world in 1937, but her plane disappeared in the Pacific Ocean. She was never found. Today she is remembered for her courage and for proving that women can meet the same challenges as men.



## Summary

## of *Flight*

The book *Flight*, by Robert Burleigh, is the true story of how Charles Lindbergh became the first person to fly a plane solo across the Atlantic Ocean. On May 20, 1927, Lindbergh took off from an airfield in New York in a small airplane called the Spirit of St. Louis. At first, he followed the coastline for direction. When he could no longer see the coastline, he used compasses and the stars to navigate. Fog made it hard for him to see at times, and ice formed on the plane's wings. He had to fight to stay awake. Despite these obstacles, Lindbergh kept going. Finally, after more than thirty hours in the air, he landed safely in Paris. A big crowd greeted him. His flight made him the most famous man in the world.

## Excerpt

# from *A Picture Book of Rosa Parks*

by David A. Adler

## Section 1

Twelve years later, on Thursday, December 1, 1955, Rosa Parks met James Blake again. Rosa was coming home from her work as a tailor's assistant at a Montgomery department store. She got on the Cleveland Avenue bus and took a seat in the middle section. African Americans were allowed to sit in the back and in the middle section, too, as long as no white passenger was left standing.

## Section 2

At the next stop, some white passengers got on, and, because the bus was crowded, moved to the middle section, where Rosa was sitting. The driver told the four African American passengers in Rosa's row to get up. Three of them did, but not Rosa Parks. She had paid the same fare as the white passengers. She knew it was the law in Montgomery that she give up her seat, but she also knew the law was unfair. James Blake called the police, and Rosa Parks was arrested.

(continues)

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## Excerpt from *A Picture Book of Rosa Parks* (continued)

### Section 3

On Monday, December 5, Rosa went to the local court and was found guilty of breaking the segregation laws. She was fined ten dollars plus court costs. Rosa and her lawyers appealed to a higher court.

### Section 4

Beginning on December 5, to protest the arrest of Rosa Parks, African Americans in Montgomery refused to ride on public buses. They found other ways to get to work. Many walked, some as far as twelve miles.

### Section 5

The bus boycott was led by Dr. Martin Luther King, Jr., the new minister at the Dexter Avenue Baptist Church. On Monday evening, December 5, he spoke to a large crowd. He explained the reason for the boycott. “There comes a time,” he said, “that people get tired. We are here this evening to say to those who have mistreated us so long, that we are tired—tired of being segregated and humiliated,

(continues)

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## Excerpt from *A Picture Book of Rosa Parks* (continued)

tired of being kicked about by the brutal feet of oppression.”

### Section 6

The boycott lasted more than a year. During that time almost no African Americans rode a public bus in Montgomery, Alabama.

Rosa Parks, Dr. King, and many others were arrested. Homes of boycott leaders were bombed.

On November 13, 1956, the United States Supreme Court ruled that segregation on public buses was against the law. On December 21, after the court order reached Montgomery, the boycott ended. News reporters came to talk to Rosa and to photograph her sitting on a bus again.

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## Excerpt

### from *Rosa Parks: My Story*

by Rosa Parks with Jim Haskins

When I got off from work that evening of December 1, I went to Court Square as usual to catch the Cleveland Avenue bus home. I didn't look to see who was driving when I got on, and by the time I recognized him, I had already paid my fare. It was the same driver who had put me off the bus back in 1943, twelve years earlier. He was still tall and heavy, with red, rough-looking skin. And he was still mean-looking. I didn't know if he had been on that route before—they switched the drivers around sometimes. I do know that most of the time if I saw him on a bus, I wouldn't get on it.

I saw a vacant seat in the middle section of the bus and took it. I didn't even question why there was a vacant seat even though there were quite a few people standing in the back. If I had thought about it at all, I would probably have figured maybe someone saw me get on and did not take the seat but left it vacant for me. There was a man sitting next to the window and two women across the aisle.

The next stop was the Empire Theater, and some whites got on. They filled up the white seats, and one man was left standing. The driver looked back and noticed the man standing. Then he looked back at us. He said, "Let me have those front seats," because they were the front seats of the black section. Didn't anybody move. We just sat right where we were, the four of us. Then he spoke a second time: "Y'all better make it light on yourselves and let me have those seats."

The man in the window seat next to me stood up, and I moved to let him pass by me, and then I looked across the aisle and saw that the two women were also standing. I moved over to the window seat.

(continues)

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## Excerpt from *Rosa Parks: My Story* (continued)

I could not see how standing up was going to “make it light” for me. The more we gave in and complied, the worse they treated us.

I thought back to the time when I used to sit up all night and didn’t sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon. People always say that I didn’t give up my seat because I was tired, but that isn’t true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

The driver of the bus saw me still sitting there, and he asked was I going to stand up. I said, “No.” He said, “Well, I’m going to have you arrested.” Then I said, “You may do that.” These were the only words we said to each other. I didn’t even know his name, which was James Blake, until we were in court together. He got out of the bus and stayed outside for a few minutes, waiting for the police.

As I sat there, I tried not to think about what might happen. I knew that anything was possible. I could be manhandled or beaten. I could be arrested. People have asked me if it occurred to me then that I could be the test case the NAACP had been looking for. I did not think about that at all. In fact if I had let myself think too deeply about what might happen to me, I might have gotten off the bus. But I chose to remain.

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# Summer Reading List

Name: \_\_\_\_\_

Book Title	Author	Reminder
<p>List the books you would like to read this summer. For each book, write the title, the author's name, and a few words to remind you what the book is about.</p>		

# Thoughts About My Reading Life

Name: \_\_\_\_\_

What are some of your favorite kinds of books now? Why?

---

---

---

Where is your favorite place to read?

---

---

---

What does the word *reading* mean to you?

---

---

---

When you don't understand something you are reading, what do you do?

---

---

---

What kinds of books did you read for the first time this year? What topics did you read about for the first time?

---

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# Reading Log



# Reading Log

Name:

Date	Title	Author
Comment:		
Comment:		
Comment:		
Comment:		
Comment:		
Comment:		
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Name: \_\_\_\_\_

Date	Title	Author
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# Reading Log

Name:

Date	Title	Author
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# Reading Journal















































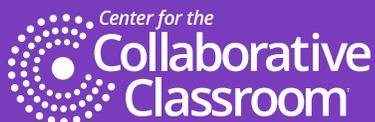












1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
800.666.7270  
collaborativeclassroom.org



MM3-SB4

Illustration by Michael Wertz

CCC Collaborative Literacy

Making Meaning®

# Making Meaning®

THIRD EDITION

ASSESSMENT RESOURCE BOOK



GRADE

4

CCC



CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



GRADE

4



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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270, fax: (510) 464-3670  
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# Assessment Overview

The assessments that accompany the *Making Meaning*® *Teacher’s Manual* and *Vocabulary Teaching Guide* lessons are designed to help you (1) make informed instructional decisions as you teach the *Making Meaning* program, and (2) track and evaluate your students’ reading comprehension, social development, and vocabulary knowledge over time. For descriptions of these assessments, see “About Comprehension and Social Skills Assessments” on the next page and “About Vocabulary Assessments” on page xix.

As you teach the lessons in the *Teacher’s Manual* and the *Vocabulary Teaching Guide*, an assessment icon (📄) will alert you whenever an assessment is suggested. If you are using the *Digital Teacher’s Set*, you can tap the assessment icon to open the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or can be accessed through the CCC ClassView app ([classview.org](http://classview.org)). Printable forms are also available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

You may choose to record your students’ progress using forms copied from this book or printed from the CCC Learning Hub, or you may choose to enter the information electronically using the CCC ClassView app (for more information, see “CCC ClassView App” below).

---

## CCC ClassView App

CCC ClassView is an online application that contains all of the same assessment forms and instructions that are included in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole.

You can access the CCC ClassView app by tapping the assessment icons or links in the *Digital Teacher’s Set*, by going directly to the app ([classview.org](http://classview.org)), or by clicking the CCC ClassView button on the grade-level program resources page on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about this assessment tool, view the “Using the CCC ClassView App” tutorial (AV41).



# About Comprehension and Social Skills Assessments

The assessments that accompany the *Making Meaning Teacher’s Manual* include both formative and summative assessments. These assessments enable you to track and evaluate your students’ progress and needs, unit by unit and across the year.

## FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students’ academic and social growth over time, through class observation and individual conferences. Formative assessments in the program include class assessments and IDR conferences.

### Class Assessment

Unit 1 • Week 1 • Day 3  
The Reading Community

Class Assessment Record • CA1

Ask yourself:	All or most students	About half of the students	Only a few students
• Are the students taking turns sharing ideas?			
• Are the students contributing ideas to the class discussion?			

Other observations:

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The Class Assessment is designed to help you assess the performance and needs of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher’s Manual* will alert you when an assessment is suggested. These notes occur about once per week, during a time in the lesson when the students are demonstrating their use of the strategies they have learned to make sense of text.

During the class assessment, you have the opportunity to randomly observe students working in pairs or individually (select strong, average, and struggling readers) as you ask yourself questions that focus your observations. Each Class Assessment Note in the

*Teacher’s Manual* has a corresponding “Class Assessment Record” sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher’s Manual* for how to proceed with the instruction based on your observations.

## IDR Conferences

Unit 2 Using Text Features		IDR Conference Notes • CN2
Student's name: _____ Date: _____		
Text title: _____ Text level: _____ Leveling system: _____		
<b>1 Initiate the Conference</b> Ask: What is your (book) about so far? • Is the student able to tell what the text is about?		YES <input type="checkbox"/>
<b>2 Listen to the Student Read Aloud</b> Does the student: • Attend to meaning? • Read fluently? • Pause and reread if having difficulty? • Read most words accurately? • Try to make sense of unfamiliar language? Ask: What is the part you just read about? • Is the student able to tell what the passage is about?		YES <input type="checkbox"/>
<b>3 Discuss the Text</b> Ask comprehension questions. • Is the student comprehending the text?		YES <input type="checkbox"/>
<b>4 Discuss Text Level</b> Ask: Do you think this (book) is at the right level for you— not too difficult and not too easy? Why do you say that? • Is the student able to determine whether he or she comprehends the text? • Is this text at the right level for this student?		YES <input type="checkbox"/>
Next steps: _____		
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IDR conferences provide you with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support. As you teach the lessons, an IDR Conference Note in the *Teacher's Manual* will alert you when a conference is suggested. Initially, your individual student conferences will focus on getting to know the students as readers and on ensuring that they are reading appropriately leveled texts (for more information, see “Student Reading Goals and Interests Survey” below). As the year progresses, the IDR conferences focus more on assessing the students’ comprehension, supporting students’ reading growth, and encouraging self-monitoring (for more information,

see “Resource Sheet for IDR Conferences” on the next page).

You can document your observations and suggestions that result from each conference on an “IDR Conference Notes” record sheet (CN). We recommend that you document at least one IDR conference per student per unit. The “IDR Conference Class Record” sheet (CR1) is provided for you to record the dates you confer with each student over the course of the year (see page 145).

You will refer to the “IDR Conference Notes” record sheets to help you evaluate each student’s comprehension development in the Individual Comprehension Assessment that occurs at the end of Units 2–8. For more information, see “Individual Comprehension Assessment” on page ix.

Unit 2 Using Text Features		IDR Conference Notes • CN1
Student's name: _____ Date: _____		
Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:		
Q Tell me about yourself as a reader. What do you like to read?		
Q Tell me about your favorite books or authors. What do you like about them?		
Q What do you like about the books we have read so far this year?		
Q How do you feel about reading?		
Q How do you feel when you are asked to read aloud?		
Q What do you do best as a reader?		
Q What are you interested in reading this year?		
Q How do you want to grow as a reader this year?		
Other observations: _____		
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### Student Reading Goals and Interests Survey

The questions provided in the first “IDR Conference Notes” record sheet can be used as a beginning-of-year survey of your students’ reading goals and interests. After you have conferred with all of your students, we recommend that you review the students’ responses to the questions and look both for patterns across the class and for individual comments that stand out to you. For example, you might note authors, book series, and genres the students are interested in reading and whether the students enjoy reading. The information you gather can help you plan instruction in the coming months.

After analyzing your students’ responses, you might share with the class what you have learned about them as readers and how you plan to help them build their love of reading over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension “Discuss the Students’ Reading Goals and Interests” on page 72 of the *Teacher’s Manual*.

The questions in the final IDR Conference Note of the year can serve as an end-of-year survey of your students’ perceptions of their growth as readers, a measure of their attitudes toward reading, and a summary of their goals for summer reading. After you have conferred with your students, you might share the information from the end-of-year survey with them, compare it with the information from the beginning-of-year survey, and discuss how the students’ attitudes toward reading have changed.

**Resource Sheet for IDR Conferences** In Units 2–8, you will use a unit-specific “Resource Sheet for IDR Conferences” to guide you as you confer (see pages 11–13). This resource sheet outlines a process you can use when conferring with your students about their independent reading. It includes questions you can ask to help you probe the students’ thinking about what they are reading and to assess the students’ comprehension of their texts. It also includes suggestions for supporting the students’ reading growth. Each section of the resource sheet has a corresponding section in the “IDR Conference Notes” record sheet (CN), where you can record notes and observations as you confer.

Unit 2  
Using Text Features

IDR Conference Notes

**Resource Sheet for IDR Conferences**

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit’s “IDR Conference Notes” record sheet (CN); see page 15.

**1 Initiate the Conference**

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q What is your [book] about so far?

If necessary, ask questions like those that follow to probe the student’s thinking:

Q Why did you choose this [book]?

Q Do you like this [book]? Why or why not?

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the “Notes” column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

**2 Listen to the Student Read Aloud**

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q What is the part you just read about?

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the “Notes” column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

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Unit 2  
Using Text Features

IDR Conference Notes  
(continues)

**3 Discuss the Text**

Notice where the student is in the text and ask the student comprehension questions related to the content and to the text’s genre. You might ask questions such as:

Q Based on the title, subtitle, and headings, what information might you find in this [book]?

Q What are you learning about the topic of this [book]?

Q What is one text feature on this page that adds to your understanding? What information does this feature give you?

Q Why do you think the author included [feature]?

Q What questions do you have at this point about this topic?

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

**4 Discuss Text Level**

Have the student evaluate the level of the text by asking:

Q Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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Unit 2  
Using Text Features

IDR Conference Notes  
(continues)

**SUGGESTIONS FOR SUPPORTING READERS**

- If a student is reading a text that is not at the right level (there are many minutes and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

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## SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and measure the comprehension and social development of each student. Summative assessments include the Social Skills Assessment and the Individual Comprehension Assessment.

### Social Skills Assessment

**Social Skills Assessment Record (SS1)**

Use the following rubric to score each student.

1 = does not implement  
2 = implements with support  
3 = implements independently

Skill	STUDENT NAMES											
	1	2	3	1	2	3	1	2	3	1	2	3
Participates in partner work and class discussions	SS1.0			SS1.1			SS1.2			SS1.3		
Follows classroom procedures (e.g., gathers responsibly, follows classroom library and independent reading procedures)	SS1.4			SS1.5			SS1.6			SS1.7		
Uses "Turn to Your Partner" and "Think, Pair, Share" (e.g., each partner takes opportunity to contribute ideas about the reading, question, or topic)	SS1.8			SS1.9			SS1.10			SS1.11		
Explains thinking	SS1.12			SS1.13			SS1.14			SS1.15		
Listens respectfully to others	SS1.16			SS1.17			SS1.18			SS1.19		
Reflects on own behavior	SS1.20			SS1.21			SS1.22			SS1.23		
Takes responsibility for learning and behavior (e.g., during read-alouds, partner work, and IDR)	SS1.24			SS1.25			SS1.26			SS1.27		
Shares partner's thinking with the class	SS1.28			SS1.29			SS1.30			SS1.31		
Uses "Think, Pair, Write" (e.g., thinks quietly, shares with a partner, individually writes own thoughts)	SS1.32			SS1.33			SS1.34			SS1.35		
Uses discussion prompts (e.g., to build on one another's thinking and extend discussions)	SS1.36			SS1.37			SS1.38			SS1.39		
Agrees and disagrees respectfully	SS1.40			SS1.41			SS1.42			SS1.43		
Uses clarifying questions and statements	SS1.44			SS1.45			SS1.46			SS1.47		
Uses "Heads Together" (e.g., takes turns talking and listening in a group; contributes ideas about the reading, question, or topic)	SS1.48			SS1.49			SS1.50			SS1.51		
Includes everyone in and contributes to the group work	SS1.52			SS1.53			SS1.54			SS1.55		
Makes decisions and solves problems respectfully (e.g., resolves questions with others)	SS1.56			SS1.57			SS1.58			SS1.59		
Gives reasons for opinions	SS1.60			SS1.61			SS1.62			SS1.63		
Discusses options and gives feedback respectfully	SS1.64			SS1.65			SS1.66			SS1.67		

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The Social Skills Assessment enables you to assess how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher's Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times: at the beginning, middle, and end of the year. The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with specific skills during the course of the year (see page 144).

### Individual Comprehension Assessment

The Individual Comprehension Assessment is designed to help you assess the strategy use and comprehension development of individual students. It is administered once per unit in Units 2–8. The "Individual Comprehension Assessment" record sheet (IA) consists of two sections—Part A: Strategy Assessment and Part B: IDR Assessment—and reflection questions to help guide your assessment of each student's growth.

Unit 2  
Using Text Features

Individual Comprehension Assessment • IA1

Student's name \_\_\_\_\_ Date \_\_\_\_\_

**Part A: Strategy Assessment**

Student response activities	Evidence of instruction is demonstrated			
	Almost all of the time	Most of the time	Some of the time	Almost none of the time
"Think, Pair, Write About Text Features" The student is able to recognize text features.	4	3	2	1
"Five Things I Learned from the Text Features in the Excerpt" The student is able to extract information from text features and write about what he or she learned.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the text is about and what he or she learned in the part read and (if applicable) name one text feature and explain what the text feature helped him or her learn.	4	3	2	1
<b>Entry 2:</b> The student is able to explain what the text is about and (if applicable) name one or more text features and explain how the text feature(s) helped him or her better understand the text.	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals/4): \_\_\_\_\_

(continues)

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**Part A: Strategy Assessment** The Strategy Assessment section helps you analyze each student's independent strategy work on four activities completed during the unit. The four activities include two student response activities (usually focusing on strategy work with a read-aloud text) and two reading journal activities (asking the students to apply the unit's strategy work to their independent reading). Teacher Notes in the *Teacher's Manual* identify which activities will be assessed in that unit's Individual Comprehension Assessment. Examples of a student response activity, a journal entry, and an annotated Strategy Assessment rubric are provided for each unit as models to help you score your students' work using the rubric.

**Part B: IDR Assessment** The IDR Assessment section helps you assess each student's comprehension using a rubric that identifies various behaviors the students exhibit when reading and thinking about texts. During the assessment, you will review the information you have collected on the student's "IDR Conference Notes" record sheets and think about the student's participation during class discussions and IDR. To complete the assessment, you will use the information to determine whether the student shows evidence of actively engaging with and making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time.

Unit 2  
Using Text Features

Individual Comprehension Assessment • IA1 (continued)

**Part B: IDR Assessment**

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. This assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Most of the time	Some of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/20): \_\_\_\_\_

**Totals:**  
Part A score: \_\_\_\_  
Part B score: \_\_\_\_  
Overall unit score: (Part A score + Part B score) ÷ 2 = \_\_\_\_ ÷ 2 = \_\_\_\_

(continues)

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Unit 2  
Using Text Features

Individual Comprehension Assessment • IA1 (continued)

**Reflection:**

- What did you work on with this student during this unit's IDR conferences?
- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?
- What might you focus on during the next unit's IDR conferences?

**Other observations:**

**Next steps:**

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Analyzing the information in the IDR Assessment rubric will help you determine whether a student is able to comprehend what he or she is reading and will help you evaluate the student’s attitude toward reading. The assessment will also help you to identify areas in which you can focus your instruction to support the student’s reading growth (for example, fluency practice and word-analysis strategies). For information about supporting your students’ reading growth, see “Reading Development” on page xiii.

Examples of an annotated “IDR Conference Notes” record sheet and an annotated IDR Assessment rubric are provided for each unit as models to help you analyze your students’ reading comprehension using the rubric.

**Reflection** The Reflection section of the IDR Assessment provides questions that help you reflect on the instructional support you provided to the student during the unit, the student’s ability to read and comprehend text, and what you would like to focus on during the next unit’s IDR conferences. Space is provided for recording observations and suggestions for future instruction.

The information from the “Individual Comprehension Assessment” and “IDR Conference Notes” record sheets constitutes a record of each student’s development over the unit. If you wish to use the Individual Comprehension Assessment as a basis for assigning a grade, the “Individual Comprehension Assessment” record sheet includes instructions for calculating an overall unit score. We recommend that progress in the *Making Meaning* program be determined by an increase in scores over time, rather than by each unit’s score. The assumption is that each student is growing into a strong reader at his or her own pace.

You can use the “Individual Comprehension Assessment Student Record” sheet (SR2) to create a cumulative record of each student’s scores on the assessment during the year. Space is provided on the record sheet for you to write comments about the student’s performance and suggestions for additional support. You can use the “Individual Comprehension Assessment Class Record” sheet (CR2) to record and track your students’ progress as a class.

To learn more about using the Individual Comprehension Assessment, view “Using the Individual Comprehension Assessment” (AV31).



## Student Reading Level Summary

Student Reading Level Summary (SR1)

Student's name: \_\_\_\_\_

		Accuracy	Fluency	RI&L	Comprehension	Independent Reading Level	Instructional Reading Level
Date:	Assessment:						
	Text title:						
	Text level:						
Comments:							
Date:	Assessment:						
	Text title:						
	Text level:						
Comments:							
Date:	Assessment:						
	Text title:						
	Text level:						
Comments:							
Date:	Assessment:						
	Text title:						
	Text level:						
Comments:							

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In addition to the Individual Comprehension Assessment, you may wish to use other informal and formal tools to assess your students' comprehension of text (for example, running records and benchmark assessments). Regardless of which assessment tool(s) you use, it is important to monitor and record the students' progress across the year. The "Student Reading Level Summary" record sheet (SR1) can be used to record individual students' reading assessment data. You might wish to use the information recorded to discuss your students' reading growth with their families, to inform your instruction, and to help support individual students in their growth as readers.

## Overview of Grade 4 Assessments

The table below provides an overview of the comprehension and social skills assessments in grade 4 of the *Making Meaning* program. The squares indicate the units in which a particular assessment can be found.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Class Assessment	■	■	■	■	■	■	■	■	■
IDR Conferences		■	■	■	■	■	■	■	■
Social Skills Assessment		■			■				■
Individual Comprehension Assessment			■	■	■	■	■	■	

## Individual Assessment Folders

We recommend that you create a folder for each student in which to store the "Individual Comprehension Assessment" and "IDR Conference Notes" record sheets. You may also want to make copies of each student's assessed student response activities and reading journal entries and file these in the student's assessment folder. Periodically, you can use the materials in the folder to discuss the student's progress with the student, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

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## Reading Development

Young students learn to read by being read to, by acquiring letter–sound and sight–word knowledge, and by exploring text—lots of text. They love to reread their favorite books and engage in rhyming activities, and it is through these and other activities that they begin to understand that print carries meaning. Young students read books in a variety of ways, such as by retelling familiar stories in their own words and by telling stories as they refer to the pictures. As the students’ knowledge of letter–sound correspondence develops and they grow a sight–word base, they begin to read the words on the page. With much practice, their reading starts to become more automatic. They focus less on decoding individual words and more on the meaning of the text.

The “Stages of Reading Development” chart starting on the next page shows the stages through which students commonly progress on their way to becoming independent and critical readers. Note that because reading development is a continuum, students may display behaviors from multiple stages at any given time as they encounter new and more complex texts. For each stage, the chart gives approximate Guided Reading Levels and lists behaviors students may display at each stage of development. The chart also lists ways you can support students at each stage.

Some of the characteristics identified in the chart appear at multiple stages (for example, “understands that print carries a message,” “reads with expression,” and “recognizes letters and letter–sound relationships”). This ongoing development of skills is to be expected as students begin to make connections between the spoken and written word and the many nuances of the English language.

You might use the information in the “Stages of Reading Development” chart in conjunction with the information you gather from the Individual Comprehension Assessment to discuss your students’ reading growth with their families, to inform your instruction, and to help support individual students as they become independent readers. Keep in mind that each student will progress through these stages at his or her own pace.

# Stages of Reading Development

Stage 1	<b>Awareness and Exploration</b>
	<b>Approximate Guided Reading Level*</b> <ul style="list-style-type: none"><li>▪ A</li></ul>
	<b>Characteristics</b> <ul style="list-style-type: none"><li>▪ Enjoys listening to and discussing storybooks</li><li>▪ Understands that print carries a message</li><li>▪ Engages in reading and writing attempts</li><li>▪ Identifies labels and signs in his or her environment</li><li>▪ Participates in rhyming games</li><li>▪ Recognizes some letters and is beginning to attend to letter-sound relationships</li></ul> <b>Support</b> <ul style="list-style-type: none"><li>▪ Reread favorite stories and nursery rhymes to the student.</li><li>▪ Read books that are predictable and have repetition, and encourage the student to join in with you.</li><li>▪ Talk about stories and pictures in the stories.</li><li>▪ Ask the student questions about stories before, during, and after reading.</li><li>▪ Create a print-rich environment (labels, signs, bulletin boards) to expose the student to a variety of print.</li><li>▪ Engage the student in activities that develop concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).</li><li>▪ Direct the student's attention to where to begin reading and point to individual words as you read books aloud.</li><li>▪ Help the student recognize letters and letter-sound relationships (e.g., encourage the student to explore alphabet books and puzzles).</li><li>▪ Engage the student in language games and rhythmic activities.</li><li>▪ Provide the student with time every day to read self-selected texts independently or with peers.</li><li>▪ Encourage the student to experiment with writing.</li><li>▪ Encourage parents or other family members to read aloud to the student every day.</li></ul>

\*Guided Reading Levels are based on Fountas and Pinnell's "Instructional Level Expectations for Reading" dated 8/07/2014, found on the Heinemann website (Heinemann.com).

(continues)

## Stages of Reading Development *(continued)*

Stage 2	<b>Emergent Reader</b>
	<p><b>Approximate Guided Reading Levels</b></p> <ul style="list-style-type: none"><li>▪ A–B</li></ul> <p><b>Characteristics</b></p> <ul style="list-style-type: none"><li>▪ Relies on the pictures to gather information about a story’s meaning</li><li>▪ Understands that print carries a message</li><li>▪ Understands directionality and other familiar concepts of print</li><li>▪ Tracks words on the page by pointing to words as he or she develops one-to-one matching</li><li>▪ Is developing a larger sight-word vocabulary</li><li>▪ Recognizes letters and attends to letter-sound relationships</li><li>▪ Shows familiarity with rhyming and beginning sounds</li></ul> <p><b>Support</b></p> <ul style="list-style-type: none"><li>▪ Read and reread books from a variety of genres.</li><li>▪ Read books that are predictable and have repetition, and encourage the student to join in with you.</li><li>▪ Read rhyming books.</li><li>▪ Point to each word as you read books aloud to the student.</li><li>▪ Talk about stories and pictures in the stories.</li><li>▪ Ask the student questions about stories before, during, and after reading.</li><li>▪ Reinforce concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).</li><li>▪ Work on phonics and phonological awareness.</li><li>▪ Help the student segment spoken words into individual sounds and blend the sounds into whole words.</li><li>▪ Expand vocabulary by talking about words.</li><li>▪ Provide the student with time every day to read self-selected texts independently or with peers.</li><li>▪ Encourage the student to write every day (independently or through dictation).</li><li>▪ Encourage parents or other family members to read aloud to the student every day.</li></ul>

*(continues)*

## Stages of Reading Development *(continued)*

### Stage 3

#### Early Reader

##### Approximate Guided Reading Levels

- B-J/K

##### Characteristics

- May still rely on pictures to gather information about a story's meaning
- Points to words only when a problem is encountered
- Is continuing to develop his or her sight-word vocabulary
- Is beginning to notice errors and attempts to correct them
- Is beginning to use more than one strategy to problem-solve unknown words (e.g., decoding, using context clues and/or picture clues, rereading)
- Is beginning to attend to punctuation and use expression while reading familiar texts
- Is beginning to self-monitor reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

##### Support

- Read and reread books from a variety of genres.
- Ask the student questions about stories before, during, and after reading.
- Talk about stories and pictures in the stories.
- Work on phonics and phonological awareness.
- Listen to the student read books that he or she can read successfully.
- Encourage the student to read familiar texts with expression.
- Help the student locate words that he or she knows.
- Expand vocabulary by talking about words before reading the text.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

*(continues)*

## Stages of Reading Development *(continued)*

Stage 4	<b>Transitional Reader</b>
	<b>Approximate Guided Reading Levels</b>
	<b>Characteristics</b>
	<b>Support</b>

### Approximate Guided Reading Levels

- J/K–M/N

### Characteristics

- Relies less on pictures to gather information about a story's meaning and more on the text
- Uses more than one strategy to problem-solve unknown words (e.g., decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Consistently notices and then self-corrects errors
- Is continuing to expand vocabulary, which allows him or her to focus more on meaning
- Attends to punctuation and reads familiar text with phrasing and expression
- Begins to engage in silent reading
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

### Support

- Encourage the student to choose books that he or she can read successfully.
- Encourage the student to read silently for longer periods of time.
- Engage the student in conversations about what he or she has read.
- Work with the student on deciphering longer words by analyzing word parts.
- Work on developing fluency.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write every day.
- Encourage parents or other family members to read aloud to the student every day and engage in discussion as they read.

*(continues)*

## Stages of Reading Development *(continued)*

Fluent/Independent Reader	
Stage 5	<b>Approximate Guided Reading Levels</b> <ul style="list-style-type: none"><li>▪ M/N-V/W</li></ul>
	<b>Characteristics</b> <ul style="list-style-type: none"><li>▪ Selects a variety of “just-right” texts for varying purposes</li><li>▪ Uses multiple strategies to problem-solve unknown words quickly</li><li>▪ Self-corrects all significant errors quickly (e.g., using strategies such as decoding, analyzing word parts, using context clues and/or picture clues, rereading)</li><li>▪ Reads a variety of genres such as fiction, nonfiction, fantasy, mystery, poetry, etc.</li><li>▪ Reads orally with expression and at an appropriate rate</li><li>▪ Reads silently most of the time</li><li>▪ Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)</li></ul>
	<b>Support</b> <ul style="list-style-type: none"><li>▪ Make sure the student has access to a wide variety of reading materials that he or she can read successfully and that will challenge him or her to think critically.</li><li>▪ Engage the student in conversation about what he or she has read.</li><li>▪ Ask the student questions that encourage him or her to analyze the text or generate questions about the text.</li><li>▪ Read the first few chapters of a book with the student; discuss characters, plot, and setting.</li><li>▪ Define unfamiliar vocabulary words.</li><li>▪ Provide the student with time every day to read self-selected texts independently.</li><li>▪ Encourage the student to write about what he or she has read.</li></ul>

# About Vocabulary Assessments

The assessments that accompany the *Vocabulary Teaching Guide* lessons help you evaluate your students' knowledge of the words they are learning and track your students' progress throughout the year. In grade 4, both formative and summative assessments are included.

## FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth through class observation and support you in differentiating instruction, as necessary.

### Class Vocabulary Assessment

Week 2 Vocabulary		Class Vocabulary Assessment Record - CA1		
Observe the students and ask yourself:	All or most students	About half of the students	Only a few students	
• Do the students' responses show that they understand what the words mean?				
biome				
effective				
get-up-and-go				
ineffective				
sag				
• Do the students have difficulty explaining their thinking when responding to the questions? (Note the words with which they have difficulty.)				
• Do they enjoy learning and using new words?				
Other observations:				
<b>Suggestions</b> Use the following suggestions to support struggling students: • If <b>only a few students</b> understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model. • If <b>about half of the students</b> understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.				

The Class Vocabulary Assessment is designed to help you evaluate the performance and needs of the whole class. This assessment occurs every two weeks, beginning in Week 2, during the ongoing review activity. A Class Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when an assessment is suggested. During the assessment, you will have the opportunity to observe the students and ask yourself questions about their understanding of the words, as well as note their use of words outside of vocabulary time and their enthusiasm for learning words. Each Class Vocabulary Assessment Note has a corresponding “Class Vocabulary Assessment Record” sheet (CA1) on which you can record

your observations. The record sheet includes the questions from the assessment note and provides suggestions for students who are struggling with words.

## SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and score each student’s knowledge of the words taught during the vocabulary lessons.

### Individual Vocabulary Assessment

Week 4 Vocabulary		Individual Vocabulary Assessment • IA1	
Name: _____		Date: _____	
<b>Word Check 1: Which Word Am I?</b> Listen to the clue. Then circle the word that fits the clue.			
1.	boost	creak	trim
2.	sidesplitting	slight	effective
3.	rubble	trend	get-up-and-go
4.	impressive	ineffective	rowdy
5.	tilt	transform	analyze
6.	ineffective	severe	enthusiastic
7.	sag	reminisce	adore
8.	rowdier	bizarre	enthusiastic

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The Individual Vocabulary Assessment is designed to help you assess individual students’ knowledge of the words. This assessment occurs after weeks 4, 8, 12, 16, 20, 24, 28, and 30 and focuses on words taught during the previous four weeks (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). An Individual Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when the assessment is suggested.

The Individual Vocabulary Assessment is a multiple-choice assessment that uses activity formats such as “Which Word Am I?” and “I’m Thinking of a Word” that are familiar to the students from the weekly lessons.

Each assessment includes a teacher instruction sheet and an answer key. The students record their answers on the corresponding “Individual Vocabulary Assessment: Word Check” answer sheet (IA1). We recommend that you discuss each item with the students after they have completed the assessment. Suggested follow-up questions that require the students to explain their thinking are provided on each instruction sheet. The instruction sheet also includes suggestions for scoring and assigning grades to the assessment.

You can use the “Individual Vocabulary Assessment Student Record” sheet (SR1) to create a cumulative record of each student’s scores on the assessment throughout the year. Space is provided on the record sheet for you to write comments about the student’s performance and suggestions for additional support. You can use the “Individual Vocabulary Assessment Class Record” sheet (CR1) to record and track your students’ progress as a class.

To learn more about using the Individual Vocabulary Assessment, view “Using the Individual Vocabulary Assessment” (AV51).



## Student Self-assessment

The Student Self-assessment empowers the students to become partners in their own assessment by giving them the opportunity to evaluate their understanding of the words they are learning. The assessment can also be used to identify which words the students need to practice and review further. We recommend that the Student Self-assessment be administered in place of or in addition to the Individual Vocabulary Assessment, with the students assessing their knowledge of a set of words you select. A Student Self-assessment Note during Ongoing Review will alert you when the assessment is recommended.

The Student Self-assessment includes a “Student Self-assessment” response sheet (SA1), on which the students record whether they know what a word means (“yes”), whether they *think* they know what a word means (“maybe”), or whether they do not know what a word means or cannot remember (“no”). The assessment also includes instructions for preparing and conducting the assessment, as well as suggestions for how to use the results to help students identify which words they are struggling with and to support the students in reviewing those words.

## Overview of Grade 4 Assessments

The table below provides an overview of the assessments that accompany the *Vocabulary Teaching Guide* in grade 4 of the *Making Meaning* program. The squares indicate the weeks in which a particular assessment can be found.

Assessment	Week of Instruction														
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
Class Vocabulary Assessment	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Individual Vocabulary Assessment		■		■		■		■		■		■		■	■
Student Self-assessment		■		■		■		■		■		■		■	■

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# Comprehension and Social Skills Assessments

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# Unit 1

# The Reading Community

FICTION

Class Assessment Records (CA1-CA2)..... 4

<b>Ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students taking turns sharing ideas?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are the students contributing ideas to the class discussion?</li> </ul>			
<p>Other observations:</p>			

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students taking time to think before talking with their partners?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are the students referring back to the text to support their thinking?</li> </ul>			
<p>Other observations:</p>			

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# Unit 2

## Using Text Features

### EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA3).....	8
Resource Sheet for IDR Conferences .....	11
IDR Conference Notes (CN1-CN2).....	14
Individual Comprehension Assessment (IA1) .....	22

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students notice text features?			
▪ Do they understand what information the text features provide?			
Other observations:			

**Suggestions:**

- If **all or most students** are noticing text features and seem to understand what information they provide, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are noticing text features and seem to understand what information they provide, you might want to give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students notice text features?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they understand what information the text features provide?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are noticing text features and seem to understand what information they provide, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are noticing text features and seem to understand what information they provide, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative article before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to use all the text features?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to make sense of the information in the text features?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to use all the text features and make sense of the information in the text features, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are able to use all the text features and make sense of the information in the text features, you might want to repeat Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit’s “IDR Conference Notes” record sheet (CN2); see page 15.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student’s thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the “Notes” column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

**TEKS 4.A.ii**  
Student/Teacher Activity  
Step 2 (all, including record sheet on page 15)

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the “Notes” column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Based on the [title, subtitle, and headings], what information might you find in this [book]?*
- Q *What are you learning about the topic of this [book]?*
- Q *What is one text feature on this page that adds to your understanding? What information does this feature give you?*
- Q *Why do you think the author included [captions]?*
- Q *What questions do you have at this point about this topic?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

## Unit 2

### Using Text Features

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *Tell me about yourself as a reader. What do you like to read?*

Q *Tell me about your favorite books or authors. What do you like about them?*

Q *What do you like about the books we have read so far this year?*

Q *How do you feel about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this year?*

Q *How do you want to grow as a reader this year?*

**Other observations:**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

**1 Initiate the Conference**

Ask: *What is your [book] about so far?*

YES

- Is the student able to tell what the text is about?

**2 Listen to the Student Read Aloud**

**TEKS 4.A.ii**  
Student/Teacher  
Activity  
Step 2

Does the student:

YES

- Attend to meaning?
- Read fluently?
- Pause and reread if having difficulty?
- Read most words accurately?
- Try to make sense of unfamiliar language?






Ask: *What is the part you just read about?*

YES

- Is the student able to tell what the passage is about?



**3 Discuss the Text**

Ask comprehension questions.

YES

- Is the student comprehending the text?

**4 Discuss Text Level**

Ask: *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

YES

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?




NOTES

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 22–24. If you would like to record your assessment data electronically, go to [classview.org](http://classview.org) to learn how you can access the *Making Meaning* assessments using the CCC ClassView app.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Think, Pair, Write About Text Features” on page 3
- “Five Things I Learned from the Text Features in the Excerpt” on page 14

**TEKS 9.D.iii**  
**TEKS 9.D.iv**  
Student/Teacher Activity  
Student Response activity #2,  
“Five Things I Learned....”

#### Reading journal entries

- Prompt: *Write a journal about the text you are reading. Include the title of your text and the author's name. Explain what the text is about and what you learned in the part of the text you read today. Also list one text feature you found and describe what the text feature helped you learn.*
- Prompt: *Write a journal about the text you are reading. Include the title of your text and the author's name. Explain what the text is about and what you learned in the part of the text you read today. Also list any text features you noticed and describe how the text features helped you better understand what you were reading.*

**TEKS 9.D.iii**  
**TEKS 9.D.iv**  
Student/Teacher  
Journal  
Activities (both)

- ✓ Locate the “IDR Conference Notes” record sheet (CN2) you completed for each student during this unit. In Part B, you will use the record sheet, along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
- ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet (CN2) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
“Five Things I Learned from the Text Features in the Excerpt”

**Five Things I Learned** Name: Owen  
from the Text Features in the Excerpt

What information can you find in the text features in the excerpt on pages 12-13? Write the things you found out.

The picture shows people sleeping on the deck of the boat.

The caption says that tickets in steerage were cheap.

The map shows that Chinese immigrants crossed the Pacific Ocean to get to America.

I found out that it is more than 6,000 miles from Hong Kong to San Francisco.

I learned that more Chinese men came to America than Chinese women.

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Reading journal entry 1

**Reading Journal**

Name: Owen Date: 9/17

I am reading Days of the Knights: A Tale of Castles and Battles by Christopher Maynard. This book tells about what it was like to live in a castle. On the side of each page, there are words in bold print. Each word has a picture and caption. The caption is the definition of the word. I learned what a bombard looked like. I also learned that it was used to fire stone cannonballs at castle walls.

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>“Think, Pair, Write About Text Features”</b> The student is able to recognize text features.	4	③	2	1
<b>“Five Things I Learned from the Text Features in the Excerpt”</b> The student is able to extract information from text features and write about what he or she learned.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the text is about and what he or she learned in the part read and (if applicable) name one text feature and explain what the text feature helped him or her learn.	④	3	2	1
<b>Entry 2:</b> The student is able to explain what the text is about and (if applicable) name one or more text features and explain how the text feature(s) helped him or her better understand the text.	4	③	2	1
<b>Subtotal</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.5

**Commentary:** Owen’s *Student Response Book* work and journal entries indicate that he is able to use text features to help him better understand a text. He was able to name several text features from the excerpted text (picture, caption, map) in the *Student Response Book* and explain what he learned from each feature. He was also able to use the map key to estimate the distance between Hong Kong and San Francisco. Owen’s journal entry includes a brief sentence that explains what the book is about and described a text feature found in the book (bolded words with pictures and captions). He ended his entry by explaining what he learned from the text feature.

(continues)

## Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Owen Date: 9/18

Text title: Days of the Knights Text level: P Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p>	<p>"A baron attacks a castle. There is a battle."</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about?</p>	<p>Used the text feature to clarify what a drawbridge is.</p> <p>A lot of content vocab in this book. Had difficulty reading some of it.</p> <p>"The baron ends up winning the battle."</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text?</p>	
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	

**Next steps:**

Owen was able to read most of the words in the book but struggled with some of the content vocab. He went back to reread when a word didn't sound right. This book is a good challenge for Owen. Encouraged him to continue to read books at this level.

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	4	③	2	1
The student pauses and rereads if having difficulty.	4	③	2	1
The student reads most words accurately.	4	③	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>28</b>	<b>9</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals /10): 3.7

**Commentary:** Analysis of Owen’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that he is able to understand text almost all of the time. He is using strategies such as rereading and using the text features (bolded words, pictures, and captions) to help him determine the meanings of unfamiliar words. He was able to tell about his book and answer comprehension questions about it. This book was challenging for Owen because of the content vocabulary, but because he used strategies to help him understand the meaning of unfamiliar words, his comprehension was not affected.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Think, Pair, Write About Text Features"</b> The student is able to recognize text features.	4	3	2	1
<b>"Five Things I Learned from the Text Features in the Excerpt"</b> The student is able to extract information from text features and write about what he or she learned.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the text is about and what he or she learned in the part read and (if applicable) name one text feature and explain what the text feature helped him or her learn.	4	3	2	1
<b>Entry 2:</b> The student is able to explain what the text is about and (if applicable) name one or more text features and explain how the text feature(s) helped him or her better understand the text.	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 3

## Questioning

### EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA3).....	27
Resource Sheet for IDR Conferences .....	30
IDR Conference Notes (CN1) .....	33
Individual Comprehension Assessment (IA1) .....	40

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Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to generate “I wonder” statements?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they use “I wonder” statements to think about their texts?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they refer to the texts when discussing their “I wonder” statements?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are generating and using “I wonder” statements to think about their texts, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are generating and using “I wonder” statements to think about their texts, continue on to Week 2 and plan to monitor students who are having difficulty. Since this is the first of three weeks of questioning, the students may need more experience with, and modeling of, questioning to become comfortable with it.
- If **only a few students** are generating and using “I wonder” statements to think about their texts, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to ask questions?			
▪ Are their questions relevant to the reading?			
▪ Are they referring to the reading to determine whether their questions have been discussed?			
Other observations:			

**Suggestions:**

- If **all or most students** are asking relevant questions and referring to the text to determine whether their questions have been discussed, proceed with the lesson and continue on to Week 3.
- If **about half of the students** are asking relevant questions and referring to the text to determine whether their questions have been discussed, continue on to Week 3. Plan to monitor the students who are having difficulty with the strategy during IDR. You might have them read short passages from their books aloud to you and think of one or two questions they could ask at that point in the reading. Then have them continue reading for a while, and check in with them to see whether their questions were discussed.
- If **only a few students** are asking relevant questions and referring to the text to determine whether their questions have been discussed, you might want give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students referring to the text to talk about their questions?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are referring to the text to talk about their questions, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are referring to the text to talk about their questions, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list. Be aware that students will have more opportunities to practice “Stop and Ask Questions” in the coming units.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 33.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Based on the [title, subtitle, and headings], what information might you find in this book?*
- Q *What are you learning about the topic of this [book]?*
- Q *What is one text feature on this page that adds to your understanding? What information does this feature give you?*
- Q *What questions did you ask yourself before reading the book?*
- Q *What questions do you have at this point about this topic?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart, and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1</b> <b>Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>■ Is the student able to tell what the text is about?</p>	
<p><b>2</b> <b>Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <p>■ Attend to meaning?</p> <p>■ Read fluently?</p> <p>■ Pause and reread if having difficulty?</p> <p>■ Read most words accurately?</p> <p>■ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p>■ Is the student able to tell what the passage is about?</p>	
<p><b>3</b> <b>Discuss the Text</b></p> <p>Ask comprehension questions.</p> <p>■ Is the student comprehending the text?</p>	
<p><b>4</b> <b>Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>■ Is the student able to determine whether he or she comprehends the text?</p> <p>■ Is this text at the right level for this student?</p>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 40–42.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “‘I Wonder’ Statements” on page 17
- “Stop and Ask Questions About *Slinky Scaly Slithery Snakes (2)*” on page 19

#### Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, what you wondered about your text, and what you learned about the topic.*
  - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, one question you wrote on a self-stick note, and what you found out about that question in your reading. If the reading didn't discuss your question, write about something you learned.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

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## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
"Stop and Ask Questions About *Slinky Scaly Slithery Snakes* (2)"

**Stop and Ask Questions** Name: Jolene

About *Slinky Scaly Slithery Snakes* (2)

At each stop, write your questions in the box.

**STOP 1** Do all poisonous snakes have the same markings?

**STOP 2** What happens if you grab a snake by mistake?  
Do green snakes live in the desert?

**STOP 3** How long can a snake go without eating? Do snakes taste their food?

**STOP 4** How close does a snake have to be to its prey for it to sense the prey's body heat?

Unit 3 • Week 3 • Day 2

Reading journal entry 2

**Reading Journal**

Name: Jolene Date: 10/10

I am reading *Dogs* by Seymour Simon. This book tells all about dogs. A question I had was how did there get to be different breeds of dogs? I didn't learn the answer to my question. I learned that dogs have five senses just like people.

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(continues)

### Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"'I Wonder' Statements"</b> The student is able to write about what he or she wonders about the text.	4	③	2	1
<b>"Stop and Ask Questions About <i>Slinky Scaly Slithery Snakes</i> (2)"</b> The student is able to write at least one question about the text at each of four stops.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the text is about, what he or she wondered about the part of the text read, and what he or she learned about the topic.	④	3	2	1
<b>Entry 2:</b> The student is able to write a question about the text and write about what he or she found out about the question when reading (or write about something he or she learned).	④	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.75

**Commentary:** Jolene’s *Student Response Book* work and journal entries indicate that she is able to use questioning to help her better understand a text almost all of the time. She was able to write questions that were pertinent to the reading at each stop of a text read aloud. Jolene’s journal entry includes a sentence that explains what the book is about (dogs). She also wrote a question she had about the text before reading it (*how did there get to be different breeds of dogs?*). She didn’t find the answer to her question in the pages of the book she read, so she explained what she learned from reading the text (*dogs have five senses just like people*).

(continues)

## Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Jolene Date: 10/14

Text title: Dogs Text level: N Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>▪ Is the student able to tell what the text is about?</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/></p>	<p>"The book is about dogs. All kinds of facts about dogs."</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <p>▪ Attend to meaning? <input checked="" type="checkbox"/></p> <p>▪ Read fluently? <input type="checkbox"/></p> <p>▪ Pause and reread if having difficulty? <input checked="" type="checkbox"/></p> <p>▪ Read most words accurately? <input checked="" type="checkbox"/></p> <p>▪ Try to make sense of unfamiliar language? <input checked="" type="checkbox"/></p> <p>Ask: <i>What is the part you just read about?</i></p> <p>▪ Is the student able to tell what the passage is about? <input checked="" type="checkbox"/></p>	<p>Read first sentence, stopped and asked what <u>domestic</u> meant. Also asked what <u>subspecies</u> and <u>Canis lupus familiaris</u> were.</p> <p>Skipped the word <u>distance</u>, went back to reread.</p> <p>Having to sound out many words (<u>shelter</u>, <u>mastiffs</u>, <u>sheepherding</u>). Broke the word <u>sheepherding</u> into two smaller words.</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p>▪ Is the student comprehending the text? <input checked="" type="checkbox"/></p>	<p>"There are lots of kinds of dogs. Some can run faster than a human."</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>▪ Is the student able to determine whether he or she comprehends the text? <input checked="" type="checkbox"/></p> <p>▪ Is this text at the right level for this student? <input checked="" type="checkbox"/></p>	<p>"I learned that dogs can bite harder than a person."</p>

**Next steps:**

This text is a good challenge for Jolene. There is new vocabulary, but since it is a familiar topic, she is doing well with it. Encouraged her to continue reading the book.

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	4	③	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	4	③	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>32</b>	<b>6</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals /10): 3.8

**Commentary:** Analysis of Jolene’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that she is able to understand text almost all of the time. She is using strategies such as rereading and asking herself questions when she doesn’t understand what she read (asked about the meaning of *domestic* and *subspecies*). She is also noticing when she makes an error when reading aloud (skipped the word *distance* but stopped and reread the sentence). Jolene is also using other strategies such as sounding out words by breaking them into syllables and smaller words (*shelter*, *mastiffs*, *shepherding*) to help her read unfamiliar words. She was able to tell about her book and answer comprehension questions about it. This book is challenging for Jolene due to some content-specific vocabulary, but because she is familiar with the topic, she can decipher most unknown words. Because she has to sound out some of the words, her reading is not as fluent as it usually is. Jolene should continue reading this book and others like it.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"'I Wonder' Statements"</b> The student is able to write about what he or she wonders about the text.	4	3	2	1
<b>"Stop and Ask Questions About <i>Slinky Scaly Slithery Snakes</i> (2)"</b> The student is able to write at least one question about the text at each of four stops.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the text is about, what he or she wondered about the part of the text read, and what he or she learned about the topic.	4	3	2	1
<b>Entry 2:</b> The student is able to write a question about the text and write about what he or she found out about the question when reading (or write about something he or she learned).	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 4

## Analyzing Text Structure

**FICTION, NARRATIVE NONFICTION,  
AND DRAMA**

Class Assessment Records (CA1-CA5).....	45
Resource Sheet for IDR Conferences .....	50
IDR Conference Notes (CN1) .....	53
Individual Comprehension Assessment (IA1) .....	60

© Center for the Collaborative Classroom      Sample materials for review

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students use details from the text to make predictions and to support their thinking?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** or **about half of the students** are able to use details from the text to make predictions and support their thinking, proceed with the lesson and continue on to Day 4. You may wish to check in during IDR with students who are having difficulty.
- If **only a few students** are able to use details from the text to make predictions and support their thinking, you might give the class additional instruction by repeating Day 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students notice the conflicts or problems that characters are facing in their stories?</li> </ul>			
<ul style="list-style-type: none"> <li>Are students who are at the end of their stories able to describe how characters have changed? (Note that change in a character is often not evident until the end of a story.)</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to describe characters' conflicts and changes, proceed with the lesson and continue on to Week 3.
- If **about half of the students** are able to describe characters' conflicts and changes, proceed with the lesson and continue on to Week 3 but closely monitor and support students who are having difficulty. Confer with these students during IDR and ask them questions such as:
  - Q** *What [conflict/problem] is the main character in your story facing?*
  - Q** *How do you think the character [has changed/might change] in the story?*
- If **only a few students** are able to describe characters' conflicts and changes, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 4 Alternative Texts" list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students using their questions to discuss the story?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students giving evidence from the story to explain their thinking?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are using questioning and evidence from the text to discuss the story, continue on to Week 4.
- If **about half of the students** are using questioning and evidence from the text to discuss the story, continue on to Week 4 and monitor students who are having difficulty with questioning during IDR.
- If **only a few students** are using questioning and evidence from the text to discuss the story, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify the main characters in the myth?			
▪ Are the students able to identify the settings of the myth?			
▪ Are the students able to explain the plot of the myth?			
▪ Are the students able to describe the conflicts or problems the characters are facing in the myth?			
▪ Are the students able to explain how the characters end the conflicts or solve the problems?			
Other observations:			

**Suggestions:**

- If **all or most students** are able to describe the story elements in the myth, proceed with the lesson and continue on to Day 3.
- If **about half of the students** are able to describe the story elements in the myth, proceed with the lesson and continue on to Day 3 but closely monitor and support students who are having difficulty. Confer with these students during IDR and ask them questions such as:
  - Q *What is the setting of your story? Where and when does it take place?*
  - Q *Who are the main characters in your story? What is happening to the characters? What [conflict/problem] is the main character in your story facing?*
- If **only a few students** are able to describe the story elements in the myth, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative myth before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.



## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 53.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Who are the characters in the story? Tell me about them.*
- Q *What is the setting of the story? Where does the story take place?*
- Q *Who is telling the story? What in the story makes you think so?*
- Q *In a few sentences, what is the plot of the story? What happens in the story?*
- Q *What is a conflict or problem in your story? How is the conflict ended or the problem solved?*
- Q *Do any of the characters change in your story? What makes you think so?*
- Q *What lesson or message do you think the author wants the reader to think about?*
- Q *What questions do you have about your book so far?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1</b> <b>Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>■ Is the student able to tell what the text is about?</p>	
<p><b>2</b> <b>Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <p>■ Attend to meaning?</p> <p>■ Read fluently?</p> <p>■ Pause and reread if having difficulty?</p> <p>■ Read most words accurately?</p> <p>■ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p>■ Is the student able to tell what the passage is about?</p>	
<p><b>3</b> <b>Discuss the Text</b></p> <p>Ask comprehension questions.</p> <p>■ Is the student comprehending the text?</p>	
<p><b>4</b> <b>Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>■ Is the student able to determine whether he or she comprehends the text?</p> <p>■ Is this text at the right level for this student?</p>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([cccllearninghub.org](http://cccllearninghub.org)) or from pages 60–62.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Stop and Ask Questions about *Teammates*” on page 21
- “Story Elements in *Gluskabe and Old Man Winter*” on page 38

**TEKS 8.A.i**  
Student/Teacher Activity  
Student Response activity (second activity)

#### Reading journal entries

- Prompt: *Write a journal entry about the book you are reading. Include the title and the author's name, what the story is about, and what you learned about a conflict or problem a character is facing or a change in a character. If you didn't learn about a conflict or problem or a character change, write something else you learned about a character.*
  - Prompt: *Write a journal entry about the book you are reading. Include the title and the author's name, a sentence describing the story, and one or two sentences describing something you learned about the setting, the plot, a conflict or problem in the story, or a theme of the story.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

**TEKS 8.B.i**  
Student/Teacher Activity  
Reading Journal entry (first entry)

**TEKS 8.A.i**  
Student/Teacher Activity  
Reading Journal entry (second entry)

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
"Story Elements in *Gluskabe and Old Man Winter*"

**Story Elements**  
in *Gluskabe and Old Man Winter*

Name: Rodrigo

Book title: Gluskabe and Old Man Winter

Author: \_\_\_\_\_

Main characters: Gluskabe, Old Man Winter

Setting: Grandmother Woodchuck's wigwam

Plot: Old Man Winter is making it stay cold. The humans ask Gluskabe to help them get rid of Old Man Winter.

Problem or conflict: One problem is that when Gluskabe goes to talk to Old Man Winter, he puts a spell on Gluskabe.

Climax: \_\_\_\_\_

Theme: I think one theme in the play is that you shouldn't give up.

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Reading journal entry 1

**Reading Journal**

Name: Rodrigo Date: 12/4

I am reading Frindle by Andrew Clements. This book is about a boy named Nick. Nick likes to play jokes on people. He can get people to do anything. One conflict in the story is between Nick and Mrs. Granger.

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Stop and Ask Questions About <i>Teammates</i>"</b> The student is able to write at least one question about the text at each of four stops.	④	3	2	1
<b>"Story Elements in <i>Gluskabe and Old Man Winter</i>"</b> The student is able to identify the story elements of character, setting, plot, conflict or problem, and theme in the play.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the story is about and what was learned about a conflict or problem a character is facing or a character change (or write about something he or she learned about a character).	4	③	2	1
<b>Entry 2:</b> The student is able to explain what the story is about and what was learned about the setting, the plot, a conflict or problem in the story, or a theme of the story.	④	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.75

**Commentary:** Rodrigo's *Student Response Book* work and journal entries indicate that he is able to analyze text structure to help him better understand a text almost all or much of the time. He was able to identify story elements (character, setting, plot, conflict or problem, and theme) in a play that was read aloud. Rodrigo's journal entry includes a sentence that explains what the story he is reading is about (a boy named Nick who likes to play jokes). Rodrigo included a sentence about a conflict he learned about in his book between Nick and his teacher, Mrs. Granger, but did not include any details about what the conflict is.

(continues)

## Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Rodrigo Date: 12/8

Text title: Frindle Text level: R Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p>	<p>“A boy named Nick has to give a report about dictionaries to his class. He gives a really long report so that the class doesn’t have to do any work.”</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about?</p>	<p>Reads with good expression.</p> <p>“Mrs. Granger figures out what Nick is trying to do. She still makes the class do their work.”</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text?</p>	<p>“So far, the characters are Nick, Mrs. Granger, Nick’s mom and dad, and boys and girls in Nick’s class. Nick is very clever.” (I prompted, “What makes you think that?”)</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	<p>“Because he is always coming up with ideas for how to get out of doing schoolwork.”</p>

**Next steps:**

This text is just right for Rodrigo. There is some challenging vocabulary, but his comprehension of the text is not affected.

(continues)

## Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals /10): 4.0

**Commentary:** Analysis of Rodrigo’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that he is able to understand text almost all of the time. He is using strategies such as questioning and using text structure to help him understand texts read aloud and independently. He is reading fluently, with accuracy and expression. He was able to tell about his book and answer comprehension questions about it. This book is just right for Rodrigo.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Stop and Ask Questions About <i>Teammates</i>"</b> The student is able to write at least one question about the text at each of four stops.	4	3	2	1
<b>"Story Elements in <i>Gluskabe and Old Man Winter</i>"</b> The student is able to identify the story elements of character, setting, plot, conflict or problem, and theme in the play.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the story is about and what was learned about a conflict or problem a character is facing or a character change (or write about something he or she learned about a character).	4	3	2	1
<b>Entry 2:</b> The student is able to explain what the story is about and what was learned about the setting, the plot, a conflict or problem in the story, or a theme of the story.	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals/4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 5

## Making Inferences

### FICTION AND POETRY

Class Assessment Records (CA1-CA3).....	65
Resource Sheet for IDR Conferences .....	68
IDR Conference Notes (CN1) .....	71
Individual Comprehension Assessment (IA1) .....	78

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Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students underlining passages that give clues that a storm is happening?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are identifying clues that a storm is happening, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are identifying clues that a storm is happening, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to identify lines in the poem that require an inference?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to make appropriate inferences from those lines?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to make inferences, proceed with the lesson and then continue on to Independent Strategy Practice on Day 4.
- If **about half of the students** are able to make inferences, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to monitor the students who are having difficulty during IDR by asking them questions such as:
  - Q** *What is one thing that you know based on what you read today?*
  - Q** *Does the book tell you that directly, or did you figure it out from clues? What clues?*
- If **only a few students** are able to make inferences, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative poem before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to describe what happens in the poem?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are their visualizations connected to the text?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to visualize what is happening in the poem, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are able to visualize what is happening in the poem, you might give the class additional instruction by repeating Day 2 of this week using an alternative poem before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 71.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Who is one of the main characters in your [story]? What are you finding out about that character?*
- Q *What is the [plot/setting] of your [story]?*
- Q *What is a question you have about this [poem]?*
- Q *What did you infer, or figure out, about [Arthur] from this part of the [story]? What clues helped you make that inference?*
- Q *What did you see in your mind as you read the [poem]? What sounds did you imagine? What feelings did you imagine as part of your mental picture?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1</b> <b>Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Is the student able to tell what the text is about?</li> </ul>	
<p><b>2</b> <b>Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> YES  <input type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Is the student able to tell what the passage is about?</li> </ul>	
<p><b>3</b> <b>Discuss the Text</b></p> <p>Ask comprehension questions.</p> <p> <input type="checkbox"/> YES  <input type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Is the student comprehending the text?</li> </ul>	
<p><b>4</b> <b>Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/>  <input type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 78–80.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Double-entry Journal About \_\_\_\_\_” on page 45
- “Double-entry Journal About \_\_\_\_\_” on page 48

#### Reading journal entries

- Prompt: *Write a journal entry about the story you are reading. Include the title and the author's name, what the story is about, one thing you know based on the part you read today, whether that is stated directly or indirectly in the text, and, if indirectly, what clue or clues helped you infer it.*
  - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, an inference you made as you were reading, and the clue or clues that helped you make the inference. If you didn't make an inference, write about a question you had as you read and whether your question was answered.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
"Double-entry Journal About \_\_\_\_\_"

Unit 5 • Week 2 • Day 4	<b>What I Read</b> "Come on, Sable," I said, coaxing her down off the porch.	<b>What I Inferred</b> Tate named the dog because she wants to keep it.	<b>Double-entry Journal</b> About <u>Sable</u>  Name: <u>Alena</u>
	Making Meaning®	45	

### Reading journal entry 1

<b>Reading Journal</b>  Name: <u>Alena</u> Date: <u>1/9</u>  <u>The book I am reading is Sable by Karen Hesse.</u> <u>This book is about a girl named Tate. One day a stray</u> <u>dog comes to her house. Her mom doesn't like dogs</u> <u>and doesn't want it to stay at their house. I learned</u> <u>that Tate wants to keep the dog but is afraid her mom</u> <u>won't agree. I think so because she makes Sable a</u> <u>collar and brushes her. Tate also wants to build</u> <u>a doghouse.</u>
---

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p>“Double-entry Journal About _____”</p> <p>The student is able to identify at least one sentence in his or her text from which an inference was made and explain what he or she inferred.</p>	4	3	2	1
<p>“Double-entry Journal About _____”</p> <p>The student is able to identify at least one sentence in his or her text from which an inference was made and explain what he or she inferred.</p>	4	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to explain what the story is about, write one thing learned about the story, tell whether that is stated directly or indirectly, and identify clues that helped him or her make the inference.</p>	4	3	2	1
<p><b>Entry 2:</b> The student is able to explain what the text is about and describe an inference made and the clue(s) that helped him or her make the inference, or the student is able to write about a question he or she had when reading and whether the question was answered.</p>	4	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.75

**Commentary:** Alena’s *Student Response Book* work and journal entries indicate that she is able to make inferences about a text read independently almost all of the time. She was able to identify a line from her book from which she made an inference. She was also able to explain the inference that she made. Alena’s journal entry includes a brief description of what her book is about so far (a girl named Tate and a stray dog). She wrote that she learned the main character would like to keep the dog, but it is unclear if that information is stated directly in the text or if she figured that out by making an inference.

(continues)

## Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Alena Date: 1/10

Text title: Sable Text level: 0 Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the text is about?</li> </ul>	<p>“Tate keeps a stray dog. It goes OK for a while, but then Sable starts stealing things from places all over the valley and bringing them to Tate. Tate’s parents tell her that Sable needs to stop or she’ll have to go.”</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the passage is about?</li> </ul>	<p>Uses punctuation to read expressively (question marks and dialogue).</p> <p>Asked about the meaning of uncommon phrases (“served up a lecture” and “break her of stealing”).</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <ul style="list-style-type: none"> <li>Is the student comprehending the text?</li> </ul>	<p>“Sable keeps running away and stealing things from people. She brings them back to Tate as gifts.”</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	<p>“When I read this part of the story, I pictured Sable jumping around Tate excitedly with a piece of cake in her mouth.”</p>

**Next steps:**

This text is at the right level for Alena. There is some challenging vocabulary in the book due to some colloquialisms.

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals/10): 4.0

**Commentary:** Analysis of Alena’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that she is able to understand text almost all of the time. She is reading fluently and using punctuation to read expressively. She asked for help in defining a few colloquialisms (“served up a lecture” and “break her of stealing”) and was able to figure out the meanings from the context of the passage. She was able to tell what the book is about and describe what she visualized as she read the book. This book is at the right level for Alena.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p><b>"Double-entry Journal About _____"</b></p> <p>The student is able to identify at least one sentence in his or her text from which an inference was made and explain what he or she inferred.</p>	4	3	2	1
<p><b>"Double-entry Journal About _____"</b></p> <p>The student is able to identify at least one sentence in his or her text from which an inference was made and explain what he or she inferred.</p>	4	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to explain what the story is about, write one thing learned about the story, tell whether that is stated directly or indirectly, and identify clues that helped him or her make the inference.</p>	4	3	2	1
<p><b>Entry 2:</b> The student is able to explain what the text is about and describe an inference made and the clue(s) that helped him or her make the inference, or the student is able to write about a question he or she had when reading and whether the question was answered.</p>	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 6

## Making Inferences

### FICTION, EXPOSITORY NONFICTION, AND NARRATIVE NONFICTION

Class Assessment Records (CA1-CA4).....	82
Resource Sheet for IDR Conferences .....	86
IDR Conference Notes (CN1) .....	89
Individual Comprehension Assessment (IA1) .....	96

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students underlining passages that give clues about the reasons for Amelia’s actions?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do their inferences about Amelia’s actions make sense?</li> </ul>			
<p>Other observations:</p>			

**Suggestions:**

- If **all or most students** are able to identify clues about Amelia’s actions that make sense, proceed with the lesson and continue on to Independent Strategy Practice on Day 4.
- If **about half of the students** are able to identify clues about Amelia’s actions that make sense, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to check in with students who are having difficulty making inferences during independent reading.
- If **only a few students** are able to identify clues about Amelia’s actions that make sense, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students underlining passages that give clues about Peppe’s character?</li> </ul>			
<ul style="list-style-type: none"> <li>Do their inferences about Peppe make sense?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to identify clues about Peppe’s character that make sense, proceed with the lesson and continue on to Independent Strategy Practice on Day 4.
- If **about half of the students** or **only a few students** are able to identify clues about Peppe’s character that make sense, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to check in with students who are having difficulty during independent reading by asking them questions such as:

Q What did you read about today?

Q What is one thing you know about a character in your book? What clues told you that?

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students identifying clues about why immigrants were examined and questioned at Ellis Island?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to make inferences, proceed with the lesson and continue on to Independent Strategy Practice on Day 4.
- If **about half of the students** are able to make inferences, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to monitor students who are having difficulty during independent reading by asking them questions such as:
  - Q** *What is one thing you know based on what you read today?*
  - Q** *Does the book tell you that directly, or did you figure it out from clues? What clues?*
- If **only a few students** are able to make inferences, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students underlining sentences that give clues about why John Brown called Harriet “General Tubman”?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they support their inferences using evidence from the text?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** or **about half of the students** are able to make inferences, proceed with the lesson and continue on to Independent Strategy Practice on Day 4. Plan to monitor students who are having difficulty during independent reading by asking them questions such as:
  - Q *What is one thing you know based on what you read today?*
  - Q *Does the book tell you that directly, or did you figure it out from clues? What clues?*
- If **only a few students** are able to make inferences, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 89.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

*(continues)*

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Who is one of the main characters in your [story]? What are you finding out about that character?*
- Q *What is the [plot/setting] of your [story]?*
- Q *What did you infer, or figure out, about [Arthur] from this part of the [story]? What clues helped you make that inference?*
- Q *What did you see in your mind as you read this part of the [story]? What sounds did you imagine? What feelings did you imagine as part of your mental picture?*
- Q *What did you infer, or figure out, about [earthquakes] from this part of the [book]? What clues helped you make that inference?*
- Q *Why do you think the author says that [zoos are helping to save many animal species]? What clues support that statement?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1</b> <b>Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/> </p> <p>▪ Is the student able to tell what the text is about?</p>	
<p><b>2</b> <b>Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <p> <input type="checkbox"/> YES  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p> <p>▪ Attend to meaning?            ▪ Read fluently?            ▪ Pause and reread if having difficulty?            ▪ Read most words accurately?            ▪ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/> </p> <p>▪ Is the student able to tell what the passage is about?</p>	
<p><b>3</b> <b>Discuss the Text</b></p> <p>Ask comprehension questions.</p> <p> <input type="checkbox"/> YES  <input type="checkbox"/> </p> <p>▪ Is the student comprehending the text?</p>	
<p><b>4</b> <b>Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/>  <input type="checkbox"/> </p> <p>▪ Is the student able to determine whether he or she comprehends the text?            ▪ Is this text at the right level for this student?</p>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 96–98.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Double-entry Journal About *Peppe the Lamplighter*” on page 51
- “Double-entry Journal About *A Picture Book of Harriet Tubman*” on page 55

#### Reading journal entries

- Prompt: *Write a journal entry about the story you are reading. Include the title and the author's name, what is happening in the part of the story you read today, what you learned about a character, whether that is stated directly or indirectly in the text, and, if indirectly, what clue or clues helped you infer it.*
  - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, a why question you had about the text, whether your question is answered, and, if it is, how it is answered.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:

“Double-entry Journal About *Peppe the Lamplighter*”

Unit 6 • Week 2 • Day 3	<b>What I Read</b>	<b>What I Inferred</b>	<b>Double-entry Journal</b> About <i>Peppe the Lamplighter</i>
	“It’s a stupid job,” he said to himself.	I think that Peppe’s dad made Peppe feel bad about his job. Now he’s embarrassed about being the lamplighter.	
Making Meaning			51

Reading journal entry 1

**Reading Journal**

Name: Joshua Date: 2/14

The book I am reading is The Gold Cadillac by Mildred D. Taylor. In the part I read today, the dad bought a new gold Cadillac. Everyone in the family is excited about it but the mom. I learned that the dad likes to impress people with his car. I inferred that he likes to impress people because in the book it says that the dad “stood proudly by, pointing out the various features” while the people in the neighborhood were looking at the car. I think that he likes showing off his car to his neighbors.

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Double-entry Journal About <i>Peppe the Lamplighter</i>"</b> The student is able to identify at least one sentence in the excerpt that reveals something about Peppe and explain what he or she inferred from the underlined text.	④	3	2	1
<b>"Double-entry Journal About <i>A Picture Book of Harriet Tubman</i>"</b> The student is able to identify at least one sentence in the excerpt that explains why John Brown called Harriet "General Tubman" and explain what he or she inferred from the underlined text.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the story is about, write one thing learned about a character in the story, explain whether that is stated directly or indirectly, and identify clues that helped him or her make the inference.	④	3	2	1
<b>Entry 2:</b> The student is able to explain what the text is about, write a <i>why</i> question he or she had about the text, state whether the question is answered, and, if it is, explain how it is answered.	④	3	2	1
<b>Subtotal</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 4.0

**Commentary:** Joshua's *Student Response Book* work and journal entries indicate that he is able to make inferences about texts heard read aloud and texts read independently almost all of the time. Joshua was able to identify part of an excerpt from which he learned something about the character Peppe and then explain what he inferred about the character from that part. Joshua's journal entry includes a brief description of the part of the text he read and something he learned about a character in the story (the father). He explained that he inferred what he learned about the father (that he likes to impress people with his car) and included an example from the text that helped him make his inference (the father "stood proudly by, pointing out the various features" while people looked at the car).

(continues)

## Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Joshua Date: 2/20

Text title: The Gold Cadillac Text level: S Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the text is about?</li> </ul>	<p>"The girls' dad buys a new Cadillac. Everyone in the family is excited about the new car but their mom. She gets angry at the dad because she wants to save money to buy a new house."</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the passage is about?</li> </ul>	<p>Had difficulty with city names: <u>Peoria</u>, <u>Cleveland</u>, and <u>Detroit</u>. Asked for help.</p> <p>Asked about the meanings of the words <u>caravan</u> and <u>evident</u>. Used context to figure out the meaning of the phrase "just outright stopped."</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <ul style="list-style-type: none"> <li>Is the student comprehending the text?</li> </ul>	<p>"The dad tries to convince the mom that it is OK to have the car. He's sad that she doesn't like it."</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	<p>"When the dad and mom walked to go out to dinner, I inferred it was because the mom still didn't want to ride in the car. I also inferred that the mom thinks the car is a waste of money."</p>

**Next steps:**

*This is a good book for Joshua. He is challenged by the content and some of the vocabulary used in the text.*

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	4	③	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	③	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>32</b>	<b>6</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals/10): 3.8

**Commentary:** Analysis of Joshua’s “IDR Conference Notes” record sheet and observations made during IDR and class discussions indicate that he is able to understand text almost all of the time. He is reading fluently and reading most words accurately. He asked for help in defining a few unfamiliar words (*caravan* and *evident*) but was able to figure out the meaning of the phrase “just outright stopped” using context clues from earlier in the passage. He was able to answer comprehension questions about the book and make inferences about the characters in the passage he read aloud (for example, he inferred that the mom and dad walk to dinner because she doesn’t want to ride in the car and that the mom thinks the car is a waste of money). This book is at the right level for Joshua.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p><b>"Double-entry Journal About <i>Peppe the Lamplighter</i>"</b></p> <p>The student is able to identify at least one sentence in the excerpt that reveals something about Peppe and explain what he or she inferred from the underlined text.</p>	4	3	2	1
<p><b>"Double-entry Journal About <i>A Picture Book of Harriet Tubman</i>"</b></p> <p>The student is able to identify at least one sentence in the excerpt that explains why John Brown called Harriet "General Tubman" and explain what he or she inferred from the underlined text.</p>	4	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to explain what the story is about, write one thing learned about a character in the story, explain whether that is stated directly or indirectly, and identify clues that helped him or her make the inference.</p>	4	3	2	1
<p><b>Entry 2:</b> The student is able to explain what the text is about, write a <i>why</i> question he or she had about the text, state whether the question is answered, and, if it is, explain how it is answered.</p>	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 7

## Analyzing Text Structure

### EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA4).....	100
Resource Sheet for IDR Conferences .....	104
IDR Conference Notes (CN1) .....	107
Individual Comprehension Assessment (IA1) .....	114

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students understand the article?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to identify examples that support the author’s opinion in the article?</li> </ul>			
<p>Other observations:</p>          			

**Suggestions:**

- If **all or most students** are able to identify examples that support the author’s opinion in the article, proceed with the lesson and continue on to Week 2.
- If **about half of the students** or **only a few students** are able to identify examples that support the author’s opinion in the article, you might give the class additional instruction by repeating this week’s lessons using an alternative text before continuing on to Week 2. Resources for alternative texts are suggested in the “Grade 4 Alternative Texts” list. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to identify what they learn from functional texts?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to identify how information in functional texts is organized to inform readers?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to identify what they learn from functional texts and how information in functional texts is organized to inform readers, proceed with the lesson and continue on to Week 3.
- If **about half of the students** or **only a few students** are able to identify what they learn from functional texts and how information in functional texts is organized to inform readers, you might give the class additional instruction by repeating this week’s lessons using the examples of functional texts on *Student Response Book* pages 62–63 before continuing on to Week 3.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify what they have learned from the book?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they contributing their thinking to the group?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they using prompts to extend their discussions?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are identifying what they have learned from the book, contributing their thinking to the group, and using prompts to extend their discussions, proceed with the lesson and continue on to Week 4.
- If **about half of the students** or **only a few students** are identifying what they have learned from the book, contributing their thinking to the group, and using prompts to extend their discussions, you might give the class additional instruction by repeating all or part of this week’s lessons using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to identify how the textbook is organized?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they recognize sequence and compare/contrast relationships in their reading?</li> </ul>			
Other observations:          			

**Suggestions:**

- If **all or most students** are able to identify how the textbook is organized, proceed with the lesson and continue on to Unit 8.
- If **about half of the students** or **only a few students** are able to identify how the textbook is organized, you might give the class additional instruction by repeating Day 4 using different sections of the textbook or a different textbook before continuing on to Unit 8.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 107.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What have you learned about [mountain climbing] so far?*
- Q *What questions do you have, or what do you wonder, about [Mt. Fuji/this set of instructions]?*
- Q *How does this [caption] help you make sense of the text?*
- Q *What did you visualize, or see in your mind, as you read about [butterflies]? How did visualizing help you make sense of the text?*
- Q *What did you infer, or figure out, about [Tyrannosaurus rex] from this part of the [book]? What clues helped you make that inference?*
- Q *Did the author of this [article] convince you that [animal testing is wrong]? Why or why not?*
- Q *What makes this [TV channel guide] easy to use and understand?*
- Q *How is this [chapter] organized to help readers learn information?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1 Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i> <span style="float: right;"><input type="checkbox"/> YES</span></p> <ul style="list-style-type: none"> <li>▪ Is the student able to tell what the text is about? <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<p><b>2 Listen to the Student Read Aloud</b></p> <p>Does the student: <span style="float: right;"><input type="checkbox"/> YES</span></p> <ul style="list-style-type: none"> <li>▪ Attend to meaning? <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Read fluently? <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Pause and reread if having difficulty? <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Read most words accurately? <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Try to make sense of unfamiliar language? <span style="float: right;"><input type="checkbox"/></span></li> </ul> <p>Ask: <i>What is the part you just read about?</i> <span style="float: right;"><input type="checkbox"/> YES</span></p> <ul style="list-style-type: none"> <li>▪ Is the student able to tell what the passage is about? <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<p><b>3 Discuss the Text</b></p> <p>Ask comprehension questions. <span style="float: right;"><input type="checkbox"/> YES</span></p> <ul style="list-style-type: none"> <li>▪ Is the student comprehending the text? <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<p><b>4 Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i> <span style="float: right;"><input type="checkbox"/> YES</span></p> <ul style="list-style-type: none"> <li>▪ Is the student able to determine whether he or she comprehends the text? <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Is this text at the right level for this student? <span style="float: right;"><input type="checkbox"/></span></li> </ul>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 114–116.

- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “School Uniforms: No Way!” on pages 60–61
- “Double-entry Journal About *Farm Workers Unite*” on page 81

TEKS 9.E.i

TEKS 9.E.ii

Student/Teacher Activity

Student Response activity

(first activity)

TEKS 9.D.v

TEKS 9.D.vi

Student/Teacher Activity

Student Response activity

(second activity)

#### Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the kind of text you are reading (functional or expository nonfiction), what the text is about or the purpose of the text, and what you notice about how the text is organized or how text features are used to help readers learn information.*
- Prompt: *Write a journal entry about the section you are reading. Include the title of the section and what the part you read today is about. Also include whether you notice a sequence of events (and, if so, the time frame in which the events happened) or a compare/contrast relationship (and, if so, what is being compared).*

TEKS 9.D.v

TEKS 9.D.vi

Student/Teacher

Activity

Journal Entry

(second prompt)

- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
- ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:

“Double-entry Journal About *Farm Workers Unite*”

Unit 7 • Week 4 • Day 3          Making Meaning   81	Text Structure	Examples from the Text	Double-entry Journal About <i>Farm Workers Unite</i>       Name: <b>Mayumi</b>
	sequence  1. The grape pickers left Delano in March of 1966 and arrived in Sacramento 25 days later.	1. “The march left Delano in mid March of 1966.” “On Easter Sunday, 1966, 25 days after the march had begun, the pilgrims hobbled into Sacramento.”	
	compare/contrast  1. The growers tried to scare the farm workers, but the farm workers remained peaceful.  2. After the march, Chávez and Huerta each did different things to continue helping the farm workers.	1. “The growers tried to intimidate the strikers.” “The striking workers refused to fight back.”  2. “Chávez and Huerta each did what they were best at. Chávez spent a lot of time talking to farm workers, while Huerta negotiated the contracts for the union.”	

Reading journal entry 1

### Reading Journal

Name: Mayumi Date: 4/1

The book I am reading is an expository nonfiction book called Soccer Skills by Clive Gifford. This book tells everything you need to know about how to play soccer. It tells about soccer skills, positions, and rules. The text is organized into four sections and each section has chapters in it. It also has illustrations with captions that help explain certain things. Some illustrations show what certain stretches look like and others show what it looks like when a ball is in play or out of play.

(continues)

### Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>“School Uniforms: No Way!”</b> The student is able to identify and underline three pieces of evidence in the article that support the author’s opinion.	4	③	2	1
<b>“Double-entry Journal About <i>Farm Workers Unite</i>”</b> The student is able to identify and record at least one example of information organized in a sequence and one compare/contrast relationship.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to write one thing he or she notices about the way the text is organized or how text features are used to help readers learn information.	④	3	2	1
<b>Entry 2:</b> The student is able to identify information organized in a sequence and the time frame in which the events happened or a compare/contrast relationship and what is being compared.	4	③	2	1
<b>Subtotal</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.5

**Commentary:** Mayumi’s *Student Response Book* work and journal entries indicate that she is able to analyze text structure in texts she hears read aloud and texts she reads independently. She was able to write about and find an example of information organized in a sequence and an example of a compare/contrast relationship in the excerpt from *Farm Workers Unite*. She was also able to write about how the text *Soccer Skills* is organized (in sections with chapters) as well as provide examples of text features found in the text (illustrations and captions) and what she learned from them (*what certain stretches look like; what it looks like when a ball is in play or out of play*).

(continues)

## Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Mayumi Date: 4/3

Text title: Soccer Skills Text level: Q Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>▪ Is the student able to tell what the text is about?</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/></p>	<p>“It tells everything people need to know if they want to learn how to play soccer.”</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <p>▪ Attend to meaning? <input checked="" type="checkbox"/></p> <p>▪ Read fluently? <input checked="" type="checkbox"/></p> <p>▪ Pause and reread if having difficulty? <input checked="" type="checkbox"/></p> <p>▪ Read most words accurately? <input checked="" type="checkbox"/></p> <p>▪ Try to make sense of unfamiliar language? <input checked="" type="checkbox"/></p> <p>Ask: <i>What is the part you just read about?</i></p> <p>▪ Is the student able to tell what the passage is about? <input checked="" type="checkbox"/></p>	<p>Mayumi reads the main text, then the how-to steps, and then the text boxes.</p> <p>She uses the illustrations to help her understand the text.</p> <p>“It’s about one type of pass you can do in soccer, the instep pass, and ways you can practice it.”</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p>▪ Is the student comprehending the text? <input checked="" type="checkbox"/></p>	<p>“So far I’ve learned about some of the rules of soccer and that learning how to pass the ball is a really important skill you need to practice.”</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>▪ Is the student able to determine whether he or she comprehends the text? <input checked="" type="checkbox"/></p> <p>▪ Is this text at the right level for this student? <input checked="" type="checkbox"/></p>	

**Next steps:**

*This book is a good choice for Mayumi. Encourage her to read another book about soccer and to compare how the two texts are written and organized.*

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals/10): 4.0

**Commentary:** Analysis of Mayumi’s “IDR Conference Notes” record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. She uses text features such as illustrations, captions, and text boxes to better understand the text. She is able to explain what the text is about (“everything people need to know if they want to learn how to play soccer”) and what she learned from the section of the text she read aloud (“the instep pass, and ways you can practice it”). This book is at an appropriate level for Mayumi. She might benefit from reading another book about the same topic and comparing how the texts are written and organized.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"School Uniforms: No Way!"</b> The student is able to identify and underline three pieces of evidence in the article that support the author's opinion.	4	3	2	1
<b>"Double-entry Journal About <i>Farm Workers Unite</i>"</b> The student is able to identify and record at least one example of information organized in a sequence and one compare/contrast relationship.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to write one thing he or she notices about the way the text is organized or how text features are used to help readers learn information.	4	3	2	1
<b>Entry 2:</b> The student is able to identify information organized in a sequence and the time frame in which the events happened or a compare/contrast relationship and what is being compared.	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 8

## Determining Important Ideas and Summarizing

### NARRATIVE NONFICTION

Class Assessment Records (CA1-CA5).....	119
Resource Sheet for IDR Conferences .....	124
IDR Conference Notes (CN1) .....	127
Individual Comprehension Assessment (IA1) .....	134

© Center for the Collaborative Classroom      Sample materials for review

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify important ideas in the excerpt?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to identify supporting details?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Is there evidence that they can distinguish between important ideas and supporting details in the excerpt?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to identify and distinguish between important ideas and supporting details, proceed with the lesson and continue on to Week 2.
- If **about half of the students** are able to identify and distinguish between important ideas and supporting details, proceed with the lesson and continue on to Week 2. Closely observe students who are having difficulty identifying and distinguishing between the two. Many students will need repeated experiences to learn this complex skill.
- If **only a few students** are able to identify and distinguish between important ideas and supporting details, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 4 Alternative Texts" list.

Determining Important Ideas and Summarizing

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to distinguish between important ideas and supporting details?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they supporting their thinking by referring to the text?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to distinguish between important ideas and supporting details and are referring to the text to support their thinking, proceed with the lesson and continue on to Week 3.
- If **about half of the students** or **only a few students** are able to distinguish between important ideas and supporting details or are referring to the text to support their thinking, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to identify important ideas in the text?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they referring to the text to support their thinking?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are identifying important ideas and referring to the text to support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are identifying important ideas and referring to the text to support their thinking, proceed with the lesson and then continue on to the guided summarizing lesson on Day 4 but plan to model writing the entire summary with the class. Then plan to give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify important ideas in each section?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they summarize the information in a few sentences?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to identify important ideas in each section and summarize the information in a few sentences, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to identify important ideas in each section and summarize the information in a few sentences, bring the class together and summarize the remaining sections of the excerpt together, as you did in Steps 2 and 3 of today’s lesson. Then plan to give the class additional instruction by repeating Days 1, 2, and 3 using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 4 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' summaries successfully communicate what their books are about?</li> </ul>			
<ul style="list-style-type: none"> <li>Is there evidence in the partners' feedback that they understand something about the books being summarized?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students revising or adding to their summaries based on the feedback?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are writing summaries that successfully communicate what their books are about, proceed with the lesson and continue on to Unit 9.
- If **about half of the students** are writing summaries that successfully communicate what their books are about, collect the unsuccessful summaries, read them, and give feedback to the students. Have the students write second drafts based on your feedback. After that, proceed with the lesson and continue on to Unit 9.
- If **only a few students** are writing summaries that successfully communicate what their texts are about, do the extension "Analyze the Students' Summaries" on page 599 of the *Teacher's Manual*. If you have already done the extension once with the students' summaries of "Excerpt from *A Picture Book of Rosa Parks*," do it again using photocopies of the students' book summaries from Week 5. Make sure to copy the students' summaries without their names. After analyzing the summaries in the extension activity, have the students select another book to summarize, and give the class additional instruction by repeating this week's lessons before continuing on to Unit 9.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 127.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

*(continues)*

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What have you learned about [segregation] so far?*
- Q *What questions do you have, or what do you wonder about [the history of football]?*
- Q *How does this [caption] help you make sense of the text?*
- Q *What did you visualize, or see in your mind, as you read about [life in the tropical rain forest]? How did visualizing help you make sense of the text?*
- Q *What did you infer, or figure out, about [Betsy Ross] from this part of the [book]? What clues helped you make that inference?*
- Q *How is this [chapter] organized to help readers learn information?*
- Q *What is an important idea in this part of the story? Why do you think that information is important?*
- Q *What is a supporting detail in this part of the story? What important idea does it support, or give more information about?*
- Q *If you were to tell someone in a few sentences what this [story] is about, what would you say?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

**Unit 8**  
Determining Important Ideas and Summarizing

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

**1** Initiate the Conference

Ask: *What is your [book] about so far?*

YES

- Is the student able to tell what the text is about?

**2** Listen to the Student Read Aloud

Does the student:

YES

- Attend to meaning?
- Read fluently?
- Pause and reread if having difficulty?
- Read most words accurately?
- Try to make sense of unfamiliar language?

Ask: *What is the part you just read about?*

YES

- Is the student able to tell what the passage is about?

**3** Discuss the Text

Ask comprehension questions.

YES

- Is the student comprehending the text?

**4** Discuss Text Level

Ask: *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

YES

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

NOTES

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 134–136.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Excerpt from *A Picture Book of Rosa Parks*” (Sections 5 and 6) on pages 90–91
- “Summary of \_\_\_\_\_” on pages 94–95

#### Reading journal entries

- Prompt: *Write a journal entry. Include the title and author's name, what the book is about, an important idea you marked in your reading and why you think it is important, and a supporting detail you marked and why you think it is a supporting detail.*
  - Prompt: *Write a journal entry. Include the title and author's name and a summary of the part of the book you read today.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's most recent "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

(continues)

# Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "Summary of \_\_\_\_\_"

Summary of Prince Caspian Name: Marcus

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The book Prince Caspian by C. S. Lewis is the fourth book in the Narnia series. Lucy, Edmund, Peter, and Susan magically return to Narnia to help Prince Caspian defeat King Miraz. This summary is about the chapter "The Island." In this chapter Lucy, Edmund, Peter, and Susan are waiting at a train station in England to go back to school. All of a sudden some kind of magic takes them all to an island. They think they might be back in Narnia, but they aren't sure.

They search the island for water and find a stream. They follow the stream hoping that it will lead them to some kind of food. After a while, they find an old apple orchard. They eat a lot of apples and see a wall. They are now sure that someone used to live on the island. They find an opening in the wall and go in. They find themselves in a flat, open yard surrounded by walls.

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Unit 8 • Week 5 • Day 3

Reading journal entry 1

### Reading Journal

Name: Marcus Date: 5/1

The book I am reading is The Sad Night by Sally Schofer Mathews. It's about how the Aztecs built the great city of Tenochtitlán and how the Spanish come and try to take the Aztecs' gold. An important idea I marked is when Moctezuma's men remind him of a warning that danger will come to the Aztecs in the year 1519 by boat and that the god Quetzalcoatl will come to take over their kingdom. The god will look like a man instead of a feathered serpent. I think it's important because it explains what the Aztecs believe will happen in their future.

I think a supporting detail is when Moctezuma says that they will wait and make an offering to the god if he comes. I think that this detail gives more information about the Aztec people and their beliefs.

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(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
<b>Student response activities</b>				
<p><i>"Excerpt from A Picture Book of Rosa Parks"</i> (Sections 5 and 6)</p> <p>The student is able to write at least one note in the margin that tells what each section is about and underline at least one important sentence in each section.</p>	4	③	2	1
<p><i>"Summary of _____"</i></p> <p>The student is able to write a summary that contains the important ideas in the text.</p>	④	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to write about one important idea in his or her reading, tell why that idea is important, list one supporting detail, and explain why the detail is supporting.</p>	④	3	2	1
<p><b>Entry 2:</b> The student is able to write a summary of the part of the book he or she read.</p>	④	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals/4): 3.75

**Commentary:** Marcus's *Student Response Book* work and journal entries indicate that he is able to identify important ideas and supporting details and summarize texts he hears read aloud and texts he reads independently. He was able to choose a book he enjoyed reading from his reading log to write a summary about. He was able to choose a chapter to summarize, identify the important ideas in the chapter, and use the important ideas to write a cohesive summary about the chapter. He was also able to identify an important idea in a book read independently (*Moctezuma's men remind him of a warning that danger would come to the Aztecs in the year 1519 by boat and that the god Quetzalcoatl will come to take over their kingdom. The god will look like a man instead of a feathered serpent*) and a supporting detail that provided more information about the important idea (*Moctezuma says that they will wait and make an offering to the god if he comes*).

(continues)

## Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Marcus Date: 5/14

Text title: The Sad Night Text level: Q Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the text is about?</li> </ul>	<p>“It’s a story about a Spanish soldier named Cortés who came to Mexico in search of gold and land. The Aztec leader thought Cortés was a god and gave him gifts of gold so that he would bless the Aztec people.”</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the passage is about?</li> </ul>	<p>Reads fluently and accurately. Unsure of some of the Aztec and Spanish names: <u>Quetzalcoatl</u>, <u>Tenochtitlán</u>, <u>Vera Cruz</u>.</p> <p>“Moctezuma thinks that Cortés is a god so he won’t fight him. Cortés is planning on taking the Aztec’s gold.”</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <ul style="list-style-type: none"> <li>Is the student comprehending the text?</li> </ul>	<p>Wondered why Cortés burned his boat and went off on his own. “Maybe he wanted all of the gold for himself.”</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	

**Next steps:**

Marcus is interested in the topic of this book. I asked him to think about the strategies he is using as he reads the book.

(continues)

## Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals/10): 4.0

**Commentary:** Analysis of Marcus's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that he comprehends text almost all of the time. He was able to explain what the text is about ("a Spanish soldier named Cortés who came to Mexico in search of gold and land"). He used the strategy of questioning in the part he read aloud (wondered why Cortés burned his boat and went off on his own) and made an inference to answer his question ("maybe he wanted all of the gold for himself"). This book is at an appropriate level for Marcus. Marcus would benefit from thinking about the comprehension strategies he is using as he reads.

## Determining Important Ideas and Summarizing

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A: Strategy Assessment**

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p><b>"Excerpt from <i>A Picture Book of Rosa Parks</i>" (Sections 5 and 6)</b></p> <p>The student is able to write at least one note in the margin that tells what each section is about and underline at least one important sentence in each section.</p>	4	3	2	1
<p><b>"Summary of _____"</b></p> <p>The student is able to write a summary that contains the important ideas in the text.</p>	4	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to write about one important idea in his or her reading, tell why that idea is important, list one supporting detail, and explain why the detail is supporting.</p>	4	3	2	1
<p><b>Entry 2:</b> The student is able to write a summary of the part of the book he or she read.</p>	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

### Totals:

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 9

## Revisiting the Reading Community

Class Assessment Record (CA1) ..... 138

IDR Conference Notes (CN1) ..... 139



Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

**Q** *What do you like to read?*

**Q** *Tell me about your favorite books or authors. What do you like about them?*

**Q** *What did you like best about the books we read this year?*

**Q** *How do you feel about reading?*

**Q** *How do you feel when you are asked to read aloud?*

**Q** *What do you do best as a reader?*

**Q** *What are you interested in reading this summer?*

**Q** *How do you think you have grown as a reader this year?*

**Other observations:**

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# Summary Record Sheets

Student Reading Level Summary (SR1) .....	143
Social Skills Assessment Record (SS1) .....	144
IDR Conference Class Record (CR1) .....	145
Individual Comprehension Assessment Student Record (SR2) .....	146
Individual Comprehension Assessment Class Record (CR2) .....	147

### Assessing Student Reading Level

Assessing individual students' reading levels throughout the year is critical for providing students with appropriate texts for independent reading and for grouping students for small-group instruction. The "Student Reading Level Summary" record sheet can be used to record individual students' reading assessment data that you have obtained using informal or formal assessments of your choice.

#### USING THE STUDENT READING LEVEL SUMMARY

- ✓ Make a class set of "Student Reading Level Summary" record sheets (SR1) from the CCC Learning Hub ([teach.devstu.org](http://teach.devstu.org)) or from page 143. If you would like to record your assessment data electronically, go to [classview.org](http://classview.org) to learn how you can access the record sheet using the CCC ClassView app.
- ✓ Collect any reading assessment data that you have obtained for each student (e.g., observation notes, running records, or record sheets from formal assessments).
- ✓ For each student, record the data you have collected about his or her reading behavior in the appropriate boxes on the "Student Reading Level Summary" record sheet (SR1). We recommend entering the data in whatever way will be most helpful to you when analyzing the student's progress and instructional needs. In the "Comments" sections, you might enter notes about the text used for each assessment (e.g., whether it is fiction or nonfiction, how many lines of text are on a page, or how much support is provided by the illustrations), observations about the student's reading behavior, and notes about future instruction for the student.
- ✓ If you choose to enter this data directly into the CCC ClassView app, the information will appear in each student's Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

# Student Reading Level Summary (SR1)

Student's name: \_\_\_\_\_

			Accuracy	Fluency	Rate	Comprehension	Independent Reading Level	Instructional Reading Level
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								





# Individual Comprehension Assessment Student Record (SR2)

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit	Part A: Strategy Assessment	Part B: IDR Assessment	Overall Unit Score
<b>Unit 2</b> Using Text Features: Expository Nonfiction			
Comments:			
<b>Unit 3</b> Questioning: Expository Nonfiction			
Comments:			
<b>Unit 4</b> Analyzing Text Structure: Fiction, Narrative Nonfiction, and Drama			
Comments:			
<b>Unit 5</b> Making Inferences: Fiction and Poetry			
Comments:			
<b>Unit 6</b> Making Inferences: Fiction, Expository Nonfiction, and Narrative Nonfiction			
Comments:			
<b>Unit 7</b> Analyzing Text Structure: Expository Nonfiction			
Comments:			
<b>Unit 8</b> Determining Important Ideas and Summarizing: Narrative Nonfiction			
Comments:			

# Individual Comprehension Assessment Class Record (CR2)

		<i>STUDENT NAMES</i>															
Unit 2 scores	Part A																
	Part B																
	Total																
Unit 3 scores	Part A																
	Part B																
	Total																
Unit 4 scores	Part A																
	Part B																
	Total																
Unit 5 scores	Part A																
	Part B																
	Total																
Unit 6 scores	Part A																
	Part B																
	Total																
Unit 7 scores	Part A																
	Part B																
	Total																
Unit 8 scores	Part A																
	Part B																
	Total																

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# Vocabulary Assessments

<b>Week 2 Assessments</b> .....	151
<b>Week 4 Assessments</b> .....	152
<b>Week 6 Assessments</b> .....	160
<b>Week 8 Assessments</b> .....	161
<b>Week 10 Assessments</b> .....	169
<b>Week 12 Assessments</b> .....	170
<b>Week 14 Assessments</b> .....	178
<b>Week 16 Assessments</b> .....	179
<b>Week 18 Assessments</b> .....	187
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<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
bizarre			
effective			
get-up-and-go			
ineffective			
sag			
<ul style="list-style-type: none"> <li>Do the students have difficulty explaining their thinking when responding to the questions? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Do they enjoy learning and using new words?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students' predictions show that they understand what the words mean?</li> </ul>			
creak			
reminisce			
severe			
sidesplitting			
topple			
<ul style="list-style-type: none"> <li>▪ Do the students have difficulty using any of the words to explain their predictions? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they using the vocabulary words outside of the vocabulary lessons?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences.

## Completing the Individual Vocabulary Assessment: Word Check 1

Before continuing with the week 5 lesson, use the Individual Vocabulary Assessment: Word Check 1 to assess each student’s understanding of words taught in Weeks 1–4.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 156. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ Make a class set of the “Individual Vocabulary Assessment Student Record” sheets (SR1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 224. Use this sheet to record each student’s scores from Word Check 1–8 over the course of the year.
- ✓ Make a copy of the “Individual Vocabulary Assessment Class Record” sheet (CR1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 225. Use this sheet to record the scores of all of the students in the class across the year.
- ✓ If the students are not familiar with the assessment’s multiple-choice format, you might make a copy of the answer sheet (IA1) and display it where everyone can see it. While conducting the assessment, you might point to each vocabulary word as you pronounce it. You might discuss the first few clues as a class and model circling the answers. This copy of the answer sheet is also useful for discussing the activity after the students have completed it.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “Which Word Am I?” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *boost*, *creak*, or *trim*.
4. Read clue number 1 aloud twice. (See “Which Word Am I?” on page 155.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

(continues)

## DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [creak] describes what an old, rusty gate might do in the wind?*
  - Q *What do you know about the word [boost/trim]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.
3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 1" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## Which Word Am I?

1. I'm what an old, rusty gate might do in the wind.

Q Which word am I: **boost**, **creak**, or **trim**? (creak)

2. I'm how you would describe a tool that works well and produces the result you want.

Q Which word am I: **sidesplitting**, **slight**, or **effective**? (effective)

3. I'm the broken pieces of stone and brick left after a building has toppled to the ground.

Q Which word am I: **rubble**, **trend**, or **get-up-and-go**? (rubble)

4. I'm an antonym of "calm and quiet."

Q Which word am I: **impressive**, **ineffective**, or **rowdy**? (rowdy)

5. I'm what a flood might do to the landscape.

Q Which word am I: **tilt**, **transform**, or **analyze**? (transform)

6. I'm how you might feel when visiting a beach that you adore.

Q Which word am I: **ineffective**, **severe**, or **enthusiastic**? (enthusiastic)

7. I'm what a tree's branches might do if they drooped down after a severe snowstorm.

Q Which word am I: **sag**, **reminisce**, or **adore**? (sag)

8. I'm the way you might describe a movie that was very strange.

Q Which word am I: **rowdier**, **bizarre**, or **enthusiastic**? (bizarre)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 1: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	boost	creak	trim
2.	sidesplitting	slight	effective
3.	rubble	trend	get-up-and-go
4.	impressive	ineffective	rowdy
5.	tilt	transform	analyze
6.	ineffective	severe	enthusiastic
7.	sag	reminisce	adore
8.	rowdier	bizarre	enthusiastic

## Completing the Student Self-assessment

Before continuing with the week 5 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 159. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' predictions show that they understand what the words mean?</li> </ul>			
custom			
experience			
hardship			
rowdier			
tilt			
<ul style="list-style-type: none"> <li>Do the students have difficulty making predictions with any of the words? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Do they enjoy learning and using new words?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on the game "Make a Choice" (see Week 1, Day 2, Step 2).

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
analyze			
boost			
plead			
seek			
yearn			
<ul style="list-style-type: none"> <li>Do the students have difficulty using any of the words to explain their decisions? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words spontaneously and accurately in conversations outside of vocabulary time?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students act out the word or draw a picture that illustrates the word's meaning.

## Completing the Individual Vocabulary Assessment: Word Check 2

Before continuing with the week 9 lesson, use the Individual Vocabulary Assessment: Word Check 2 to assess each student’s understanding of words taught in Weeks 5–8.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 2” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 165. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ If the students are not familiar with the assessment’s multiple-choice format, you might make a copy of the answer sheet (IA1) and display it where everyone can see it. While conducting the assessment, you might point to each vocabulary word as you pronounce it. You might discuss the first few clues as a class and model circling the answers. This copy of the answer sheet is also useful for discussing the activity after the students have completed it.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “What’s the Missing Word?” Explain that you will read a sentence that has a word missing and the students will circle the vocabulary word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *inconsistent*, *ideal*, or *edible*.
4. Read clue number 1 aloud twice. (See “What’s the Missing Word?” on page 164.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [ideal] is the missing word?*
  - Q *What do you know about the word [inconsistent/edible]?*

(continues)

2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.
3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 2" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## What's the Missing Word?

1. The thick grass and large shade trees make the park an \_\_\_\_\_ place for a picnic.  
Q What's the missing word: **inconsistent**, **ideal**, or **edible**? (ideal)
2. It's hard to tell the difference between the brothers because they \_\_\_\_\_ each other.  
Q What's the missing word: **resemble**, **flee**, or **seek**? (resemble)
3. Brad's \_\_\_\_\_ as president of the club is to plan and lead the meetings.  
Q What's the missing word: **hardship**, **obstacle**, or **function**? (function)
4. The spy hoped his \_\_\_\_\_ sense of hearing would keep him from getting caught nosing around.  
Q What's the missing word: **keen**, **dissimilar**, or **edible**? (keen)
5. The leaking ink pen left a purple \_\_\_\_\_ on the desktop.  
Q What's the missing word: **custom**, **blotch**, or **experience**? (blotch)
6. The chef threw out the rotting meat because it was \_\_\_\_\_.  
Q What's the missing word: **critical**, **sensitive**, or **inedible**? (inedible)
7. To be safe when you ride a bike, it's important to \_\_\_\_\_ consistently on the road ahead of you.  
Q What's the missing word: **plead**, **focus**, or **yearn**? (focus)
8. To protect pets, it's important to keep \_\_\_\_\_ substances such as poisons locked away.  
Q What's the missing word: **lethal**, **keen**, or **consistent**? (lethal)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 2: What's the Missing Word?

Listen to the clue. Then circle the word that fits the clue.

1.	inconsistent	ideal	edible
2.	resemble	flee	seek
3.	hardship	obstacle	function
4.	keen	dissimilar	edible
5.	custom	blotch	experience
6.	critical	sensitive	inedible
7.	plead	focus	yearn
8.	lethal	keen	consistent

## Completing the Student Self-assessment

Before continuing with the week 9 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 168. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Which Words Do I Know?

Word	yes	maybe	no

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
edible			
inedible			
mislead			
nosing around			
rummage			
<ul style="list-style-type: none"> <li>Do the students have difficulty using or explaining any of the words? (Note which words they had difficulty with.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the prefixes and suffixes they have learned to figure out word meanings in their independent reading?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Does That Make Sense?" (see Week 2, Day 2, Step 2).

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' predictions indicate that they understand the words' meanings?</li> </ul>			
ceremony			
flee			
glower			
misjudge			
resemble			
<ul style="list-style-type: none"> <li>Do the students have difficulty using any of the words to explain their predictions? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Do the students enjoy learning and using new words?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

## Completing the Individual Vocabulary Assessment: Word Check 3

Before continuing with the week 13 lesson, use the Individual Vocabulary Assessment: Word Check 3 to assess each student’s understanding of words taught in Weeks 9–12.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 3” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 174. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “Which Word Am I?” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *rickety*, *humble*, or *luscious*.
4. Read clue number 1 aloud twice. (See “Which Word Am I?” on page 173.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [luscious] describes a delicious meal of your favorite foods?*
  - Q *What do you know about the word [rickety/humble]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 3" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## Which Word Am I?

1. I'm how you might describe a delicious meal of your favorite foods.

Q Which word am I: **rickety**, **humble**, or **luscious**? (luscious)

2. I'm what you do when you form an opinion about someone and then find out you are wrong.

Q Which word am I: **mislead**, **misjudge**, or **pelt**? (misjudge)

3. I'm what you do when you carefully look over the birthday cards in a store to find just the right one.

Q Which word am I: **survey**, **glower**, or **launch**? (survey)

4. I'm what a note does when it passes from one friend to another friend, and then to another friend.

Q Which word am I: **neglect**, **circulate**, or **desire**? (circulate)

5. I'm what you might do at your cousin's wedding ceremony.

Q Which word am I: **bellow**, **rummage**, or **rejoice**? (rejoice)

6. I'm how you would describe a nervous passenger in a canoe who worries that the boat will leak.

Q Which word am I: **jittery**, **mysterious**, or **intricate**? (jittery)

7. I'm what a person who is enraged does when he picks on someone.

Q Which word am I: **inspire**, **offer**, or **intimidate**? (intimidate)

8. I'm what you do when you look through a box of buttons to find one particular button.

Q Which word am I: **launch**, **rummage**, or **compromise**? (rummage)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Word Check 3: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	rickety	humble	luscious
2.	mislead	misjudge	pelt
3.	survey	glower	launch
4.	neglect	circulate	desire
5.	bellow	rummage	rejoice
6.	jittery	mysterious	intricate
7.	inspire	offer	intimidate
8.	launch	rummage	compromise

## Completing the Student Self-assessment

Before continuing with the week 13 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 177. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word’s meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the “Student Self-assessment” response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see “Retaining the Words” in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
circulate			
inspire			
intimidate			
intricate			
neglect			
<ul style="list-style-type: none"> <li>Do the students have difficulty using any of the words correctly? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students using the independent word-learning strategies they have learned as they read independently?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
indignantly			
serene			
stalk			
sustain			
thoroughly			
<ul style="list-style-type: none"> <li>Do the students have difficulty using any of the words? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words in their speech and their writing outside of the vocabulary lessons?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students act out the word in two or three scenarios you provide.

## Completing the Individual Vocabulary Assessment: Word Check 4

Before continuing with the week 17 lesson, use the Individual Vocabulary Assessment: Word Check 4 to assess each student’s understanding of words taught in Weeks 13–16.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 183. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “What’s the Missing Word?” Explain that you will read a sentence that has a word missing and the students will circle the vocabulary word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *amiable*, *prudent*, or *unwise*.
4. Read question number 1 aloud twice. (See “What’s the Missing Word?” on page 182.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [unwise] is the missing word?*
  - Q *What do you know about the word [amiable/prudent]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 4" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## What's the Missing Word?

1. Ramón knew he hadn't made the right decision, but he still responded indignantly when his friends said that he had been \_\_\_\_\_.

Q What's the missing word: **amiable**, **prudent**, or **unwise**? (unwise)

2. "Think about the question thoroughly before you answer," said Ms. Martinez. "Don't just \_\_\_\_\_ the first thing that comes into your mind."

Q What's the missing word: **blurt out**, **deceive**, or **conceal**? (blurt out)

3. Kevin's trip to the country with his family was very relaxing and peaceful. He had never before felt so \_\_\_\_\_.

Q What's the missing word: **glum**, **serene**, or **imprudent**? (serene)

4. Melissa \_\_\_\_\_ after being sandwiched for hours between her cousins during the long car trip.

Q What's the missing word: **pursued**, **reduced**, or **fumed**? (fumed)

5. Lamar wanted to believe his sister's story, but he was uncertain. The details didn't seem realistic, and he felt \_\_\_\_\_.

Q What's the missing word: **greedy**, **dubious**, or **gleeful**? (dubious)

6. "It isn't wise to run so fast," said Sheila. "You need to slow down if you want to \_\_\_\_\_ your energy for the entire race."

Q What's the missing word: **sustain**, **crouch**, or **stalk**? (sustain)

7. "Tissue paper isn't strong enough to use for the kite I'm making," said Charlie. "I need to make it out of something more \_\_\_\_\_."

Q What's the missing word: **glum**, **amiable**, or **rugged**? (rugged)

8. It hadn't been easy to \_\_\_\_\_ the boat to the dock, but Jill was glad that she had tied it firmly when the thunderstorm started.

Q What's the missing word: **conceal**, **secure**, or **fume**? (secure)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Word Check 4: What's the Missing Word?

Listen to the clue. Then circle the word that fits the clue.

1.	amiable	prudent	unwise
2.	blurt out	deceive	conceal
3.	glum	serene	imprudent
4.	pursued	reduced	fumed
5.	greedy	dubious	gleeful
6.	sustain	crouch	stalk
7.	glum	amiable	rugged
8.	conceal	secure	fume

## Completing the Student Self-assessment

Before continuing with the week 17 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 186. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Which Words Do I Know?

Word	yes	maybe	no

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' associations and explanations show that they understand what the words mean?</li> </ul>			
fume			
gleeful			
imprudent			
rugged			
secure			
<ul style="list-style-type: none"> <li>Do the students have difficulty using or explaining any of the words? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students using the independent word-learning strategies as they read independently?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences.

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Can the students answer the questions and replace the underlined words?</li> </ul>			
compromise			
deceive			
elated			
lend a hand			
wise			
<ul style="list-style-type: none"> <li>Do the students have difficulty identifying or using any of the words? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words spontaneously and accurately in their speech and writing outside of the vocabulary lessons?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences.

## Completing the Individual Vocabulary Assessment: Word Check 5

Before continuing with the week 21 lesson, use the Individual Vocabulary Assessment: Word Check 5 to assess each student’s understanding of words taught in Weeks 17–20.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 5” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 192. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by doing the activity “I’m Thinking of a Word.” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *rove*, *labor*, or *scrutinize*.
4. Read clue number 1 aloud twice. (See “I’m Thinking of a Word” on page 191.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [rove] is a synonym of wander and roam?*
  - Q *What do you know about the word [labor/scrutinize]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 5" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## I'm Thinking of a Word

1. I'm thinking of a word that is a synonym of *wander* and *roam*.  
Q Which word am I thinking of: **rove**, **labor**, or **scrutinize**? (rove)
2. I'm thinking of a word that means "expecting the best to happen."  
Q Which word am I thinking of: **pessimistic**, **optimistic**, or **dejected**? (optimistic)
3. I'm thinking of a word that is a synonym of *worried* and *anxious*.  
Q Which word am I thinking of: **ineligible**, **elated**, or **apprehensive**? (apprehensive)
4. I'm thinking of a word that means "enough or good enough."  
Q Which word am I thinking of: **adequate**, **inadequate**, or **temporary**? (adequate)
5. I'm thinking of a word that is a synonym of *brave* and *courageous*.  
Q Which word am I thinking of: **permanent**, **eligible**, or **valiant**? (valiant)
6. I'm thinking of a word that means "want badly, long for, or desire very much."  
Q Which word am I thinking of: **mistreat**, **crave**, or **revere**? (crave)
7. I'm thinking of a word that is a synonym of *dislike*.  
Q Which word am I thinking of: **loathe**, **rove**, or **lend a hand**? (loathe)
8. I'm thinking of a word that means "a strong desire to achieve or do something."  
Q Which word am I thinking of: **bliss**, **ambition**, or **refuge**? (ambition)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 5: I'm Thinking of a Word

Listen to the clue. Then circle the word that fits the clue.

1.	rove	labor	scrutinize
2.	pessimistic	optimistic	dejected
3.	ineligible	elated	apprehensive
4.	adequate	inadequate	temporary
5.	permanent	eligible	valiant
6.	mistreat	crave	revere
7.	loathe	rove	lend a hand
8.	bliss	ambition	refuge

## Completing the Student Self-assessment

Before continuing with the week 21 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 195. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word’s meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the “Student Self-assessment” response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see “Retaining the Words” in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
eligible			
ineligible			
permanent			
rove			
temporary			
<ul style="list-style-type: none"> <li>Do the students have difficulty using any of the words correctly? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students using the words in their speech and writing outside of the vocabulary lessons?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Make a Choice" (see Week 1, Day 2, Step 2).

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Can the students complete the stories and answer the questions?</li> </ul>			
adequate			
circumstances			
humdrum			
inadequate			
scrutinize			
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words accurately in their speech and writing outside of the vocabulary lessons?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students tell or write a story in which they use the word.

## Completing the Individual Vocabulary Assessment: Word Check 6

Before continuing with the Week 25 lesson, use the Individual Vocabulary Assessment: Word Check 6 to assess each student’s understanding of words taught in Weeks 21–24.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 6” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 201. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “Which Word Am I?” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *informal*, *equitable*, or *inequitable*.
4. Read clue number 1 aloud twice. (See “Which Word Am I?” on page 200.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [inequitable] describes conditions that you do not think are fair?*
  - Q *What do you know about the word [informal/equitable]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 6" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## Which Word Am I?

1. I'm how you describe conditions that you do not think are fair.

Q Which word am I: **informal, equitable, or inequitable**? (inequitable)

2. I'm what you do when you patiently put up with a long and difficult process.

Q Which word am I: **note, endure, or harass**? (endure)

3. I'm how you describe a measurement that is very accurate or exact.

Q Which word am I: **humdrum, initial, or precise**? (precise)

4. I'm the way you might describe someone who checks to ensure there is enough food prior to hanging her bird feeder outdoors.

Q Which word am I: **humane, inequitable, or jubilant**? (humane)

5. I'm how you describe a dangerous job such as building a skyscraper.

Q Which word am I: **perilous, jubilant, or formal**? (perilous)

6. I'm what a book does when it captures your attention.

Q Which word am I: **harasses, hinders, or engages**? (engages)

7. I'm how you describe a person who is not kind or caring toward others.

Q Which word am I: **humane, inhumane, or proficient**? (inhumane)

8. I'm how you describe a club that is only for people who ski.

Q Which word am I: **exclusive, inclusive, or initial**? (exclusive)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Word Check 6: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

<b>1.</b>	informal	equitable	inequitable
<b>2.</b>	note	endure	harass
<b>3.</b>	humdrum	initial	precise
<b>4.</b>	humane	inequitable	jubilant
<b>5.</b>	perilous	jubilant	formal
<b>6.</b>	harasses	hinders	engages
<b>7.</b>	humane	inhumane	proficient
<b>8.</b>	exclusive	inclusive	initial

## Completing the Student Self-assessment

Before continuing with the week 25 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 204. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Which Words Do I Know?

Word	yes	maybe	no

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
apprehensive			
dazed			
jubilant			
pessimistic			
proficient			
<ul style="list-style-type: none"> <li>Do the students have difficulty using any of the words correctly? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students using the independent word-learning strategies they have learned as they read independently?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking the students questions that require them to use the word to talk about their own experiences.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses show that they understand what the words mean?</li> </ul>			
alternative			
eerie			
equitable			
feat			
precarious			
<ul style="list-style-type: none"> <li>Do the students have difficulty using or explaining any of the words? (Note the words with which they have difficulty.)</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students using the independent word-learning strategies they have learned as they read independently?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Make a Choice" (see Week 1, Day 2, Step 2).

## Completing the Individual Vocabulary Assessment: Word Check 7

Before continuing with the week 29 lesson, use the Individual Vocabulary Assessment: Word Check 7 to assess each student’s understanding of words taught in Weeks 25–28.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 210. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “What’s the Missing Word?” Explain that you will read a sentence that has a word missing and the students will circle the vocabulary word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *vigilant*, *dense*, or *desperate*.
4. Read question number 1 aloud twice. (See “What’s the Missing Word?” on page 209.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [dense] is the missing word?*
  - Q *What do you know about the word [vigilant/desperate]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 7" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## What's the Missing Word?

1. On the mountain road, the fog was so \_\_\_\_\_ that we could only see a few feet ahead of us.  
**Q** What's the missing word: **vigilant, dense, or desperate?** (dense)
2. The diver bounced twice on the diving board and then \_\_\_\_\_ more than 30 feet into the pool below.  
**Q** What's the missing word: **envisioned, merited, or plunged?** (plunged)
3. In the blink of an eye, the gymnast did three cartwheels and flipped backwards off of the balance beam. No one in the audience had ever seen such an impressive \_\_\_\_\_.  
**Q** What's the missing word: **feat, reputation, or misfortune?** (feat)
4. "I've tried to get my dog to obey," says Sam, "but he always \_\_\_\_\_ my commands."  
**Q** What's the missing word: **safeguards, integrates, or defies?** (defies)
5. Perched on the highest branch of a tall tree, the bird's nest looked \_\_\_\_\_.  
**Q** What's the missing word: **precarious, dazed, or uniform?** (precarious)
6. Vanessa knew elephants were big from the pictures she'd seen, but in person the elephant seemed even more \_\_\_\_\_.  
**Q** What's the missing word: **eerie, vigilant, or imposing?** (imposing)
7. We don't know for sure, but we can \_\_\_\_\_ that the wind knocked the old oak tree down.  
**Q** What's the missing word: **segregate, speculate, or recede?** (speculate)
8. To be safe, Max and Sophie always went swimming together. They knew that swimming alone was too much of a(n) \_\_\_\_\_.  
**Q** What's the missing word: **hazard, alternative, or reputation?** (hazard)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 7: What's the Missing Word?

Listen to the clue. Then circle the word that fits the clue.

1.	vigilant	dense	desperate
2.	envisioned	merited	plunged
3.	feat	reputation	misfortune
4.	safeguards	integrates	defies
5.	precarious	dazed	uniform
6.	eerie	vigilant	imposing
7.	segregate	speculate	recede
8.	hazard	alternative	reputation

## Completing the Student Self-assessment

Before continuing with the week 29 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) or from page 213. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word’s meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the “Student Self-assessment” response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see “Retaining the Words” in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand the words' meanings?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to use the words to explain their thinking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words they have learned this year in their writing and in conversations outside of vocabulary time?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, incorporate the word into one or more of the other activities used to review words this week.

## Completing the Individual Vocabulary Assessment: Word Check 8

Use the Individual Vocabulary Assessment: Word Check 8 to assess each student's understanding of a representative set of words chosen from across the year.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 8” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 218. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1) to each student.
2. Tell the students they will think more about some of the words they have learned this year by doing the activity “I’m Thinking of a Word.” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *dubious*, *perilous*, or *serene*.
4. Read clue number 1 aloud twice. (See “I’m Thinking of a Word” on page 217.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [serene] is a synonym of peaceful and calm?*
  - Q *What do you know about the word [dubious/perilous]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 8" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support and for continued growth during the summer.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## I'm Thinking of a Word

1. I'm thinking of a word that is a synonym of *peaceful* and *calm*.  
Q Which word am I thinking of: **dubious**, **perilous**, or **serene**? (serene)
2. I'm thinking of a word that means "think or talk about events in the past."  
Q Which word am I thinking of: **compromise**, **reminisce**, or **revere**? (reminisce)
3. I'm thinking of a word that is a synonym of *complicated*.  
Q Which word am I thinking of: **intricate**, **equitable**, or **imprudent**? (intricate)
4. I'm thinking of a word that means "search for something by moving things around."  
Q Which word am I thinking of: **pursue**, **rummage**, or **yearn**? (rummage)
5. I'm thinking of a word that is a synonym of *first*.  
Q Which word am I thinking of: **formal**, **dense**, or **initial**? (initial)
6. I'm thinking of a word that means "causing great damage or pain."  
Q Which word am I thinking of: **severe**, **bizarre**, or **ideal**? (severe)
7. I'm thinking of a word that is a synonym of *consistent*.  
Q Which word am I thinking of: **impressive**, **ineligible**, or **uniform**? (uniform)
8. I'm thinking of a word that means "adjust the eyes to see something clearly."  
Q Which word am I thinking of: **loathe**, **focus**, or **boost**? (focus)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 8: I'm Thinking of a Word

Listen to the clue. Then circle the word that fits the clue.

1.	dubious	perilous	serene
2.	compromise	reminisce	revere
3.	intricate	equitable	imprudent
4.	pursue	rummage	yearn
5.	formal	dense	initial
6.	severe	bizarre	ideal
7.	impressive	ineligible	uniform
8.	loathe	focus	boost

## Completing the Student Self-assessment

Use the final Student Self-assessment to give the students an opportunity to reflect on how well they know the words they have learned this year, and to give you the chance to identify words in need of further review and practice for continued growth during the summer.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words across the year. For a representative set of words, you might choose one or two words from Weeks 1–4, one or two words from Weeks 5–8, etc. If you administered Word Check 8, you might select words not included in that assessment. We suggest that you include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 221. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

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# Vocabulary Summary Record Sheets

Individual Vocabulary Assessment Student Record (SR1) . . . 224

Individual Vocabulary Assessment Class Record (CR1) . . . . . 226

# Individual Vocabulary Assessment Student Record (SR1)

Student's name: \_\_\_\_\_

<b>WORD CHECK 1</b>		<b>DATE:</b> _____
Comments/Suggestions:		Score:
<b>WORD CHECK 2</b>		<b>DATE:</b> _____
Comments/Suggestions:		Score:
<b>WORD CHECK 3</b>		<b>DATE:</b> _____
Comments/Suggestions:		Score:
<b>WORD CHECK 4</b>		<b>DATE:</b> _____
Comments/Suggestions:		Score:

(continues)

Student's name: \_\_\_\_\_

<b>WORD CHECK 5</b>		<b>DATE:</b> _____
Comments/Suggestions:	Score:	
<b>WORD CHECK 6</b>		<b>DATE:</b> _____
Comments/Suggestions:	Score:	
<b>WORD CHECK 7</b>		<b>DATE:</b> _____
Comments/Suggestions:	Score:	
<b>WORD CHECK 8</b>		<b>DATE:</b> _____
Comments/Suggestions:	Score:	
		<b>Total Score:</b>





1001 Marina Village Parkway, Suite 110  
 Alameda, CA 94501  
 800.666.7270  
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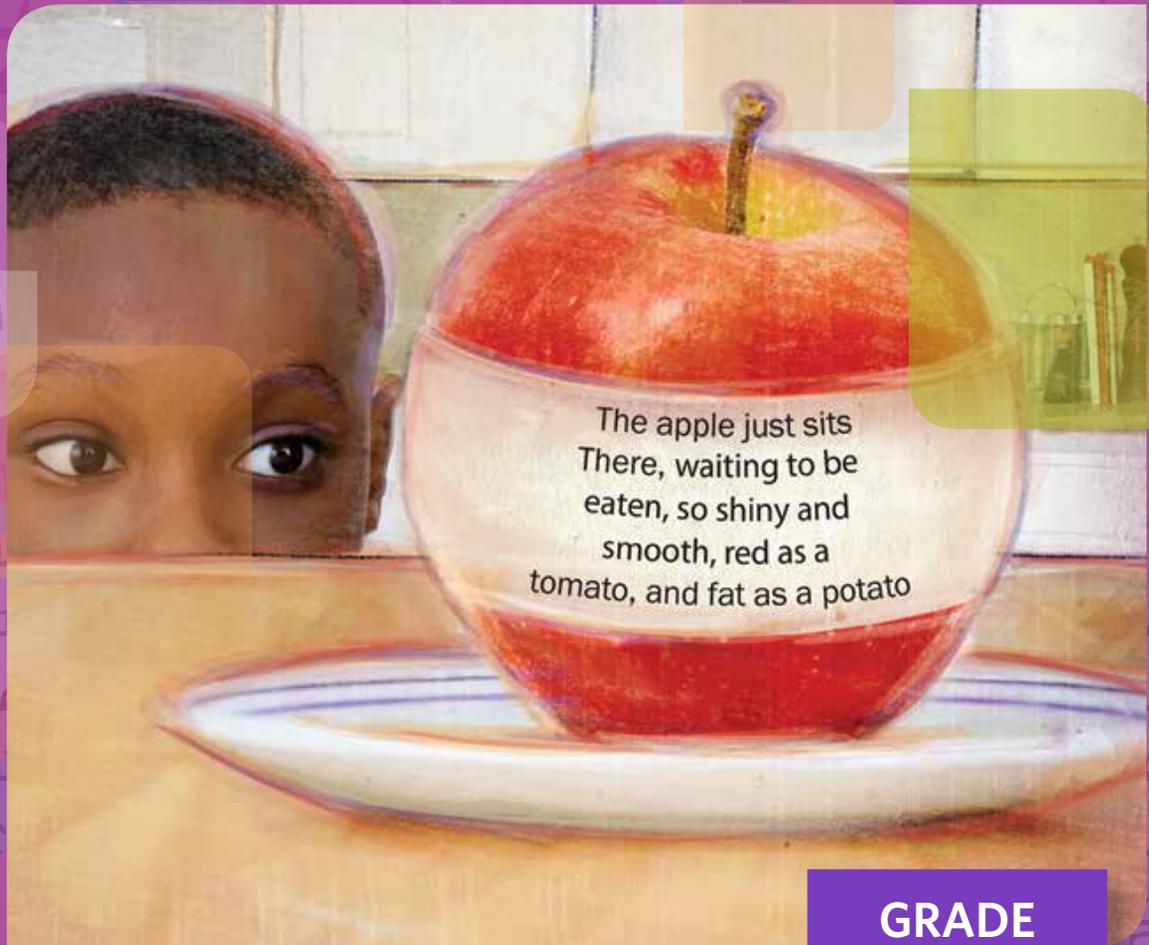
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Teacher's Manual | Volume 1

CCC Collaborative Literacy

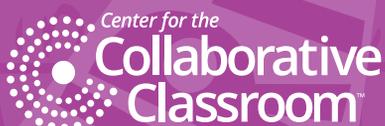
# Being a Writer™

SECOND EDITION



GRADE

4



# *Being a* **Writer**<sup>TM</sup>

**SECOND EDITION**

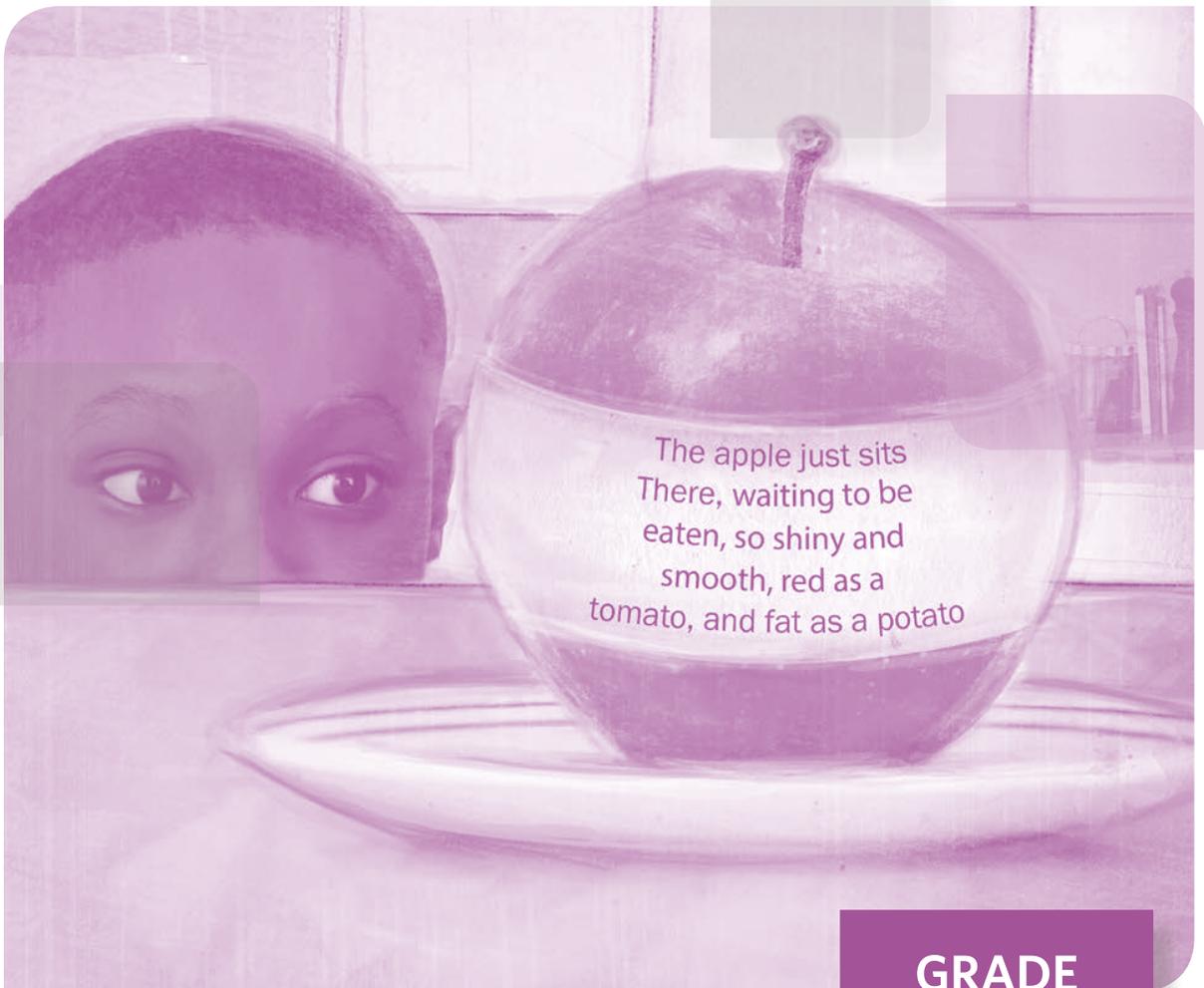
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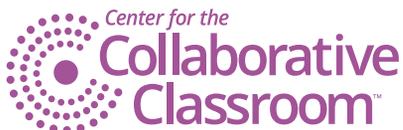
# Being a Writer™

SECOND EDITION



GRADE

4



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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270; fax: (510) 464-3670  
[collaborativeclassroom.org](http://collaborativeclassroom.org)

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Crabtree Publishing Company	Peel Productions
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Firefly Books	Richard C. Owen Publishers, Inc.
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---

## *Being a Writer* First Edition Authors

Shaila Regan, Director of Program Development

Susie Alldredge, Senior Program Advisor

Dennis Binkley, Assistant Director of Program Development

---

## *Being a Writer* Revision Team

### **PROGRAM DEVELOPMENT STAFF**

Lana Costantini, Director of Program Development

Dennis Binkley, Associate Director of Program Development

Bonnie Brook, Program Manager

Thuy Do, Program Manager

Jackie Jacobs, Program Manager

Sarah Rosenthal, Program Manager

Krista Easton, Curriculum Developer

Rebecca Román, Curriculum Developer

Kenneth Logan, Curriculum Developer

Katie MacLean, Curriculum Developer

Charlotte MacLennan, Curriculum Developer

Miki Terasawa, Curriculum Developer

Jill Dettweiler, Library Manager

### **LEARNING TECHNOLOGY STAFF**

Nazar Yousif, Chief Technology Officer

Joshua Callman, Instructional Technology Manager

Maggie DeAngelis, Learning Technology Specialist

Robert Kaehms, Learning Technology Specialist

Paul Williams, Learning Technology Specialist

### **PUBLISHING SERVICES STAFF**

Lisa Kent Bandini, Director of Publishing Services

Laurie Stewart, Managing Editor

Erica Hruby, Senior Project Editor

Katie Seibel, Project Editor

Melanie Farley, Project Editor

Julie Pinkerton, Production Editor

Shannon Waite, Production Editor

Rachel Gunn, Production Editor

Jennie McDonald, Publisher Relations and Rights Director

Kimo Yancey, Rights and Publishing Services Associate

Jodi Hammerwold, Publisher Relations and Rights Associate

Hilary Merrill, Publisher Relations and Editorial Associate

Roberta Morris, Art Director

Debra Grose, Production Manager

Jean Butterfield, Production Specialist

Jennifer Bowyer, Production Artist

Garry Williams, Senior Graphic Artist

Carolyn Kemp, Sourcing and Manufacturing Manager

## **AUDIOVISUAL DEVELOPMENT STAFF**

Toby Levenson, Media Development  
Manager

Jeff Allen, Media Administrator

Peter Brunn, Director of Strategic  
Partnerships

Grady Carson, Curriculum Developer

## **CENTER FOR THE COLLABORATIVE CLASSROOM CONSULTANTS**

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Sue Wilder

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# Introduction

We all dream of sending our elementary school students on to middle and high school with a love of writing; an ability to write clearly, creatively, and purposefully for sustained periods of time; and a familiarity with the crafts and conventions of writing in the major genres. We want them to approach writing with confidence and understand that writing, first and foremost, is communication. In pursuing this dream, we ask ourselves: *What are the most important things for students to learn about writing during their elementary school years? What writing experiences are most important for students to have?* The *Being a Writer*<sup>™</sup> program is our carefully researched, fully articulated answer to these key questions.

The *Being a Writer* program is a yearlong writing curriculum for kindergarten through grade 6 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that your students learn the important elements of writing at their grade level. This all happens in the context of a caring classroom community—so crucial to motivating and inspiring students to grow as writers, thinkers, and principled people. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness, and helpfulness). They practice the skills and dispositions they need to bring these values to life in their daily interactions.

---

## New to the Second Edition

In this second edition of the *Being a Writer* program, we have added content, assessments, and technology features designed to support your teaching and your students' writing and social development. These include:

- New Open Day and Writing Throughout the Week activities that supplement instruction at grades K–2
- A fifth day of instruction each week at grades 3–6
- New or revised Opinion Writing units at grades K–5 and a new Argumentative Writing unit at grade 6
- New Writing About Reading supplemental activities in which the students write opinions in response to literature
- New family letters in English and Spanish
- Enhanced lesson support for teaching writing skills and conventions

- An expanded *Skill Practice Teaching Guide* and *Student Skill Practice Book* at grades 1–6
- Print and digital teacher’s manuals with links to professional development media and lesson resources
- New and expanded writing assessments
- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Writing Performance Task Preparation Guide* that prepares students for standards-based writing performance tasks at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, extension activities, and mini-lessons

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

---

## Unique Pedagogy

The program’s unique pedagogy grows out of years of research on writing and child development. It focuses on character education and social and ethical development and supports teachers both as writers and as teachers of writing.

### RESEARCH BASED/CLASSROOM TESTED

We have drawn on two decades of research in the areas of writing, motivation and learning theory, and social and ethical development to develop the *Being a Writer* program. In the 1980s, a major study of various modes of writing instruction showed that a writing process approach combined with clear objectives and opportunities for peer interaction produced an effect 22 times greater in students’ pretest–posttest writing quality than approaches characterized by lecture, teacher-only feedback, and writing assignments imitating patterns or following rules. Interestingly, the study also found that positive feedback (commenting exclusively on what writers had done well, rather than on their shortcomings) produced far greater effects in student writing than did negative feedback (Kelley 2002).

A meta-analysis published in 2007 identified the following as key elements of effective instruction (Graham and Perin 2007):

- Process writing approach
- Collaborative writing tasks
- Study of models
- Writing strategies

- Specific product goals
- Prewriting
- Inquiry activities

Additional work by researchers and leaders in the field, including Atwell, Calkins, Fletcher, and Graves,\* supports these findings and also emphasizes the following as ways to improve students' writing practice and attitude:

- Teacher and peer conferences
- Classroom discussion
- Writing for real audiences and purposes
- Student self-assessment
- Regular periods of writing
- Choice of writing topics

The *Being a Writer* program has been developed in consultation with an advisory board of teachers (of varied backgrounds and experience) who piloted lessons and gave us extensive feedback to assure that the program addresses the needs of all students, is easy to implement, and fits into the language arts block.

## **DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING**

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

The *Being a Writer* program helps you take deliberate steps to create a classroom writing community where your students feel empowered, supported in taking risks, and responsible to themselves and the group. The program weaves cooperative learning, social skill instruction, and discussion of values throughout the writing lessons.

## **TEACHER SUPPORT**

The program is designed to help you hone your skills both as a teacher of writing and as a writer yourself. Detailed, easy-to-follow lesson plans include suggestions for managing the writing process, facilitating discussions, assessing the class, and conferring with individual

---

\*To read more about the theoretical and research basis for the *Being a Writer* program, see Bibliography on page 745.

students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. The weekly Teacher as Writer section helps you cultivate your own writing voice while deepening your appreciation for what the students are asked to do in the program. (For more information, see “Teacher as Writer” on page liii.)

---

## Program at a Glance

The following sections describe the program components, writing development across the grades, and a typical daily lesson.

### PROGRAM COMPONENTS

The *Being a Writer* program includes:

- *Teacher’s Manual*, two volumes per grade
- About 20–30 children’s trade books per grade to inspire students and model good writing
- *Student Writing Handbook*, one for each student (at grades 2–6), containing excerpts, practice activities, a spelling word bank, and proofreading notes
- Wipe-off boards and markers, one set for each student (at grades K–1), to use during Guided Writing Practice
- *Assessment Resource Book* (at grades K–6), containing information and record sheets to assess writing and social skill development for individual students and the class
- *Skill Practice Teaching Guide* (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
- *Student Skill Practice Book*, one for each student (at grades 1–6), containing additional skill practice activities to be used in conjunction with the lessons in the *Skill Practice Teaching Guide*
- *Writing Performance Task Preparation Guide* (at grades 3–6), containing lessons to prepare students for standards-based writing performance tasks
- The *Digital Teacher’s Set*, with digital versions of the *Teacher’s Manual*, *Skill Practice Teaching Guide*, *Assessment Resource Book*, and *Writing Performance Task Preparation Guide*
- Access to online resources via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView app ([classview.org](http://classview.org)), which allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class

For more information about the print format of the *Teacher’s Manual*, see the “Getting Started with Your Print *Teacher’s Manual*” tutorial (AV81). For more information about the digital format, see the “Getting Started with Your *Digital Teacher’s Set*” tutorial (AV72).



AV81



AV72

Students in grades 1–6 will each need a writing notebook and a folder for loose pages. In kindergarten, each student will need only a writing folder. See “Student Books, Notebooks, and Folders” on page xlii for further information.

## WRITING DEVELOPMENT ACROSS THE GRADES

The table below provides a snapshot of how learning in writing process, craft, and genre is developed over grades K–6. (For a table showing the skills and conventions taught at your grade level, see the “Grade 4 Skills and Conventions” table on page xxv.)

Writing Process and Craft	K	1	2	3	4	5	6
Write daily for various purposes and audiences	■	■	■	■	■	■	■
Generate ideas for writing	■	■	■	■	■	■	■
Choose writing topics	■	■	■	■	■	■	■
Extend writing to tell more	■	■	■	■	■	■	■
Confer with the teacher	■	■	■	■	■	■	■
Reread writing for sense	■	■	■	■	■	■	■
Learn about conventions from published works	□	□	■	■	■	■	■
Publish pieces of writing	■	■	■	■	■	■	■
Read and share published pieces with the class	■	■	■	■	■	■	■
Write for sustained periods of time	■	■	■	■	■	■	■
Learn about elements of craft and/or genre from published works	■	■	■	■	■	■	■
Analyze writing for specific purposes (e.g., descriptive words, dialogue) and revise	□	■	■	■	■	■	■
Keep a writer’s notebook for ideas and drafts		□	■	■	■	■	■
Develop a relaxed, uninhibited attitude about writing	□	□	□	■	■	■	■

■ formally taught    □ informally experienced

(continues)

<b>Writing Process and Craft</b> <i>(continued)</i>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Cultivate creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Confer in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Give and receive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Proofread and edit for spelling	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Proofread and edit for conventions (e.g., grammar, usage, punctuation)	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Revise based on partner feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

formally taught    informally experienced

<b>The students learn and apply elements of the following genres:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Narrative Writing	Units 1-3	Unit 1; Unit 2 Weeks 3-6; Units 3-4	Units 1-3	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units
Expository Nonfiction (or Informative Writing)	Unit 4	Unit 5	Unit 4	Unit 1; Expository Nonfiction genre unit			
Opinion Writing*	Unit 6	Unit 7	Unit 6	Opinion Writing genre unit	Opinion Writing genre unit	Opinion Writing genre unit	Argumentative Writing genre unit
Poetry	Unit 5	Unit 6	Unit 7	Unit 1; Poetry genre unit			
Letter Writing**			Unit 5	Letter Writing genre unit (not in core)**			
Functional Nonfiction (or Explanatory Writing)				Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit

\*Opinion writing is also taught in Writing About Reading activities. (See “Writing About Reading” on page xx for more information.)

\*\*Instruction in letter writing at grades 3–6 is available separately as supplemental writing genre units. Visit Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)) for ordering information.

## ALIGNMENT WITH STANDARDS

The *Being a Writer* program develops students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## A TYPICAL DAILY LESSON

Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting.

- **Getting Ready to Write.** Most direct instruction happens during this section of the lesson. The students gather to hear and discuss a read-aloud, brainstorm ideas for writing, participate in shared or modeled writing, discuss how they will work together, or “quick-write” (participate in short, whole-class writing exercises in grades 3–5).
- **Writing Time.** During this period of sustained writing, you have the opportunity to write with the students, observe and assist as needed, and confer with individual students or pairs.
- **Sharing and Reflecting.** Students share and reflect on their writing and social interactions in this section. They listen to and express their appreciation for one another's writing. They discuss what is working in their partnerships, what problems they are encountering, and what they can do to avoid those problems in the future.

## EXTENDING THE INSTRUCTION

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

- **Open Days and Writing Throughout the Week.** In grades K–2, each week of instruction includes one to two open days. On these days, you might consider teaching a Writing Throughout the Week activity. The activities provide ideas such as expanding on a writing idea from the week’s lessons, offering an additional writing idea related to the week’s read-aloud, or asking the students to engage in a different kind of writing (for example, writing opinions about a text, making lists, or engaging in an interactive writing activity), to supplement the instruction provided in the core lessons. Alternatively, you might use open days to provide your own writing instruction.
- **Writing About Reading.** These activities provide the students with opportunities to write opinions about and make connections to texts they hear and discuss in the *Being a Writer* program. Although the activities are optional, they provide a valuable opportunity for your students to practice writing opinions in response to texts, and we encourage you to do them. These activities can be done at the end of a lesson or at another time.

The Writing About Reading activities build in complexity across grades. In grades K–2, the students write personal opinions in response to texts. Starting in grade 1, the students are expected to provide reasons to support their opinions. In grade 3, in addition to writing about personal opinions, the students begin to more closely analyze the texts, backing up inferences with textual references. In grades 4–6, the latter is the primary focus of the Writing About Reading activities.

- **Extensions.** These activities provide additional learning opportunities that enhance the instruction in the core lessons. Examples of extensions include exploring text features, discussing authors’ use of language, and using technology to learn about an author or to publish work for an audience beyond the classroom. These activities can be done at the end of a lesson or at another time.
- **Technology Mini-lessons.** These ten mini-lessons encompass such topics as digital citizenship, online safety, word processing, and research skills. See “Technology Mini-lessons” on page xlvi for more information.

# Understanding the Program

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

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## Focus on Writing

Students spend their first few, precious years as writers in our classrooms. As elementary students, they are at the very beginning of their lifelong careers as writers. Learning to write is like learning to master other means of communication. Command of the written word, like command of the piano, oil paints, conversational French, or advanced mathematics, relies less on innate talent than on years of steady practice and encouragement.

### **MOTIVATION AND CREATIVITY**

To get enough sheer practice writing during their elementary school years, students need to really, *really* want to write. Thus, all instruction in writing process, craft, skills, and conventions in this program grows out of the need to tap into students' intrinsic desire to express themselves and to be understood.

Throughout the program, read-alouds of exemplary writing stimulate the students' imaginations and fuel their motivation to write. Reading about professional authors helps students learn that creativity can be gloriously messy and that writers write to satisfy themselves first. In *Being a Writer*, students have a great deal of choice about what to write—even when writing about assigned topics, they draw on their unique experiences and interests to address those topics. Formal skill instruction is delayed in each unit so that students can focus initially on just getting their ideas onto paper. However, basic writing mechanics and skills are taught early in kindergarten and grade 1. (See “Flexible Approach to Skill Instruction” on page xxiii for suggestions about how to integrate skills instruction with the core lessons.)

## THE BEGINNING OF WRITING (K-2)

Early writing develops on a foundation of oral language, drawing, and phonics instruction. In kindergarten, grade 1, and at the beginning of grade 2, we create many opportunities for students to draw and tell their stories and to see writing modeled. The students see you model thinking aloud about what to write and draw; writing letters, words, and sentences; using standard sentence punctuation; and rereading your writing.

As students become familiar with concepts of print, they begin to understand that marks on a page communicate meaning. They start to draw pictures, write symbols, and eventually form letters and sentences to tell their stories.

To help young students begin to communicate in writing as quickly as possible, it is necessary to provide early instruction in basic conventions of writing, such as writing from left to right and inserting spaces between words. In kindergarten and grade 1, the Guided Writing Practice and Shared Writing opportunities impart this instruction.

- **Guided Writing Practice.** During Guided Writing Practice in the early units of kindergarten and grade 1, you will model writing letters, words, and simple sentences as the students practice writing on individual wipe-off boards. During the practice, sentence starters like “I see \_\_\_\_\_” generate practice sentences quickly while connecting to the week’s read-aloud text and writing topic. When the students write their own stories, they may use the sentence starters they practiced or begin their stories in any way they choose. This practice ensures that beginning writers get the support they need, while more experienced writers have important skills reinforced.
- **Shared Writing.** During Shared Writing time, which occurs throughout the year, you elicit the students’ ideas to write a shared story about a topic. As you write, you model thinking aloud about getting ideas, adding details to the story, and using skills and conventions such as capitalizing sentences and proper nouns, punctuating the ends of sentences, and writing complete sentences. The shared writing activities can be adapted as interactive writing activities. Rather than you writing the students’ suggestions, invite student volunteers to come to the board and write individual letters, words, or sentences as they are able. Then have the students return to their seats for independent writing.

We assume that the students are receiving separate phonics instruction alongside this writing program, including instruction about concepts of print (such as learning letter names and recognizing upper- and lowercase letters), phoneme segmentation, sight word recognition, and letter formation. Throughout the primary grades, we suggest that you model writing using letter–sound relationships that the students have learned during phonics instruction.

The program structure at grades K–2 supports students in learning the basic skills they need to communicate in writing. Because this skill instruction is cumulative and builds on prior learning, we designed the units at these grades to be taught sequentially.

### **WRITING PROCESS, GENRE, AND CRAFT (3–6)**

While students informally draft, revise, and publish their writing at grades K–2, it is not until grade 3 that the writing process becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3–6 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in the genre units.

The genre units, which focus on personal narrative, fictional narrative, expository (or informative) nonfiction, functional (or explanatory) nonfiction, opinion/argumentative writing, and poetry, immerse the students in authentic representative literature by having them hear, read, and discuss good examples of each genre. They learn about elements of a genre as they brainstorm ideas, quick-write, and write multiple drafts. After this immersion and drafting phase, each student selects a draft to develop and revise for publication in the class library. The students spend the later weeks of each genre unit revising, proofreading, publishing, and sharing their pieces from the Author’s Chair.

The genre units at grades 3–6 may be taught in any order, although we recommend that the expository nonfiction unit be taught later in the year due to its greater academic and social demands.

### **SKILLS AND CONVENTIONS**

The first several weeks of the program are an immersion period during which the students are introduced to the lesson structure and cooperative learning skills, and develop their motivation and stamina for writing. This immersion period is about inspiring good ideas and getting those ideas—in whatever form—onto paper. Students’ motivation to learn the conventions of written English (beyond the basic writing skills discussed previously for K–2 students) grows out of their desire to communicate clearly with their readers in their published pieces. Grammar, usage, punctuation, capitalization, and some spelling skills are taught in the program after the students have had ample time to draft their ideas.

### **FLEXIBLE APPROACH TO SKILL INSTRUCTION**

At grades K–2, most skill instruction occurs during the shared or modeled writing portions of the lesson, while at grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process.

Additional instruction and practice in skills and conventions, and language skills assessments for grades 1–6 are provided in the *Skill Practice Teaching Guide* and the accompanying *Student Skill Practice Book*.

The program allows you to choose one of two possible approaches to teaching the skill lessons in the *Skill Practice Teaching Guide*. You might choose to teach the 30 lessons in sequence, or you might teach specific skills when they naturally support the writing being done in a particular genre (for example, the need to punctuate speech arises when writing fiction, while learning to use conjunctions is appropriate for connecting ideas in nonfiction). Skill Practice Notes refer you to specific lessons in the *Skill Practice Teaching Guide* that provide further instruction or practice with a skill. For more information, see the *Skill Practice Teaching Guide*.

At all grades, we assume that there is a separate spelling program in place to provide students with formal instruction in spelling patterns, inflectional endings, roots, syllabication, and other aspects of spelling.

The Grade 4 Skills and Conventions table on the following page shows where skills and conventions for your grade level are taught directly in the core lessons and suggestions for where they might be practiced. To see analogous information for other grade levels, see Appendix D, “Skills and Conventions Tables.”

## **THE 6+1 TRAIT® WRITING MODEL AND THE *BEING A WRITER* PROGRAM**

The goals of the *Being a Writer* program correlate closely to those of the 6+1 Trait Writing model of instruction and assessment developed by Education Northwest. In this widely used framework, student writing is assessed using seven distinct characteristics of writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. The framework provides you and your students with a common language to discuss good writing and rubrics to assess the quality of writing.

While the *Being a Writer* program provides an assessment framework using our “Descriptors of Successful Writing” to help you and your students understand and assess good writing, you will find numerous parallels between the two approaches. Examples of ways in which *Being a Writer* supports the 6+1 traits are described in the Support for the 6+1 Trait Model table on page xxvi.

## Grade 4 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Recognize and correct sentence fragments		<input type="checkbox"/>		<input type="checkbox"/>				
Recognize and correct run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Singular, plural, and possessive nouns			<input checked="" type="checkbox"/>					
Subject and object pronouns			<input checked="" type="checkbox"/>					
Possessive pronouns			<input checked="" type="checkbox"/>					
Commonly misused words		<input type="checkbox"/>						
Verbs	<input type="checkbox"/>						<input type="checkbox"/>	
Progressive verb tenses		<input type="checkbox"/>	<input type="checkbox"/>					
Adjectives and order of adjectives in sentences	<input type="checkbox"/>		<input type="checkbox"/>					
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas in dates, addresses, greetings, and closings of letters		<input checked="" type="checkbox"/>						
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ Skill Practice Teaching Guide lesson referenced in a Skill Practice Note □ Instruction provided and Skill Practice Teaching Guide lesson referenced in the unit

## Support for the 6+1 Trait Model

Ideas (the Main Message)	
DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>It is clear what the piece is about.</li> <li>Writing fully communicates ideas and shows sustained thought.</li> </ul>	<ul style="list-style-type: none"> <li>Students write about specific feelings using “Feelings” face cards that they draw out of a bag. (kindergarten, Unit 2)</li> <li>Students write opening sentences that introduce their topics. (grade 1, Unit 5)</li> <li>Students write nonfiction pieces that tell true information about the polar lands. (grade 2, Unit 4)</li> <li>Students describe a time when they faced a challenge and persevered. (grade 3, Personal Narrative)</li> <li>Students write about interesting people they know. (grade 4, Fiction)</li> <li>Students choose topics they are curious about and research and write expository pieces about them. (grade 5, Expository Nonfiction)</li> <li>Students choose topics that are debatable, research the topics, generate claims based on their research, and write argumentative essays about those claims. (grade 6, Argumentative Writing)</li> </ul>
Organization (the Internal Structure of a Piece)	
DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Writing shows elements of the genre.</li> <li>One idea connects logically to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Students write stories with a beginning, middle, and end. (grade 1, Unit 4)</li> <li>Students write opinion pieces that include opening sentences, reasons, linking words, and closing sentences. (grade 2, Unit 7)</li> <li>Students organize nonfiction reports by subtopic and in a sequence that makes sense. (grade 3, Expository Nonfiction)</li> <li>Students explore strong opening sentences written by published authors. (grade 3, Fiction)</li> <li>Students identify and indent paragraphs. (grade 4, Opinion Writing)</li> <li>Students write endings that draw a story’s events to a close. (grade 5, Personal Narrative)</li> <li>Students think about the organization of their ideas and draft their informational reports into logical sections and paragraphs. (grade 6, Expository Nonfiction)</li> </ul>
Voice (the Personal Tone and Flavor of the Author’s Message)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Writing shows individual expression and/or creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Students include details about their feelings in stories about themselves. (grade 1, Unit 4)</li> <li>Students write fiction stories about characters that are unique. (grade 2, Unit 3)</li> <li>Students write clear, direct openings that engage readers. (grade 3, Opinion Writing)</li> <li>Students write introductions that capture the reader’s interest. (grade 4, Opinion Writing)</li> <li>Students use their imaginations and cultivate a relaxed, uninhibited attitude about writing. (grade 4, Fiction)</li> <li>Students draft personal narratives, focusing on single, interesting events or topics from their own lives. (grade 5, Personal Narrative)</li> <li>Students explore how authors create voice in their writing and cultivate their own unique voices in their narratives. (grade 6, Personal Narrative)</li> </ul>
Word Choice (the Vocabulary a Writer Chooses to Convey Meaning)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Writing contains varied and descriptive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Students include sound words and movement words in their poems. (grade 1, Unit 6)</li> <li>Students use interesting and descriptive words to help readers imagine what is happening in their poems. (grade 2, Unit 6)</li> <li>Students brainstorm alternatives for overused words such as <i>good</i>, <i>nice</i>, and <i>said</i>. (grade 3, Unit 2)</li> <li>Students use figurative language (for example, simile and personification) in their poems. (grade 4, Poetry)</li> <li>Students use rhyme, onomatopoeia, and repetition of words and sounds in their poems. (grade 5, Poetry)</li> <li>Students use descriptive details to convey setting and character. (grade 6, Fiction)</li> </ul>

(continues)

## Support for the 6+1 Trait Model (continued)

Sentence Fluency (the Rhythm and Flow of the Language)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Sentences are fluent when read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Students read their writing aloud to check that it makes sense. (grade 1, Unit 5)</li> <li>Students read their writing to one another to make sure it makes sense. (grade 2, Unit 4)</li> <li>Students recognize and correct run-on sentences. (grade 3, Personal Narrative)</li> <li>Students use transitional words and phrases (such as <i>another, for example, also, because, besides</i>) to link opinions and reasons. (grade 4, Opinion Writing)</li> <li>Students use transitional words and phrases (such as <i>moreover, finally, in conclusion, to illustrate, however</i>) to link opinions and reasons. (grade 5, Opinion Writing)</li> <li>Students use transitional words and phrases that show time, sequence of events, or location and that connect one idea to another. (grade 6, Expository Nonfiction)</li> </ul>
Conventions (the Mechanical Correctness)	
DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Writing demonstrates increasing command of grammar, usage, and mechanics.</li> <li>Writing demonstrates increasing command of grade-appropriate spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Students approximate spelling using letter-sound relationships they have learned in their phonics instruction. (kindergarten, Unit 2)</li> <li>Students capitalize the first letters of sentences and use periods at the ends. (grade 1, Unit 2)</li> <li>Students use the Word Bank section of their <i>Student Writing Handbooks</i> to check the spelling of words. (grade 2, Unit 5)</li> <li>Students use quotation marks to punctuate dialogue. (grade 3, Fiction)</li> <li>Students proofread their drafts using the Proofreading Notes section of their <i>Student Writing Handbooks</i>. (grade 4, Expository Nonfiction)</li> <li>Students use prepositions and prepositional phrases. (grade 5, Fiction)</li> <li>Students check for noun-pronoun agreement and identify unclear pronoun antecedents in their writing. (grade 6, Fiction)</li> </ul>
Presentation (How the Writing Actually Looks on the Page)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Presentation is not formally addressed as a descriptor of successful writing, but students have numerous opportunities to attend to presentation during the publishing phase of the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>Students contribute to class books that are placed in the classroom library. (kindergarten, Unit 2)</li> <li>Students create books with titles and illustrated covers about their favorite objects. (grade 1, Unit 5)</li> <li>Students publish nonfiction books with an illustration, diagram, or other nonfiction text element. (grade 2, Unit 4)</li> <li>Students explore and integrate features of published books (such as a dedication page, author's note, back cover blurb) and incorporate these into the final versions of their stories. (grade 3, Fiction)</li> <li>As a class, students title a class book and determine other features to include (such as a dedication page, illustrations). (grade 4, Personal Narrative)</li> <li>Students explore and integrate text features (such as diagrams, maps, graphs) into their reports. (grade 5, Expository Nonfiction)</li> <li>Students create comprehensive bibliographies of their research sources and include them in their published informational reports. (grade 6, Expository Nonfiction)</li> </ul>

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## Focus on Social/Ethical Development

Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011). In the classroom writing community, students work in pairs, in small groups, and as a class to listen to and discuss writing, brainstorm ideas for writing, and share their writing.

### **BUILDING RELATIONSHIPS**

Caring, respectful relationships are the foundation of the writing community and you, as the teacher, play a key role in building a warm relationship with each student as well as in facilitating and strengthening relationships among the students. The program creates deliberate opportunities to build these relationships. Early in the year, the students learn procedures (such as gathering for sharing and using cooperative structures) in which they are responsible to one another. As the year goes on, they regularly plan for, discuss, and solve problems related to their work together. They cultivate empathy by imagining how others might feel, and they explore why it is important to treat others with care and respect. When they feel connected to others and cared for, students learn to relax and take the risks necessary to grow academically, socially, and ethically.

### **VALUES AND SOCIAL SKILLS**

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

The social skills that students learn in the program help them to act on these values in a deliberate way. They learn basic social skills (such as listening to others and taking turns) early in the year, laying the foundation for the more sophisticated skills they learn and practice later in the year, when both their academic work and resulting social interactions become more demanding. (For example, learning how to express appreciation for other people's writing early in the year prepares the students to give and receive specific feedback about their writing later in the year.)

The table on the facing page gives an overview of some of the social goals of the program, the social skills taught in support of those goals, and the grade levels at which they are taught.

Social skills are taught when developmentally appropriate; a skill that is formally taught in the primary grades will be reviewed and integrated in subsequent grades.

Examples of Social Goals	Examples of Skills Taught to Support the Goal	K	1	2	3	4	5	6
Students listen respectfully to the thinking of others and share their own.	Speak clearly.	■	■	■	□	□	□	□
	Listen to one another.	■	■	■	□	□	□	□
	Give their full attention to the person who is speaking.	■	■	■	□	□	□	□
	Share their partners' thinking with the class.	■	■	■	□	□	□	□
Students work in a responsible way.	Handle materials responsibly.	■	■	■	■	■	■	■
	Use Writing Time responsibly.	■	■	■	■	■	■	■
	Confer in pairs responsibly.			■	■	■	■	■
Students express interest in and appreciation for one another's writing.	Ask one another questions about their writing.	■	■	■	■	■	■	■
	Use the prompt "I found out" to express interest in one another's writing.	■	■	■				
Students make decisions and solve problems respectfully.	Discuss and solve problems that arise while working with others.	■	■	■	■	■	■	■
	Reach agreement before making decisions.	■	■	■	■	■	■	■
Students act in fair and caring ways.	Share materials fairly.	■	■	■	■	■	■	■
	Act considerately toward others.	■	■	■	■	■	■	■
Students help one another improve their writing.	Ask for and receive feedback about their writing.			■	■	■	■	■
	Give feedback in a helpful way.			■	■	■	■	■

■ goal formally taught □ goal reviewed and integrated

## RANDOM PAIRING

We recommend that you pair students randomly at the beginning of each unit and have those partnerships stay together for the entire unit. Working with the same partner over time helps students work through and learn from problems, build successful methods of interaction, and develop their writing skills together. Random pairing sends several positive messages to the students: there is no hidden agenda or reason behind how you pair students (such as achievement level), every student is considered a valuable partner, and everyone is expected

to learn to work with everyone else. Random pairing also results in heterogeneous groupings over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female). The box below suggests some methods for randomly pairing the students.

### Some Random Pairing Methods

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

For more information about pairing English Language Learners (ELLs), see “Considerations for Pairing ELLs” on page lii.



## COOPERATIVE STRUCTURES

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

Students at all grade levels learn “Turn to Your Partner” and “Think, Pair, Share.” In grades 3–6, you might consider introducing “Heads Together” and “Group Brainstorming,” when appropriate.

### Cooperative Structures in the Program

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

## PAIR CONFERENCES

In grades 2–6 of the *Being a Writer* program, the students learn to confer in pairs about their writing. They learn that the purpose of a conference is for partners to help each other improve their writing and that a conference entails not only sharing their writing, but discussing it as well. They learn to initiate and conduct conferences, and they practice both the academic and social skills necessary to discuss particular aspects of their writing, as well as how to ask for, give, and receive helpful feedback.

Partners confer at different stages of the writing process. Sometimes they review their drafts together to simply share their writing. At other times, they confer to give each other feedback about how to improve pieces they want to publish. Often the entire class will confer in pairs as you walk around, observe, and support them. In grades 3–6, the students sometimes initiate their own pair conferences as needed during the writing period, either with a regular writing partner or with another available student.

Through conferring, the students practice listening carefully and taking an interest in other people’s thinking and writing. They learn to focus on specific aspects of their partners’ writing, sometimes asking themselves questions like “Am I getting to know this character’s personality?” or “Can I follow what’s happening? Am I confused at any point?” The students learn to give feedback respectfully and to receive it thoughtfully. Before and after each pair conference session, you facilitate discussions to first help the students plan how they will interact and then to discuss what went well, the problems they had and how they might be avoided, and how they acted responsibly. (For more about pair conferences, see “Managing Pair Conferences” on page xliii.)

# Teaching the Program

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## How the Grade 4 Program Is Organized

In the *Being a Writer* program at grade 4, there are nine units, each varying in length from one to six weeks. Each week has five days of instruction.

### UNITS 1 AND 2

We intend for these units to be taught in order at the beginning of the year. Unit 1 builds the classroom writing community while inspiring the students to tap into their intrinsic motivation to write by drafting many pieces in a variety of genres. Unit 2 introduces them to the writing process as each student selects a draft to revise, proofread, and publish. During these first two units, the students learn the processes, procedures, cooperative structures, and social skills they need to successfully participate in the writing community throughout the year.

### GENRE UNITS

The genre units focus on personal and fictional narrative, expository (informative) nonfiction, functional nonfiction, opinion writing, and poetry. They may be taught in any order, although we recommend that you teach the expository nonfiction unit later in the year. Each genre unit begins with an immersion period in which the students hear and read many examples of the genre. During this time, the students try their hand at writing drafts in that genre. Midway through most genre units, each student selects one draft to develop, revise, proofread, and publish for the classroom library.

### UNIT 9

Unit 9, the last unit, is taught at the end of the year to help the students reflect on their growth as writers and as members of the classroom writing community.

### OVERVIEW OF INSTRUCTION

The *Being a Writer* program comprises 30 weeks of instruction, which allows time for you to:

- Extend or finish units that take longer than expected
- Provide free writing time so students can practice what they have learned
- Confer with students in a way that is more general than is suggested in the units (see “Teacher Conferences” on page xxxviii)

- Teach Writing About Reading activities, Extensions, and/or Technology Mini-lessons (see “Extending the Instruction” on page xx)
- Teach a unit from the *Writing Performance Task Preparation Guide*
- Teach writing content not introduced in the *Being a Writer* program

As you plan the instruction for the year, you might want to build in additional time for these activities. (For example, after the opinion writing unit, you might set aside time to teach the opinion writing unit in the *Writing Performance Task Preparation Guide*.)

### Sample Calendar for Grade 4

	Unit	Title	Length	Focus
FALL	1	The Writing Community	3 weeks	Build a caring community and get to know one another Get ideas for writing from read-alouds Draft many pieces in a variety of genres
	2	The Writing Process	2 weeks	Select drafts to develop and publish Revise drafts Proofread for spelling and conventions Write final versions and publish
	Genre	Personal Narrative	4 weeks	Write about single events from the students’ own lives Use sensory details Use transitional words and phrases Explore strong opening sentences and endings that draw a story’s events to a close
WINTER	Genre	Fiction	6 weeks	Develop interesting plots that make sense Use sensory details to develop a story’s setting Use interesting adjectives Punctuate speech
	NARRATIVE WRITING UNIT FROM THE <i>WRITING PERFORMANCE TASK PREPARATION GUIDE</i> (1 WEEK)			
	Genre	Expository Nonfiction*	6 weeks	With a partner, research and write a report about a country Explore expository text features to include in reports (e.g., author biography sections, tables of contents) Take research notes and organize them by topic
INFORMATIVE/EXPLANATORY WRITING UNIT FROM THE <i>WRITING PERFORMANCE TASK PREPARATION GUIDE</i> (1 WEEK)				

(continues)

## Sample Calendar for Grade 4 (continued)

Unit	Title	Length	Focus	
SPRING	Genre	Functional Writing*	3 weeks Write directions for recipes, drawing cartoons, and games Explore audience, purpose, sequence, accuracy, completeness, and clarity in directions	
	Genre	Opinion Writing	3 weeks Identify audience and purpose for opinion writing Write clear statements of opinion supported by reasons Explore strong openings and conclusions that restate the opinion	
	OPINION WRITING UNIT FROM THE <i>WRITING PERFORMANCE TASK PREPARATION GUIDE</i> (1 WEEK)			
	Genre	Poetry	2 weeks Explore imagery, sound, and form in poetry Tap into creativity	
	9	Revisiting the Writing Community	1 week Reflect on growth as writers and as community members Plan summer writing	

\*Expository Nonfiction in *Being a Writer* corresponds to Informative Writing in some state standards. Functional Writing corresponds to Explanatory Writing in the standards.

## Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Being a Writer* lessons.

### UNIT AND WEEK OVERVIEWS

To prepare to teach a unit, begin by reading the unit’s introductory pages. The Resources list specifies the physical materials and the supplemental activities for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). The unit’s opening page and the Overview table acquaint you with the goals and general outline of the unit; in genre units, the Development Across the Grades table shows you how instruction within that genre builds across grades.

Unit 1

The Writing Community

#### RESOURCES

**Read-alouds**

- *Golden and the Magic Pillars*
- *Wheat*
- *Shelton Williams Song*
- *The Sunray*
- *The Much Too Tired to Play Tonight*
- *The Fly in the Soup*
- *The Purple Man*
- *The Wolf and the Lamb*
- *Shelton Williams Song*
- *Shout Your Name*
- *Everything English*

**Writing About Reading Activities**

- *Write a Response to a Poem*
- *Write a Review/Opinion About “The Wolf and the Lamb”*

**Online Resources**

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

**Webboard Activities**

- *1001-1017*

**Assessment Forms**

- *“Class Assessment Record” sheets (CA1-CA4)*
- *“Confidence Notes” record sheet (CN1)*
- *“Beginning of your Writing Sample Record” sheet (WS1)*

**Reproducibles**

- *Unit 1 Family Letter (FL1)*
- *“Thank You to the Wolf and the Lamb” (TL1)*
- *Professional Development Media*
- *“Building a Community of Writers” (W1)*

**Extensions**

- *“Travel a Variety of Genres Alike!”*
- *“Talk with Older Family Members!”*
- *“Discuss the Authors’ Writing Goals and Timelines!”*

**Assessment Resource Book**

- *Class Assessment*

**Student Writing Handbook**

- *“The Writer”*
- *“Writing and Looking at the Speaker” (W1)*
- *“The Fly in the Soup”*

#### OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b>	Getting Ideas for Writing <i>Shelton Williams Song</i> Focus: • Writing with a central idea • Using details	Getting Ideas for Writing <i>Shelton Williams Song</i> Focus: • Writing with a central idea • Using details	Learning About an Author: <i>Shelton Williams Song</i> Focus: • Author’s Style	Getting Ideas from Reading: <i>The Fly in the Soup</i> Focus: • Using details	Getting Ideas from Reading: <i>The Fly in the Soup</i> Focus: • Using details
<b>Week 2</b>	Getting Ideas from Our Own Lives: <i>The Purple Man</i> Focus: • Ideas from our own lives	Getting Ideas from Our Own Lives: <i>The Purple Man</i> Focus: • Ideas from our own lives	Learning About an Author: <i>Shelton Williams Song</i> Focus: • Author’s Style	Expanding a Paragraph: <i>Shelton Williams Song</i> Focus: • Using details to describe someone	Expanding Paragraphs: <i>Shelton Williams Song</i> Focus: • Using details to describe someone
<b>Week 3</b>	Getting Ideas for Writing About a Poem: <i>Shelton Williams Song</i> Focus: • Writing about a poem	Getting Ideas from Reading: <i>Shelton Williams Song</i> Focus: • Using details to describe someone	Learning About an Author: <i>Shelton Williams Song</i> Focus: • Author’s Style	Expanding a Paragraph: <i>Shelton Williams Song</i> Focus: • Using details to describe someone	Expanding Paragraphs: <i>Shelton Williams Song</i> Focus: • Using details to describe someone

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© Center for the Collaborative Classroom Sample materials for review

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Prepare for each week by reading that week’s Overview, including the list of read-aloud texts, the online resources, and the writing and social focuses. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the week’s writing and social focuses from lesson to lesson. The Teacher as Writer section featured each week helps you cultivate your own skill and voice as a writer. (For more information, see “Teacher as Writer” on page liii.)

**Week 1 OVERVIEW**

**Article**

**"About William Steig"**  
 excerpted from *The Big Book of Picture-Book Authors*  
 Illustrations by James Preller  
 (see page 25)  
 William Steig became a children's book author late in life.

**Wizzil**  
 by William Steig  
 Wizzil the witch becomes a mischievous glove.

**Poems**

**"I'm Sorry!" and "I'm Much Too Tired to Play Tonight!"**  
 by Jack Preludsky  
 (see pages 26–27)

**"The Fly Is In"**  
 by Shel Silverstein  
 (see page 28)

**Writing Focus**

- Students hear and discuss good writing.
- Students generate ideas for writing.
- Students write freely about things that interest them.
- Students learn about a professional author's writing practice.

**Social Development Focus**

- Teacher and students build the writing community.
- Students learn procedures for Writing Time and for "Turn to Your Partner."
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.
- Students express interest in and appreciation for one another's writing.

**DO AHEAD**

- ✓ Plan a space in the classroom, such as a rug area, for the class to gather for read-aloud. The students should sit facing you, close enough to you to see the books you will share with them. If a rug area is not available, plan how the students will arrange their chairs so they can sit facing you.
- ✓ Collect enough lined writing notebooks and pads of small (1½" × 2") self-stick notes so every student in the class will have one of each. See "Student Books, Notebooks, and Pads" on page 66.
- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.

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**TEACHER AS WRITER**

"I write to find out what I'm thinking about."  
 —Edward Albee

Being a writer yourself can help you in teaching your students to write. In *Teacher as Writer*, we offer weekly prompts to help you in your own development as a writer, as well as instructive quotes by well-known writers. We encourage you to start a writing notebook to write in at least several times a week, and to share your writing regularly with colleagues who write. (See "Building the Adult Writing Community at Your School" on page 16 for ideas about creating a writing group at your school.)

In your notebook this week, describe yourself as a writer. Consider:

- What was writing like for you in school?
- What is it like for you now?
- How do you hope to develop as a writer?

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## PREPARING THE DAILY LESSONS

Each lesson, generally, is divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. Each section has its own requirements in terms of student movement and teacher facilitation. Keep these in mind as you plan to teach the lesson.

To prepare:

- Read the bulleted lesson purposes that precede the day’s instruction and keep them in mind as you read the entire lesson, including any *Student Writing Handbook* pages, reproducible materials, and whiteboard activities (WA), and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- View any professional development media (AV) referred to in the lessons.
- Plan any teacher modeling required in the lesson.
- Review suggested discussion questions and decide which ones you will ask. Also review the week’s Facilitation Tip and look for opportunities in the lesson to use facilitation techniques.

- Plan how you will pace the lesson to keep it moving. A lesson (including writing time) is designed to take, on average, 35–40 minutes at grades K–2 and 45–60 minutes at grades 3–6.
- Review any optional activities and decide if and when you want to do them with the class. Some require additional materials or preparation.

## PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the second edition of the *Being a Writer* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including tips for teaching various genres and conferring with the students, demonstrations of teachers modeling specific techniques (such as approximating spelling and punctuating sentences), and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## HELPFUL LESSON FEATURES

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

### Helpful Lesson Features

- **Beginning-of-year Considerations.** This feature appears in the Overview of each week in Unit 1 in kindergarten and grade 1. It provides information about how you might modify these early lessons based on where your students are developmentally.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Skill Practice Notes.** In grades 1–6, these notes refer to specific lessons in each grade's *Skill Practice Teaching Guide* that provide direct instruction or additional practice with specific skills and conventions. The lessons identified in the notes are relevant to the writing that the students are doing in the core instruction.

(continues)

## Helpful Lesson Features *(continued)*

- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students' responses) in order to increase participation and encourage deeper conversations among your students.
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where the cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We selected vocabulary words based on how crucial they are to understanding the text and on the unlikelihood that students will be able to glean their meaning from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **"Students might say."** This feature gives you ideas of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some ideas in the "Students might say" note and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language you can draw on when you model writing, revising, and proofreading, incorporating skill instruction as you do so. Providing the students with opportunities to see you model writing while thinking aloud helps them apply the instruction to their own writing.
- **Chart Diagrams.** These diagrams illustrate charting techniques and examples of text generated by the class or by teacher modeling. (For more information about the charts used in the program, see "Charts" on page xli.)
- **Technology Tips.** These notes suggest ways you might integrate technology in the writing lessons. In grades 3–6, they also refer to Technology Mini-lessons, which instruct students on topics such as how to navigate safely online and how to conduct online research. (For more information, see "Technology Mini-lessons" on page xlvi.)
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **Teacher Conference Notes.** These notes help you confer with individual students during the writing lessons. (See "Teacher Conferences" on the following page.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class during pair conferences and Writing Time. (See "Assessments" on page xxxix.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting final unit assessments.

## TEACHER CONFERENCES

Early in the year, you will begin conferring with individual students during the writing lessons. The purposes of these conferences are to assess and support individual students in their writing. You can keep an ongoing record of your conferences by documenting your observations and suggestions for each student on a “Conference Notes” record sheet (CN).

- **Conferring During the Units.** Your initial conference focuses on just getting to know the students as writers—their skills, motivation, and interests. As the year progresses, you will focus more on particular aspects of writing that you have taught in the lessons. The Teacher Conference Notes suggest questions to guide your thinking as you read a student’s writing and listen to him or her read and talk about it. These questions are followed by suggestions for supporting the student based on what you noticed. The conferences in each unit focus on reinforcing the teaching you have done so far in that unit. During each unit, we encourage you to confer with every student at least once or twice, depending on the length of the unit.
- **Additional Conferring.** We suggest that, when possible, you conduct additional conferences with individual students during any free writing time, broadening your focus to respond more generally to their writing. Point out and discuss things that you might otherwise skip over during a unit conference, such as misused words (for example, *there/their/they’re*), missing punctuation, run-on sentences, or a tendency to “tell” rather than “show” (for example, *The dog was happy* versus *The dog wagged his tail and jumped in circles while barking happily*). In addition, you can discuss questions like:

- Q *What are you writing?*
- Q *Where did you get the idea for this piece?*
- Q *What have you learned about good writing that you can use in this piece?*
- Q *What is one question you want to ask me about your piece?*
- Q *What do you want help with?*

In the conferences, it is helpful to use a tone of genuine interest and curiosity to foster students’ confidence and willingness to learn about writing. You can point out elements of writing you see them experimenting with (“When I read the sentence ‘I crunched the red leaves with my feet,’ I could hear those dry, autumn leaves”) and ask open-ended questions about their writing (“What other words can you include to help your reader imagine what it’s like in this park?” or “What were you thinking about when you changed the words in this sentence?”). When teaching directly, it helps to discuss conventions in terms of how authors communicate with readers (“Let me show you how writers let us know when one character stops speaking and another one begins”), rather than simply following a rule (“All speech must have quotation marks”).

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## Assessments

The *Being a Writer* assessments have two main purposes: to help you make informed instructional decisions as you teach the program and to help you track your students' writing and social development over time. The program provides a range of assessments, including both formative and summative assessment tools.

Each assessment has a corresponding record sheet in the *Assessment Resource Book*. You may choose to record your students' progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xlv.

### FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through class observation, individual conferences, and analysis of student writing. Formative assessments in the program comprise the following:

- **Class Assessment.** Class Assessment Notes within the lessons occur about once per week. They are designed to help you assess the writing and sometimes the social performance of the whole class. During this assessment, we suggest that you walk around and observe students working individually or in pairs (perhaps selecting strong, average, and struggling writers to observe). Ask yourself the questions in the Class Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).
- **Teacher Conferences and Student Goals and Interests Survey.** Teacher Conference Notes provide you with specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. You can record your observations from each conference on the corresponding "Conference Notes" record sheet (CN). We encourage you to confer with each student at least twice per unit.

You might use the questions listed in the first Teacher Conference Note in the program as a beginning-of-year survey of your students' goals and interests. The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of the students' perceptions of their growth as writers, attitudes toward writing and goals for summer writing.

- **Student Self-assessment (Optional).** At grades 2–6, this assessment is included in all units in which the students formally publish a piece of writing. The “Student Self-assessment” record sheet (SA) provides questions for the students to think about as they analyze their published pieces for characteristics of good writing. The self-assessment also invites the students to think about what they did well in their writing and what they want to continue to work on.
- **Beginning- and End-of-year Writing Samples (Optional).** This assessment can be used to determine a baseline for individual students’ writing ability. The students are asked to write in response to a prompt and are encouraged to incorporate what they know about good writing and the writing process into their pieces. You can analyze each student’s writing using the “Beginning-of-year Writing Sample Record” sheet (WS). You can follow the same procedure to obtain end-of-year writing samples, and then analyze each student’s writing using the “End-of-year Writing Sample Record” sheet (WS). You can then compare the two pieces to evaluate the students’ progress made over the course of the school year.

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

## SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student’s writing for units in which the students produce a final or published piece of writing.

- **Social Skills Assessment.** At grades 1–6, the Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. We recommend that you assess your students’ social development three times per year (at the beginning, middle, and end of the year), using the “Social Skills Assessment Record” sheet (SS).
- **Individual Writing Assessment.** This end-of-unit assessment is designed to help you assess growth in individual students’ writing. If needed, the “Individual Writing Assessment” record sheet (IA) can be used to help you assign grades.

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

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## Tips for Managing the Program in Your Classroom

We offer the following suggestions to help you manage the *Being a Writer* program in your classroom.

### ROOM ARRANGEMENT AND MATERIALS

- We recommend a classroom arrangement that allows for quiet individual writing at desks, regular partner work at desks, and whole-class gatherings and discussion. A rug or classroom library area is ideal for whole-class gathering. If this is not possible, think of a way to have the students face and sit close enough to you to hear and see the read-alouds and participate in discussions.
- Plan a place and a chair (sometimes two) to use for Author’s Chair sharing.
- Free up wall space for a word wall (at K–2 only) and for posting paper charts generated in the lessons.
- Gather writing and publishing materials in a central location, and make students responsible for maintaining this area neatly. Materials might include lined and unlined paper, pencils, pens, pads of self-stick notes, highlighters, crayons or markers, construction paper, staplers, and any other desired materials for making books (such as hole punches and string).

### CHARTS

In the *Being a Writer* program, charts are used to model shared writing, show sample writing, list ideas, and display writing tasks. The program features both paper charts and digital whiteboard charts. The latter are referred to in the lessons as whiteboard activity (WA) charts and are accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). If your classroom is not equipped with an interactive whiteboard, you can print the whiteboard activity charts and display them using a projection device. The weekly Do Ahead section and daily Materials lists make clear which type of chart will be used for any specific task. In cases where a chart



needs to be displayed throughout the week, unit, or year, we recommend using paper charts. (Write large enough so the charts can be read from a distance.) For more information, see the “Using CCC’s Whiteboard Activities” tutorial (AV73).

## STUDENT BOOKS, NOTEBOOKS, AND FOLDERS

- Each student in grades 2–6 is responsible for maintaining a *Student Writing Handbook*, a *Student Skill Practice Book* (optional), a writing notebook, and a writing folder for loose papers and works-in-progress. Students in grade 1 use all of the above materials except a *Student Writing Handbook*. Label the covers of all of these with the students’ names, and encourage the students to be responsible for maintaining these in good shape in their desks. These materials should stay in the classroom during the year, rather than go home with the students.
- Each student in grades 1–6 uses a writing notebook. Because writing notebooks are not included with the program, you will need to provide each student with a writing notebook at the beginning of the year (or have the students bring their own from home). We strongly recommend full-size notebooks (no smaller than a 7" × 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. *Being a Writer* composition books are available for additional purchase on Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)).
- The writing folders can be file folders or pocket folders, or they can be made out of folded construction paper or card stock.
- In kindergarten, we suggest that you provide writing folders to organize the students’ writing during the week. You might distribute them daily and collect them at the end of each writing period. You may wish to establish another system for managing the flow of student papers. For example, you may ask the students to place their completed work in a box on your desk and to keep works-in-progress in folders stored in their cubbies.

## MANAGING WORKFLOW

- Establish procedures to help the students move works-in-progress through the writing process. For example, when a student finishes his or her final version and makes it into a book, the student might place it in a “Publication” basket in the corner of the class library to be read aloud during an upcoming Author’s Chair sharing time.

## MANAGING PAIR CONFERENCES

- When the whole class is conferring in pairs, you might have pairs of students spread out around the room so they can more easily focus and hear one another. (Students learn specific procedures for conferring in pairs during the lessons.)
- In grades 3–6, when students initiate their own pair conferences during Writing Time, you might designate an area of the room where they may go to talk, away from other students who are working quietly.

# Using the Technology Features

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

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## Digital Teacher Resources

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

### DIGITAL TEACHER'S SET

The *Being a Writer Digital Teacher's Set* includes electronic versions of the *Teacher's Manual*, *Assessment Resource Book*, *Skill Practice Teaching Guide*, and *Writing Performance Task Preparation Guide* for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (see the next page for more information), and professional development media.

### CCC LEARNING HUB

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

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



For more information, see the “Using the CCC Learning Hub” tutorial (AV82).

## CCC CLASSVIEW APP

The CCC ClassView app is an online application that contains all of the forms and instructions available in the *Assessment Resource Book*. This tool also enables you to collect, sort, synthesize, and report assessment data for each student electronically. You can access the app by tapping the assessment icon links in the *Digital Teacher's Set*, visiting the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), or going directly to the CCC ClassView app ([classview.org](http://classview.org)). For more information about the CCC ClassView app, view the “Using the CCC ClassView App” tutorial (AV80).



## Additional Technology Features

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

### TECHNOLOGY TIPS

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

### TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, students might listen to and discuss an online interview with an author or publish their writing in an online format such as a class blog.

### TECHNOLOGY TUTORIALS

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

- “Getting Started with Your Print *Teacher's Manual*” (K–6)
- “Getting Started with Your *Digital Teacher's Set*” (K–6)
- “Using the CCC Learning Hub” (K–6)
- “Using CCC's Whiteboard Activities” (K–6)
- “Using the CCC ClassView App” (K–6)
- “Using Web-based Whiteboard Activities” (3–6)
- “Using Web-based Teaching Resources” (K–6)
- “Using Presentation Tools” (3–6)
- “Creating a Class Blog” (3–6)
- “Using Social Networking Sites” (3–6)

## TECHNOLOGY MINI-LESSONS

These optional lessons, located in Appendix A in grades 3–6, instruct students on a variety of technology subjects. These lessons include:

- “Navigating Safely Online”
- “Maintaining Privacy Online”
- “Showing Respect Online” (grades 4–6 only)
- “Choosing Effective Search Terms”
- “Understanding Search Results”
- “Using Filters to Narrow Results”
- “Evaluating Research Sources”
- “Citing Online Sources” (grades 4–6 only)
- “Creating Documents”
- “Creating Presentations”

# Special Considerations

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## Teaching the Program in Multi-age Classrooms

If you are teaching a multi-age class, we recommend that you choose the level of the program that is appropriate for the majority of your students to use throughout the school year. Since the program provides plenty of time for writing practice and individual conferences, all of your students will be able to develop comfortably as writers even if the lessons are designed for students at a lower or higher grade level.

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## Supporting English Language Learners (ELLs)

The *Being a Writer* program helps you implement effective teaching strategies to meet the needs of all students, including ELLs. (For more information, see “How the *Being a Writer* Program Supports ELLs” on page xlviii.)

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

### **ABOUT TEACHING WRITING TO ELLs**

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

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

Learning a new language is a developmental process. The following table outlines the generally accepted stages of acquiring a language and the characteristics of students at each stage. Progress from one stage to the next depends on a wide variety of factors, including cognitive and social development and maturity, previous academic experience, family education and home literacy practices, personality, cultural background, and individual learning styles.

## Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	Often nonverbal during this period Acquires receptive vocabulary (words and ideas that children “take in” or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	Uses one- to two-word answers Verbally labels and categorizes Listens more attentively Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	Speaks in phrases, short sentences Sequences stories using words and pictures Writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	Uses increased vocabulary Speaks, reads, and writes more complex sentences Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	Demonstrates a high level of comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

### HOW THE *BEING A WRITER* PROGRAM SUPPORTS ELLs

English Language Development strategies are an inherent part of the program’s design. In addition, the program suggests ways to modify the instruction to enhance support for ELLs. There are a number of effective English Language Development (ELD) instructional strategies integrated throughout the *Being a Writer* program. These strategies help make the content comprehensible, support students at their individual level of language proficiency, and help students see themselves as valuable members of the classroom community. The table on the next page shows the ELD strategies used in *Being a Writer*.

## English Language Development (ELD) Strategies in the *Being a Writer* Program

Emphasis on writing as meaningful expression	<ul style="list-style-type: none"> <li>Balanced approach to listening, speaking, reading, and writing</li> <li>Teacher questioning</li> <li>Explicit teacher modeling</li> <li>Writing in narrative, expository (informative), and opinion genres</li> <li>Activating prior knowledge</li> <li>Making connections (i.e., text-to-self)</li> <li>Building intrinsic motivation through providing choice</li> </ul>
Visual aids and engaging materials	<ul style="list-style-type: none"> <li>Rich, meaningful literature</li> <li>Engaging book art</li> <li>Emphasis on writing and illustration</li> <li>Teacher modeling of writing, revising, and proofreading</li> </ul>
Explicit vocabulary instruction	<ul style="list-style-type: none"> <li>Opportunities to preview and discuss read-alouds before lessons</li> <li>Building academic vocabulary</li> <li>Brainstorming lists of words to use in students' writing</li> </ul>
Creating a respectful, safe learning community	<ul style="list-style-type: none"> <li>Active, responsible learning</li> <li>High expectations for classroom interactions</li> <li>Explicit classroom procedures and routines</li> <li>Explicit social skills instruction</li> <li>Regular discussions to reflect on classroom values and community</li> </ul>
Cooperative learning	<ul style="list-style-type: none"> <li>Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share")</li> <li>Ongoing peer partnerships</li> <li>Opportunities to express thinking orally and listen to others' thinking</li> <li>Sharing work and reflecting</li> </ul>

### ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

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

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.

- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches on the board can help to increase a student’s comprehension. When giving directions, physically modeling the steps and writing them on the board while saying them aloud are effective ways to boost comprehension. Audiovisual resources such as recordings of books read aloud, author interviews, and interactive versions of read-alouds can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method, developed by James Asher, helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see Bibliography on page 745).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it out, draw it, etc.) and define it during the reading. In addition, you might brainstorm words related to particular read-alouds or themes (see the example below). The students can then illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they write.



- **Preteaching.** It is a good idea to preteach concepts with ELLs, when possible. This can mean previewing vocabulary, doing a picture walk of a story, or looking at realia or photographs before a lesson. Preteaching in a student’s primary language can be particularly effective—teachers, instructional aides, parents, or other community members can be enlisted to help. Some of the *Being a Writer* read-aloud books are available in Spanish. For a list of these titles, visit the Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)).

- **Simplifying questions.** Open-ended questions are used throughout the *Being a Writer* program to elicit language and higher-order thinking from students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider such questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

### Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask <i>who/what/where/when</i> questions rather than <i>how/why</i> questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	If you were going to write about a family member, what might you write?	You will write a story about someone in your family. What will you write?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is <i>reluctant</i> ; she does not want to name the dog. Why?
Provide context clues as part of the question.	What happens at the beginning of the story?	Peter wakes up and it is snowing. What else happens at the beginning of the story?
Elicit nonverbal responses. (Stages 1-3)	What do you see in this picture that tells about the words?	This picture shows the sentence "I like to paint." Point to the paints. Point to the paintbrushes.
Elicit responses of 1-2 words or short phrases. (Stages 1-3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

- **Assessing comprehension.** When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force ELLs to produce language before they are

ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:

- Q *Do the student’s drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a frame sentence and illustrating it appropriately, or including a beginning, middle, and end in a story)?*
- Q *Does the student nod, laugh, or demonstrate engagement through other facial expressions?*
- Q *Does the student pick up academic and social cues from peers?*
- Q *Does the student follow classroom signals and routines?*
- Q *Does the student follow simple directions (such as “Please get out your writing notebooks and pencils”)?*
- Q *Does the student utter, chant, or sing some familiar words or phrases?*

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

## CONSIDERATIONS FOR PAIRING ELLs

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

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## Building the Home-School Connection

Keeping families informed about their children’s participation in the *Being a Writer* program helps family members understand and appreciate how their children are developing as writers and how they can support that development.



### FAMILY LETTERS

We provide a letter to send home with the students at the end of each unit, available in both English and Spanish. Each letter describes the unit’s focus, instruction, and social development goals and offers suggestions for encouraging writing development at home. The family letters are included in the Online Resources list for each unit and can be accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

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## Building the Adult Writing Community at Your School

Being a writer yourself helps you understand the writing process and the joys and struggles that come with writing. Writing regularly informs both your instructional decisions and your interactions with individual students about their writing. We strongly encourage you to become part of an active writing community that will support you in your own development as a writer. Some particularly powerful activities for building a writing community are listed below.

### TEACHER AS WRITER

The Teacher as Writer section at the beginning of each week offers writing prompts and instructive quotes by well-known writers to inspire you. The prompts relate to the writing focuses for the students that week.

We suggest that you start a writing notebook and write in it several times a week, both in school during the daily Writing Time and outside of school. Find opportunities to share your writing regularly with a writing partner or group.

### STARTING A WRITERS' GROUP AT YOUR SCHOOL

To start a writers' group at your school, find other adults (including teachers, administrators, parents, and other school staff) who are interested in writing regularly and supporting one another in writing. If there is a lot of interest, consider starting more than one writers' group to keep any one group from becoming too large. Schedule meetings at regular intervals (every month, every six weeks, or every other month) to share and discuss writing. Meetings can take place on or off school grounds, and the format can range from formal to informal. Many sources of information about how to start and conduct a writers' group are available online; search for this information using the keywords "starting a writers' group."

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## Using *Being a Writer* with Other Programs from the Center for the Collaborative Classroom

Center for the Collaborative Classroom has developed other programs that can be used in conjunction with *Being a Writer* in a language arts curriculum. For more information about any of these programs, visit the Center for the Collaborative Classroom's website ([collaborativeclassroom.org](http://collaborativeclassroom.org)).



# Lessons

READ.

SHARE

WRITE.

PLAN



# Unit 1

# The Writing Community

During this three-week unit, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practices of professional authors. They explore prewriting techniques and write freely in their writing notebooks about things that interest them. They learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. Finally, they begin conferring with one another about their writing in a caring and responsible way.



## RESOURCES

### Read-alouds

- *Sylvester and the Magic Pebble*
- *Wizzil*
- “About William Steig”
- “I’m Sorry!”
- “I’m Much Too Tired to Play Tonight”
- “The Fly Is In”
- *The Bicycle Man*
- *Tea with Milk*
- “About Allen Say”
- *Desert Voices*
- *Everything Reptile*

### Writing About Reading Activities

- “Make Connections to *Wizzil*”
- “Write Personal Opinions About *Tea with Milk*”

### Extensions

- “Read a Variety of Genres Aloud”
- “Talk with Older Family Members”
- “Discuss the Students’ Writing Goals and Interests”

### Assessment Resource Book

- Unit 1 assessments

### Student Writing Handbook

- “I’m Sorry!”
- “I’m Much Too Tired to Play Tonight”
- “The Fly Is In”



## Online Resources

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

### Whiteboard Activities

- WA1–WA17

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA5)
- “Conference Notes” record sheet (CN1)
- “Beginning-of-year Writing Sample Record” sheet (WS1)

### Reproducibles

- Unit 1 family letter (BLM1)
- “Excerpt from *Tea with Milk*” (BLM2)

### Professional Development Media

- “Building a Community of Writers” (AV1)

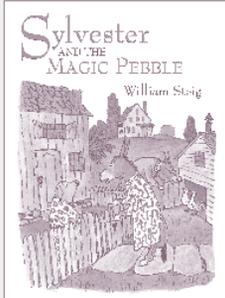
- “Predictable Structure of the Writing Lessons” (AV3)
- “Setting Up Procedures for the Year” (AV5)
- “Setting Up Writing Conferences” (AV7)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Turning and Looking at the Speaker” (AV16)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Planning a Lesson” (AV33)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Getting Ideas for Writing:</b> <i>Sylvester and the Magic Pebble</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Magic objects</li> </ul>	<b>Getting Ideas for Writing:</b> <i>Wizzil</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Turning into something</li> </ul>	<b>Learning About an Author:</b> "About William Steig" <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ William Steig</li> </ul>	<b>Getting Ideas from Poetry:</b> "I'm Sorry!" and "I'm Much Too Tired to Play Tonight" <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Funny poems</li> </ul>	<b>Getting Ideas from Poetry:</b> "The Fly Is In" <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Pattern poems</li> </ul>
Week 2	<b>Getting Ideas from Our Own Lives:</b> <i>The Bicycle Man</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Ideas from own lives</li> </ul>	<b>Getting Ideas from Our Own Lives:</b> <i>Tea with Milk</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>▪ Ideas from own lives</li> </ul>	<b>Learning About an Author:</b> "About Allen Say" <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Allen Say</li> </ul>	<b>Exploring a Prewriting Technique</b> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>▪ Writing from a favorite sentence</li> </ul>	<b>Exploring Point of View:</b> <i>The Bicycle Man</i> and <i>Tea with Milk</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ First- and third-person points of view</li> </ul>
Week 3	<b>Getting Ideas for Writing:</b> <i>Desert Voices</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>▪ Using / to write as an animal</li> </ul>	<b>Getting Ideas from Nonfiction:</b> <i>Everything Reptile</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>▪ Generating nonfiction topics</li> </ul>	<b>Getting Ideas from Nonfiction:</b> <i>Everything Reptile</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>▪ Generating questions about a nonfiction topic</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Generating nonfiction topics</li> </ul>	<b>Getting Ideas from Nonfiction and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Non-book examples of nonfiction</li> </ul>	<b>Exploring a Prewriting Technique and Pair Conferring</b> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>▪ Making lists</li> </ul>

# Week 1

## OVERVIEW



### *Sylvester and the Magic Pebble*

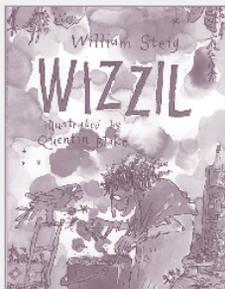
by William Steig  
Sylvester finds a magic pebble and makes a wish—with unintended consequences.



### "About William Steig"

excerpted from *The Big Book of Picture-Book Authors & Illustrators* by James Preller (see page 25)

William Steig became a children's book author late in life.



### *Wizzil*

by William Steig  
Wizzil the witch becomes a mischievous glove.



### "I'm Sorry!" and "I'm Much Too Tired to Play Tonight"

by Jack Prelutsky  
(see pages 26–27)

### "The Fly Is In"

by Shel Silverstein  
(see page 28)



## Online Resources

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

### Whiteboard Activities

- WA1–WA6

### Assessment Forms

- "Class Assessment Record" sheet (CA1–CA2)

### Professional Development Media

- "Building a Community of Writers" (AV1)
- "Setting Up Procedures for the Year" (AV5)
- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV11)
- "Introducing Vocabulary During a Read-aloud" (AV30)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

## TEACHER AS WRITER

*“I write to find out what I’m thinking about.”*

— Edward Albee

Being a writer yourself can help you in teaching your students to write. In *Teacher as Writer*, we offer weekly prompts to help you in your own development as a writer, as well as instructive quotes by well-known writers. We encourage you to start a writing notebook, to write in it at least several times a week, and to share your writing regularly with colleagues who write. (See “Building the Adult Writing Community at Your School” on page liii for ideas about creating a writers’ group at your school.)

In your notebook this week, describe yourself as a writer. Consider:

- What was writing like for you in school?
- What is it like for you now?
- How do you hope to develop as a writer?

### Writing Focus

- Students hear and discuss good writing.
- Students generate ideas for writing.
- Students write freely about things that interest them.
- Students learn about a professional author’s writing practice.

### Social Development Focus

- Teacher and students build the writing community.
- Students learn procedures for Writing Time and for “Turn to Your Partner.”
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Plan a space in the classroom, such as a rug area, for the class to gather for read-alouds. The students should sit facing you, close enough to you to see the books you will share with them. If a rug area is not available, plan how the students will arrange their chairs so they can sit facing you.
- ✓ Collect enough lined writing notebooks and pads of small (1½" × 2") self-stick notes so every student in the class will have one of each. See “Student Books, Notebooks, and Folders” on page xlii.
- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.

(continues)

## DO AHEAD *(continued)*

- ✓ Prior to Day 2, decide how you will randomly assign partners to work together during Units 1 and 2. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 4, prepare to distribute a *Student Writing Handbook* to each student.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1) on page 6 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 7 of the *Assessment Resource Book*.
- ✓ (Optional) Plan a time during the first month of school to obtain a beginning-of-year writing sample from your students. For more information on how to obtain this writing sample, see “Obtaining a Beginning-of-year Writing Sample” on page 2 of the *Assessment Resource Book*.



# Getting Ideas for Writing

# Day 1

## In this lesson, the students:

- Hear and discuss a story
- Learn the procedure for gathering
- Gather in a responsible way
- Become familiar with their writing notebooks

## ABOUT WRITING INSTRUCTION EARLY IN THE YEAR

All growth and learning in the art and craft of writing depend on a solid foundation of abundant, uninhibited writing. To get enough sheer practice with the physical and mental act of writing during their elementary school years, students must tap into their intrinsic motivation to write. Unit 1 helps students develop this motivation by inspiring them to write freely and daily about things that interest them. Engaging read-alouds are used to stimulate creativity and as examples to inspire writing. In this unit, it is more important for the students to write generously, free from concerns about making it right or “good,” than it is for them to write complete, correct pieces.

To support the students’ writing practice in Unit 1, formal skill instruction is delayed until Unit 2. It continues in the “Revision, Proofreading, and Publishing” phase of all the genre units. For the time being, relax your expectations about the students’ spelling and grammatical correctness, and encourage them to just write freely, getting their ideas down on paper.

## GETTING READY TO WRITE

### 1 Introduce the Writing Community

Introduce the *Being a Writer* program by explaining that this year the students will be members of a classroom writing community. In the community, they will write about things that interest them, share and talk about their writing, learn about what professional authors do, and become stronger writers. Ask and briefly discuss as a class:

- Q *What are some things you’ve written?*
- Q *When do you write in school? Outside of school? What are some reasons you write, in or out of school?*

#### Students might say:

- “I write when I leave my parents a note about where I’m going.”
- “I have to write a list of things to do for homework every week.”
- “I wrote a long story about a field trip we took in third grade.”

## Materials

- *Sylvester and the Magic Pebble*
- “Ideas for Magic Objects” chart (WA1)
- Writing notebook and a pencil for each student
- Self-stick note for each student

## Teacher Note

For more information, view “Setting Up Procedures for the Year” (AV5).



## Teacher Note

For more information, view “Building a Community of Writers” (AV1).



## Technology Tip

The videos above are two in a series of professional development videos in the *Being a Writer* program. For more information about the content of the videos and how to view them, see “Professional Development Media” on page xxxvi.

### Teacher Note

If you are teaching the *Being a Writer* program with other programs from the Center for the Collaborative Classroom, these notes alert you to connections between them.

If the students have already learned a procedure for gathering for a read-aloud, use the same procedure for gathering to discuss writing. Take this opportunity to remind the students of the procedure and your expectations.

### Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and follow up with the subsequent questions.

Explain that writers constantly read examples of good writing to help them get ideas for their own writing and to give them a sense of the way good writing looks and sounds. This year the students will have many opportunities to hear, read, and discuss good writing.

## 2 Learn and Practice the Procedure for Gathering to Discuss Writing

Explain that the class will gather to hear a read-aloud. Explain that you would like the students to gather and sit facing you, either on a rug or in their seats. Before asking the students to move, state your expectations.

#### You might say:

"I expect you to move quickly, quietly, and without bumping into one another."

Ask:

**Q** *What do you want to keep in mind to make moving go smoothly?*

Have the students move to their places. Ask:

**Q** *What did you do to move responsibly? What might you do differently when we try it again?*

If the students have difficulty answering the questions, you might share your own observations.

#### You might say:

"I noticed you were careful not to bump into anyone on your way to the rug. You came straight to the rug instead of doing something else first. Next time you might try moving more quietly."

If necessary, have the students return to their desks and practice the procedure until they are able to gather in an orderly way. Explain that the students will use the same procedure every time they gather to talk about writing.

Explain that today you will read aloud an example of good writing. Invite the students both to enjoy the story and to think about what it would be like to write such a story.

## 3 Read *Sylvester and the Magic Pebble* Aloud

Show the cover of *Sylvester and the Magic Pebble* and read the title and author's name aloud. Read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'It CEASED'—*ceased* means 'stopped completely'—'It CEASED'").

## Suggested Vocabulary

- ceased:** stopped completely (p. 5)  
**vanished:** disappeared (p. 5)  
**wart:** bump on the skin (p. 7)  
**fetlock:** part of a horse's leg (p. 7)  
**inquiring of:** asking (p. 13)  
**stone-dumb:** unable to speak (p. 27)

## ELL Vocabulary

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

- pebble:** small stone (title)  
**startled:** surprised (p. 8)  
**panicked:** suddenly got scared (p. 9)  
**like mad:** very quickly and wildly (p. 10)  
**colts and piglets:** young horses and baby pigs (p. 14)  
**every nook and gully:** every corner and hole (p. 16)  
**found not a scent of him:** didn't find anything that had his smell on it (p. 17)

## 4 Discuss the Story

Ask and briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.

- Q** *What happens in this story after Sylvester finds the pebble?*
- Q** *If you were going to write a story about an object (a thing) with magic powers, what object would it be? What magic powers would the object have?*

### Students might say:

"He wishes he was a rock and he turns into a rock. Then he has to wait till someone holds the pebble and wishes the rock was a donkey again."

"The magic object could be a feather that gave a wish if it touched someone's head."

"It could be a belt that made anyone who wore it invisible."

"My magic object would be a pen that made drawings come to life."

Display the "Ideas for Magic Objects" chart ( WA1). As the students offer ideas, record two or three of them as brief notes on the chart.

## Teacher Note

William Steig's books are filled with words that are likely to be unfamiliar to your students. It is not necessary to stop and define every one, as the meaning of many can be gleaned from the context. A few exceptions are listed in "Suggested Vocabulary."

## Teacher Note

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

## Technology Tip

FWhiteboard activities (WA) are digital charts that are intended to be displayed using an interactive whiteboard. Alternatively, you may print the PDF versions of the whiteboard activities and project them using a projection device.

For more information, view the "Using CCC's Whiteboard Activities"



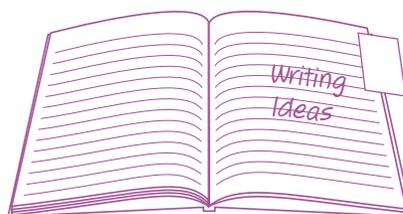
### Ideas for Magic Objects

- a feather: If it touches your head, your wish comes true.
- a belt: makes you invisible
- a pen: makes drawings come to life

## WRITING TIME

### 5 Introduce Writing Notebooks

Distribute a writing notebook, a pencil, and a self-stick note to each student. Explain that this year the students will do all their *drafting*, or first-time writing, in their notebooks. They will also keep ongoing lists of writing ideas in the backs of their notebooks. Have the students count back ten pages from the backs of their notebooks, mark that page with the self-stick note, and write “Writing Ideas” in big letters on that page. Explain that the students will list all their ideas this year in this section of their notebooks.



On the first blank page of the writing ideas section, have each student write “Ideas for Magic Objects” at the top of the page. Have the students copy ideas that they like from the class chart and then add other ideas for stories about magic objects. Encourage them to talk to students sitting near them to get ideas.

After a few moments, call for the students’ attention. Have them share a few more ideas, and add these to the chart.

Explain that the students will begin drafting in their notebooks tomorrow and that they may wish to use their ideas from today. Have the students write their names on their notebooks. Explain that you will remind them to bring the notebooks with them when they gather to talk about writing.

## SHARING AND REFLECTING

### 6 Reflect and Adjour

Ask and briefly discuss:

**Q** *What did you like about writing in your notebook today?*

Tell the students how you would like them to return to their seats and have them return. If necessary, have them practice moving to their seats until they are able to move in an orderly way. Ask and briefly discuss:

**Q** *What did you do to be responsible as you moved back to your seat?*

If the students have difficulty answering the question, you might share your own observations.

**You might say:**

"I noticed you returned to your seats quickly and quietly, without bumping into one another."

Ask the students to put their notebooks in their desks to use again tomorrow.

#### Teacher Note

You might tell the students that when they are being *responsible*, they are acting in ways that help them learn, work well with others, and make the classroom a caring and respectful learning community.

## Getting Ideas for Writing

## Day 2

#### In this lesson, the students:

- Hear and discuss a story
- Begin working in pairs
- Learn "Turn to Your Partner"
- Learn procedures for the silent writing period
- Write freely about things that interest them

## GETTING READY TO WRITE

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

Randomly assign partners and make sure they know each other's names (see "Do Ahead" on page 5). Explain that pairs will stay together for Writing Time during the next few weeks.

Gather the class with partners sitting together, facing you. Explain that you will often ask partners to turn and talk to each other. The purpose is to give everyone a chance to think more about what they are learning by talking to another person.

#### Materials

- *Wizzil*
- "Ideas for Turning into Something" chart (WA2)

#### Teacher Note

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

#### Teacher Note

The partners you assign today will stay together for Units 1 and 2. Take some time at the beginning of today's lesson to let them get to know each other by talking informally in a relaxed atmosphere. You might have them report to the class some interesting things they learned about each other.

## Teacher Note

If your students are already familiar with “Turn to Your Partner,” you do not need to model it here. Instead, take the opportunity to remind the students of your expectations for the procedure.

To see an example, view “Using ‘Turn to Your Partner’” (AV11).



## Teacher Note

A visual signal, such as a raised hand, allows the students to finish what they are saying before turning back to face you. Build accountability by reminding the students to raise their own hands when they turn to face you.

## Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed.

For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



Explain the “Turn to Your Partner” procedure by saying, “Sometimes I will ask a question and say ‘Turn to your partner.’ When you hear this, you will turn to face your partner and talk about the question. When I raise my hand, you will finish what you’re saying, raise your own hand so others can see the signal, and turn back to face me.”

## 2 Model “Turn to Your Partner”

Have a student act as your partner, and model turning to face each other and introducing yourselves by your full names. Then ask partners to turn to face each other and introduce themselves. After a moment, raise your hand and have them turn back to face you.

Practice again by asking:



**Q** *What are you interested in writing (or writing about) this year? Turn to your partner.*

Have partners discuss their thinking. After a moment, signal for their attention. Have a few volunteers briefly share with the class what they discussed.

Explain that you will read a story aloud, stopping during the reading for the students to use “Turn to Your Partner” to discuss a question. State that later in the lesson you will ask them to report how they did.

## 3 Read *Wizzil* Aloud

Remind the students that they heard *Sylvester and the Magic Pebble* yesterday. Explain that you will read another story by William Steig to help them get more ideas for writing. Show the cover of *Wizzil* and read the title aloud.

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, “He detested every breed of fly’—*detested* means ‘hated’—‘He detested every breed of fly, especially *Musca domestica*’”).

### Suggested Vocabulary

**detested:** hated (p. 5)

**culprit:** cause of the problem (p. 22)

**blushing:** turning pink in the face (p. 27)

**gratitude:** thankfulness (p. 27)

### ELL Vocabulary

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

**resolved on revenge:** having decided she would get back at him (p. 8)

**posting:** mailing (p. 12)

**pestering:** bothering (p. 19)

Stop after:

p. 13 “‘Frimp, my man, it’s your lucky day!’ he exclaimed, and he traipsed back home with a happy harpy on his hand.”

Ask:



**Q** *What has happened in this story so far? Turn to your partner.*

Have partners discuss the question. After a moment, signal for their attention. Without sharing as a class, continue reading to the end of the book.

## 4 Discuss the Story

Briefly discuss the story using the question that follows. Be ready to reread from the story to help the students recall what they heard.



**Q** *How is this story similar to Sylvester and the Magic Pebble? Turn to your partner.*

Have partners discuss the question. Signal for their attention and have a few volunteers share their thinking with the class. Ask:

**Q** *In this story, the witch turns herself into a glove. If you were going to write a story like Wizzil, what might you turn yourself into, and what might happen?*

### Students might say:

“In both stories, there’s a character who uses magic.”

“Sylvester and Wizzil both turn into something.”

“I could write a story about turning into a hat and going somewhere on someone’s head.”

Display the “Ideas for Turning into Something” chart (WA2). As the students report ideas, record them on the chart.

### Ideas for Turning into Something

- a hat: I could go somewhere on someone's head.

- a suitcase: I'd visit faraway places.

- a roller coaster: I would give people exciting rides.

WA2

Ask and briefly discuss:

**Q** *What did you do to be a responsible partner during “Turn to Your Partner”?*

### Students might say:

“I listened to my partner during ‘Turn to Your Partner.’”

“We talked about the question, and we didn’t talk about anything else.”

“We took turns and listened to each other.”

### Teacher Note

Notice that you ask the question *before* saying, “Turn to your partner.” This gives everyone a chance to hear and consider the question before starting to move to face their partners.

### Teacher Note

Double-spacing will give the students the necessary space to revise and edit pieces later on.

### Teacher Note

A period of silent writing, during which you also write without interacting with the students, may feel new to you. We strongly encourage you to establish this routine early in the year. Students adapt to it quickly after a few reminders, and they learn to focus inward on their own thoughts during this time. By knowing that they are not to interrupt you or others, they come to rely on their own thinking and decisions as they write. As the writing period gradually lengthens over the coming weeks, you will write quietly for 5-10 minutes and then begin conferring with students.

#### TEKS 6.E.i

Student/Teacher Activity  
Writing About Reading activity  
(all, beginning on page 14 and  
continuing on to page 15)

### Materials

- *Wizzil*

## WRITING TIME

### 5 Learn Procedures for the Silent Writing Period

Have the students return to their seats. Explain that they will spend the next 5–10 minutes silently writing whatever they choose in their writing notebooks. They may add ideas to their writing ideas section or begin drafting a story at the front of their notebooks. Tell them that you would like them to *double-space*, or skip every other line, when they write in their notebooks.

Explain that during Writing Time, you would like the class to work in silence, without talking, whispering, or walking around. Tell the students that you will give them a signal when Writing Time is over. Explain that you will be writing along with them and ask that you not be interrupted. Give the students a moment to gather what they need, sharpen pencils, etc. Then have them write at their desks in silence for 5–10 minutes. Join the students in writing, periodically scanning the room.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing as a Class

Ask and briefly discuss questions such as:

- Q *What did you write about today?*
- Q *Was it hard or easy to start writing? Why?*
- Q *What helped you focus on your writing today?*

Ask the students to put their notebooks in their desks to use again tomorrow.

## WRITING ABOUT READING

### WRITING ABOUT READING ACTIVITIES

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see “Writing About Reading” on page xx.

### Make Connections to *Wizzil*

Show the cover of *Wizzil* and remind the students that they heard this story earlier. Ask:

- Q *What do you remember about the story?*

Have a few volunteers share their thinking. Reread pages 24–28. Then briefly discuss:

- Q *Why does DeWitt rescue Wizzil? What in the story makes you think so?*
- Q *What feelings might DeWitt be having during this episode? What in the story makes you think so?*
- Q *How does Wizzil respond? What in the story makes you think so?*
- Q *When is a time you felt gratitude to someone, the way Wizzil feels gratitude to DeWitt?*

**Students might say:**

"DeWitt wants to help Wizzil because she's in trouble. The story says 'DeWitt couldn't bear to see a fellow creature drowning.'"

"DeWitt might be focused on saving Wizzil. Then he's surprised when she changes."

"Wizzil feels really grateful to DeWitt for saving her. In the story it says she was 'smiling with gratitude.'"

"I felt gratitude to Nick because he befriended me when I was new at our school."

Explain that the students will write about how the story from *Wizzil* reminds them of their own lives. Say that when you write or talk about how a story reminds you of your own life, you are *making a connection* to the story. Explain that making connections to stories helps us enjoy and remember them. Ask the students to watch as you model writing about how *Wizzil* reminds you of your life.

**You might say:**

"I want to write about how DeWitt's generosity reminds me of a time when someone has been generous to me. I'll write: *In Wizzil by William Steig, DeWitt saves Wizzil even though she's a mean witch, and she responds to his kindness by becoming happy and loving.* Notice that I included the name and author of the book in the first sentence. Now I want to compare the book to my own life. I'll write: *I too have been transformed through other people's kindness.* Now I want to give an example. I'll write: *For instance, last week I came home from work feeling tired and grouchy. I growled at my husband when he asked me how my day was. Instead of growling back, my husband offered to make dinner. He set the table and did the dishes too!* I want to include a final sentence that wraps up the piece. I'll write: *My husband's kindness washed away my bad feelings just like DeWitt's kindness helped to wash away Wizzil's witchiness."*

Have the students begin writing about their connections. If time permits, invite them to share their writing with the class.

**TEKS 7.A.i**

Student/Teacher Narrative  
Writing About Reading  
(fourth discussion question on page 15 through the "You might say" note)

**Teacher Note**

You might write the following prompts on the board and have each student choose one to write about:

- When is a time you felt gratitude in your life?
- When is a time you did the right thing even though you didn't feel like doing it?

**TEKS 7.A.i**

Student/Teacher Activity  
Writing About Reading  
(last paragraph on page 15)

# Day 3

## Learning About an Author

### Materials

- “About William Steig” (see page 25)
- *Wizzil* from Day 2
- *Sylvester and the Magic Pebble* from Day 1
- Chart paper and a marker
- “Writing Time” chart (WA3)

### ELL Note

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

### Teacher Note

Save the “Writing Ideas” chart to use throughout the unit.

In general, charts that the students will refer to over time are written on chart paper rather than displayed on the whiteboard. See “Charts” on page xli for more about the use of paper and whiteboard charts.

### ELL Note

You might provide the prompt “I found out . . .” to your English Language Learners to help them verbalize their answers to this question.

### In this lesson, the students:

- Learn about a professional author’s writing practice
- Practice “Turn to Your Partner”
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Remind the students that they learned “Turn to Your Partner” yesterday. Briefly review the procedure and ask them to be ready to talk in pairs again today.

Explain that you are reading different kinds of texts aloud to help the students get ideas for their writing. Show the covers of *Sylvester and the Magic Pebble* and *Wizzil* and remind the students that they have heard the books earlier. On a sheet of chart paper labeled “Writing Ideas,” begin by listing *write stories with magic in them*. Explain that you will add other ideas to the chart over the coming weeks.

Remind the students that *Sylvester and the Magic Pebble* and *Wizzil* are both by William Steig. Ask:

 **Q** *Based on these two stories, what kind of person do you think William Steig might be and why? Turn to your partner.*

Have partners discuss the question. Signal for their attention and ask a few pairs to share with the class what they discussed.

#### Students might say:

“His books are funny, so William Steig might be a funny person.”

“He might be someone who likes to think about things differently from other people.”

### 2 Read “About William Steig”

Explain that you will read some information about William Steig from a book about famous children’s book authors. Ask the students to listen for interesting things they learn about William Steig.

Read “About William Steig” (page 25) aloud; then ask:

 **Q** *What did you find out about William Steig? Turn to your partner.*

Have partners discuss the question. Signal for their attention and ask a few pairs to share their thinking with the class. Be ready to reread to help the students remember what they heard.

## WRITING TIME

### 3 Write Independently

Ask the students to return to their seats. Explain that they will spend the next 10 minutes silently writing whatever they choose in their writing notebooks. Display the “Writing Time” chart (📄 WA3) and explain what the students can do during this time.

#### Writing Time

- Write something interesting you learned about William Steig.
- Add ideas to your writing ideas section.
- Work on the piece you started yesterday.
- Start a new piece of writing at the front of your notebook.

WA3

Have the students write for 10 minutes. Remind them to *double-space*, or skip every other line, as they write. Emphasize that during Writing Time, you would like the class to work in silence, without talking, whispering, or walking around. Remind the students that you will give them a signal when Writing Time is over. Explain that you will be writing along with them and ask not to be interrupted.

Join the students in writing, periodically scanning the room as you write.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Writing as a Class

Ask and briefly discuss questions such as:

Q *What did it feel like to write quietly today?*

Q *Did you remember to skip lines in your writing today?*

Explain that it is important to skip lines so there is space to add or make changes later. Tell the students you will remind them to skip lines as they write.

Ask the students to put their notebooks in their desks to use again tomorrow.

# Day 4

## Getting Ideas from Poetry

### Materials

- “I’m Sorry!” (see page 26)
- “I’m Much Too Tired to Play Tonight” (see page 27)
- *Student Writing Handbook* pages 1–2
- “Writing Time” chart (WA4)
- “Class Assessment Record” sheet (CA1)
- Pad of small (1½" × 2") self-stick notes for each student

### In this lesson, the students:

- Speak clearly and listen to one another
- Hear and discuss funny poems
- Write freely about things that interest them
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Gather and Build the Writing Community

Gather the class with partners sitting together, facing you. Remind the students that they are building a caring classroom writing community. Ask:

**Q** *As a member of our writing community, you are responsible for listening to what others say. If you can’t hear, what can you do?*

Encourage the students to speak clearly and listen responsibly. Tell them that you will check in with them to see how they are doing.

### 2 Read Poems Aloud

Review that this week the students have heard two stories by William Steig and have gotten ideas for their own writing from the stories. Explain that poetry is another type of writing that can spark writing ideas. Explain that today and tomorrow you will read poems aloud. Encourage the students to think about whether they might like to try writing poems themselves.

Explain that today you will read two poems by Jack Prelutsky. Read the poem “I’m Sorry!” (page 26) aloud slowly and clearly. Tell the students that you will reread the poem and ask them to listen for repeating words or patterns. Reread the poem; then ask:

**Q** *What’s funny about this poem?*

**Q** *What patterns or repeating words did you hear?*

#### Students might say:

“I heard ‘I’m sorry’ over and over.”

“It’s funny how it ends with ‘I’m sorry for being a brat!’”

Read the poem “I’m Much Too Tired to Play Tonight” (page 27) aloud slowly and clearly. Again, tell the students that you will reread the poem

and ask them to listen for repeating words or patterns. Reread the poem; then ask:

**Q** *What patterns or repeating words did you hear?*

**Students might say:**

"It kept repeating 'I'm much too tired.'"

"It's funny because he keeps saying he's too tired, but he's not tired enough to go to bed."

### **3** Distribute *Student Writing Handbooks* and Look at Poems More Closely

Distribute the *Student Writing Handbooks*, one to each student. Explain that the handbook contains copies of some of the read-alouds, spelling lists, and other kinds of pages to help the students with their writing this year.



Ask the students to open their copies of the handbook to pages 1–2, where the two poems they heard are reproduced. Ask them to reread the two poems aloud in pairs and to talk about patterns or other interesting things they notice about the poems. After several minutes, signal for the students' attention and ask:

**Q** *What patterns or other interesting things did you notice as you read these poems?*

## WRITING TIME

### **4** Write Independently

Ask the students to return to their seats. Display the "Writing Time" chart (WA4) and explain what the students can do during this time.

#### **Writing Time**

- Try writing a funny poem.
- Work on a piece you started earlier.
- Start a new piece of writing.
- Add ideas to your writing ideas section.

WA4

Have the students write silently for 10–15 minutes. Remind them to double-space their writing.

Emphasize that during the silent writing period there should be no talking, whispering, or walking around. Everyone (including you) will be writing silently. You will let the students know when Writing Time is over.

#### **Teacher Note**

In this lesson, the students informally explore poems. They are not expected to recognize elements of poetry or to be proficient in writing poems at this point (although some students may be able to do so). They will explore poetry in more depth in a later unit.

## Teacher Note

Remember, joining the students for a few minutes of silent writing demonstrates that writing is important and that you expect the students to work independently and tap into their own thinking and creativity during this time.

## Teacher Note

Have the students hold onto their pads of self-stick notes to use as needed at the end of each Writing Time to save blank pages for unfinished pieces.

## ELL Note

Questions like these help the students get to know one another, which in turn creates a sense of community that benefits everyone. English Language Learners, in particular, rely on having a supportive environment in which they can take the necessary risks to practice and grow in their use of English.

Join the students in writing for 5–10 minutes, and then walk around the room and observe them.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?

If you notice students having difficulty staying in their seats or writing in silence, call for the class's attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 6 of the *Assessment Resource Book*.

At the end of Writing Time, signal for the students' attention. Ask them to briefly review their writing from today. Then ask:

**Q** *Do you think you might want to continue adding to this piece later?*

Explain that if they wish to add to this piece later, they will need to save space in their notebooks to do so. Distribute a pad of self-stick notes to each student and tell the students to place notes on the next two or three blank pages to remind them to save those pages to continue their pieces. When they start a new piece of writing, they will skip pages with self-stick notes. If they don't wish to continue their pieces, they do not need to save any pages today.

## SHARING AND REFLECTING

### **5** Share Writing as a Class

Have the students put their pencils and pads of self-stick notes away (but not their notebooks).

Have a few volunteers read their writing aloud. Encourage the other students to express their interest and appreciation after each reading. Use questions such as:

**Q** *What did you like about [Lyle's] piece?*

**Q** *What questions can we ask [Molly] about what she wrote?*

### **6** Reflect on Interactions

Explain that the students will have frequent opportunities this year to read their writing to other students and to the whole class. Ask questions such as the following.

- Q *If you shared your writing with the class today, how did that feel?*
- Q *What did you do to listen responsibly to others when they shared their writing?*

**Students might say:**

"I looked at the person who was sharing."

"I didn't talk while people were reading their writing."

"I turned my whole body toward the person reading so he'd know I was really paying attention."

## Getting Ideas from Poetry

# Day 5

### In this lesson, the students:

- Hear and discuss a pattern poem
- Think of ideas to extend the pattern
- Write freely about things that interest them
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Prepare to Hear Poetry

Have partners get out their writing notebooks and *Student Writing Handbooks* and sit together at desks today.

Explain that you will read another poem aloud today, this one by Shel Silverstein. Encourage the students to listen for patterns and to think about whether they might like to try writing poems like this themselves.

### 2 Read "The Fly Is In" Aloud

Read the poem "The Fly Is In" (page 28) aloud slowly and clearly. Ask the students to open their *Student Writing Handbooks* to page 3 and follow along as you read the poem again. Then ask:

- Q *What is Shel Silverstein doing in this poem?*

**Students might say:**

"He's connecting each thing to the thing after it."

"The poem repeats words like 'is in' or 'is on.'"

"Instead of saying 'the fly is in the milk, the milk is in the bottle,' it just says 'the fly is in the milk is in the bottle.'"

### Materials

- "The Fly Is In" (see page 28)
- *Student Writing Handbook* page 3
- "Stanza for 'The Fly Is In'" chart (WA5)
- "Writing Time" chart (WA6)
- "Class Assessment Record" sheet (CA2)

### Teacher Note

Note that on some days partners will need to be sitting at desks for Getting Ready to Write.

### 3 Write a Stanza for “The Fly Is In” as a Class

Ask the students to reread the first line of each of the four stanzas of the poem; then ask:

**Q** *If we were going to write another stanza for this poem, what might the first line be?*

**Students might say:**

“The ant is on . . .”

“The dog is near . . .”

“The bird is over . . .”

Display the “Stanza for ‘The Fly Is In’” chart (WA5). Using one of the students’ suggestions, write a first line on the chart. Add six lines to complete the stanza, using the students’ suggestions.

#### Stanza for “The Fly Is In”

The ant is on

The cake is on

The plate is on

The tablecloth is on

The table is on

The sand is on

The beach.

WA5

## WRITING TIME

### 4 Write Independently

Display the “Writing Time” chart (WA6) and have the students write silently for 10–15 minutes. Remind them to double-space their writing.

#### Writing Time

- Try writing a pattern poem.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA6

Review that during the silent writing period there should be no talking, whispering, or walking around. Everyone (including you) will be silently writing on their own. You will let them know when Writing Time is over.

Join the students in silent writing for 5–10 minutes; then walk around and observe them.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?
- Are they skipping lines in their notebooks?

If necessary, remind the class of your expectations for silent writing during this time. Note which students write easily and which ones have difficulty getting started. If you notice any student struggling to start writing after 10 minutes, pull her aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 7 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind them to use self-stick notes to save blank pages in their notebooks for any unfinished pieces.

## SHARING AND REFLECTING

### 5 Share Writing and Reflect on Interactions

Have the students put their pencils away and have a few volunteers read their writing aloud. Encourage the other students to express their interest and appreciation after each reading. Use questions such as:

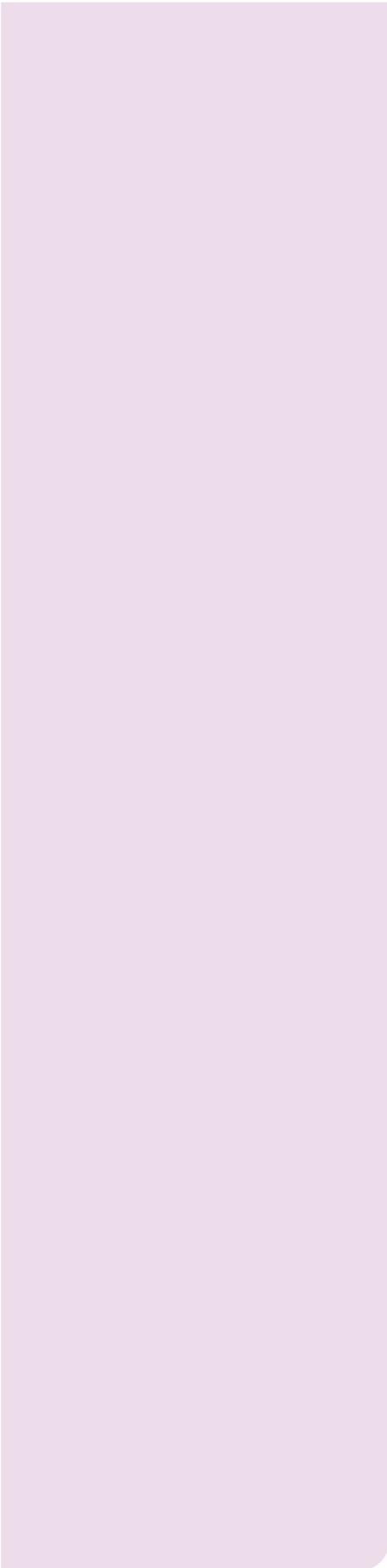
- Q *What did you enjoy about [Rodrigo's] piece?*
- Q *What questions can we ask [Bethany] about what she wrote?*
- Q *Why is it important that we show interest and appreciation for one another's writing?*

---

## EXTENSION

### Read a Variety of Genres Aloud

One goal for the first few weeks of this program is to expose the students to a variety of genres through read-alouds. This week the students heard fiction stories about characters who could not exist in real life or events that could not happen in real life, and they heard



funny poems. In Week 2, they will hear nonfiction stories drawn from the author’s life. In Week 3, they will hear more nonfiction.

Whenever you have time, read additional examples of fiction (such as historical fiction, mystery, and science fiction), nonfiction (such as memoir, biography, joke and riddle books, “how-to” books, magazine or newspaper articles, and other expository text), and poetry aloud.



## About William Steig

excerpted from *The Big Book of Picture-Book Authors & Illustrators*  
by James Preller

William Steig grew up in a creative household, where artistic and musical pursuits were encouraged. As a child he loved to read; *Robinson Crusoe*, *Robin Hood*, and *Pinocchio* were his favorite books. . . . Steig began his career as a cartoonist. The year was 1930, and the United States was in the throes of the Great Depression. To help support his family, Steig sold his first cartoon to *The New Yorker* magazine. . . . Steig found a job in advertising but, he says, “detested” it. Fortunately, in 1967, fellow *New Yorker* cartoonist and children’s author Robert Kraus suggested that Steig try his hand at writing children’s books. Steig jumped at the opportunity because he saw it as a way to leave advertising. His first book for children, *CDB!*, was soon published. And a new career had begun.

Although William Steig’s illustrations have been widely praised, it is his way with words that readers seem to enjoy most. He uses all sorts of long, outrageous words, like *cantankerous* and *recumbent*, that are not usually found in picture books. He also uses made-up words, such as *dramberaberoomed* and *jibrakken sibibble digray*.

William Steig respects the intelligence of kids—that’s why he doesn’t hesitate to insert long words into his stories. . . . William Steig’s career in children’s books almost didn’t happen. He never intended to become an author and illustrator. He once said, “If I’d had it my way, I’d have been a professional athlete, a sailor, a beachcomber, a painter, a gardener, a novelist, a banjo player, a traveler.”

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## I'm Sorry!

by Jack Prelutsky

I'm sorry I squashed a banana in bed,  
I'm sorry I bandaged a whole loaf of bread,  
I'm sorry I pasted the prunes to your pants,  
I'm sorry I brought home the ants.

I'm sorry for letting the dog eat the broom,  
I'm sorry for freeing a frog in your room,  
I'm sorry I wrote on the wall with sardines,  
I'm sorry I sat on the beans.

I'm sorry for putting the peas in my hair,  
I'm sorry for leaving the eggs on your chair,  
I'm sorry for tying a can to the cat,  
I'm sorry for being a brat!

"I'm Sorry!" © 1990 by Jack Prelutsky from *Something Big Has Been Here* by Jack Prelutsky, used by permission of HarperCollins Publishers.



## Poem

### I'm Much Too Tired to Play Tonight

by Jack Prelutsky

I'm much too tired to play tonight,  
I'm much too tired to talk,  
I'm much too tired to pet the dog  
or take him for a walk,  
I'm much too tired to bounce a ball,  
I'm much too tired to sing,  
I'm much too tired to try to think  
about a single thing.

I'm much too tired to laugh tonight,  
I'm much too tired to smile,  
I'm much too tired to watch TV  
or read a little while,  
I'm much too tired to drink my milk  
or even nod my head,  
but I'm not nearly tired enough  
to have to go to bed.

"I'm Much Too Tired to Play Tonight" © 1990 by Jack Prelutsky from *Something Big Has Been Here*  
by Jack Prelutsky, used by permission of HarperCollins Publishers.



## The Fly Is In

by Shel Silverstein

The fly is in  
The milk is in  
The bottle is in  
The fridge is in  
The kitchen is in  
The house is in  
The town.

The flea is on  
The dog is on  
The quilt is on  
The bed is on  
The carpet is on  
The floor is on  
The ground.

The worm is under  
The ground is under  
The grass is under  
The blanket is under  
The diaper is under  
The baby is under  
The tree.

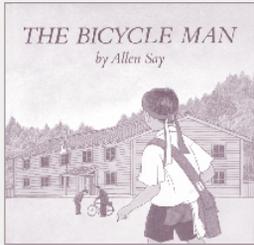
The bee is bothering  
The puppy is bothering  
The dog is bothering  
The cat is bothering  
The baby is bothering  
Mama is bothering  
Me.

“The Fly Is In” © 1981 by Evil Eye Music, Inc. From *A Light in the Attic* by Shel Silverstein, used by permission of HarperCollins Publishers.



# Week 2

## OVERVIEW



### ***The Bicycle Man***

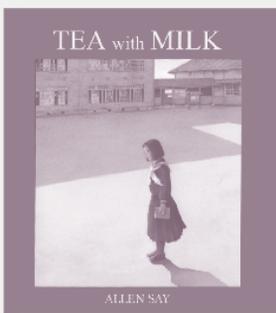
by Allen Say  
Two strangers visit an elementary school in rural 1940s Japan.



### **“About Allen Say”**

excerpted from  
houghtonmifflinbooks.com  
(see pages 48–49)

Allen Say speaks about the origins of *The Bicycle Man* in his Caldecott Medal acceptance speech.



### ***Tea with Milk***

by Allen Say  
May feels pulled between Japanese and North American cultures.



## Online Resources

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

### **Whiteboard Activities**

- WA7–WA12

### **Assessment Forms**

- “Class Assessment Record” sheet (CA3)
- “Conference Notes” record sheet (CN1)

### **Reproducible**

- (Optional) “Excerpt from *Tea with Milk*” (BLM2)

### **Professional Development Media**

- “Setting Up Writing Conferences” (AV7)
- “Using “Think, Pair, Share”” (AV13)
- “Turning and Looking at the Speaker” (AV16)
- “Planning a Lesson” (AV33)

## TEACHER AS WRITER

*“I’m sure a beautiful empty notebook was the reason I wrote my first book. It was begging for filling.”*

— Jacqueline Jackson

In your writing notebook, start a section at the back called “Writing Ideas.” Jot down events and ideas from your own life that you might want to write about. Consider:

- What is your earliest memory?
- When did something strange happen to you?
- When did you feel truly content or truly miserable?
- When did you realize something you didn’t know before?

### Writing Focus

- Students hear and discuss good writing.
- Students learn how a professional author gets writing ideas from his own life.
- Students begin to explore prewriting techniques.
- Students explore first- and third-person points of view.
- Students write freely about things that interest them.

### Social Development Focus

- Teacher and students build the writing community.
- Students learn the procedure for “Think, Pair, Share.”
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 8 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a class set of the “Conference Notes” record sheet (CN1) on page 11 of the *Assessment Resource Book*. This week, you will begin conferring with individual students during Writing Time and documenting your observations and suggestions for each student.

# Day 1

## Getting Ideas from Our Own Lives

### Materials

- *The Bicycle Man*
- “Writing Ideas” chart from Week 1
- “Writing Time” chart (WA7)
- “Class Assessment Record” sheet (CA3)

### Teacher Note

To see an example, view “Using ‘Think, Pair, Share’ ” (AV13).

If your students are already familiar with “Think, Pair, Share,” simply remind them of your expectations.



### Teacher Note

During “Think, Pair, Share,” pause for 10 seconds for the students to think before saying “Turn to your partner.”

### In this lesson, the students:

- Hear and discuss a story based on the author’s life
- Generate ideas from their own lives that they can write about
- Learn “Think, Pair, Share”
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that you have been reading different kinds of texts aloud to help the students get ideas for writing. Remind the students that last week they heard the poems “I’m Sorry!” “I’m Much Too Tired to Play Tonight,” and “The Fly Is In.” Direct the students’ attention to the “Writing Ideas” chart and add *write funny poems*. Explain that you will continue to add other ideas to the chart over the coming weeks.

### 2 Teach “Think, Pair, Share”

Explain that today the students will learn a cooperative structure called “Think, Pair, Share.” Explain that “Think, Pair, Share” is like “Turn to Your Partner.” The difference is that the students think quietly before they talk in pairs. Explain that you will ask the students a question, and they will think about it quietly for a moment. Then, when you say “Turn to your partner,” they will turn to their partners and begin talking. When you signal for their attention, they will end their conversations and turn their attention back to you.

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



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

After a few moments, signal for the class’s attention, and then have a few pairs share with the whole class what they discussed.

Encourage the students to try the ideas they talked about as they use “Think, Pair, Share” during today’s lesson.

### 3 Read *The Bicycle Man* Aloud

Remind the students that last week they heard *Sylvester and the Magic Pebble* and *Wizzil*, both fantasy stories by William Steig. Explain that

today you will read a different kind of story—one based on the author’s own life.

Show the cover of *The Bicycle Man* and read the title and the author’s name aloud. Explain that this story takes place many years ago in Japan, at a time when it was unusual to see foreigners, or non-Japanese people, especially away from the cities.

Show the dedication on page 3 and read it aloud. Read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary as you read, using the procedure you used in Week 1, Day 1, Step 3 (see page 8).

### Suggested Vocabulary

**sensei:** (Japanese) teacher (p. 3)

**tiered:** stacked (p. 9)

**hoisted:** lifted (p. 28)

**gyroscope:** tool with a wheel that spins (p. 32)

### ELL Vocabulary

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

**piggyback:** on the back and shoulders of another person (p. 18)

**a hush fell:** it got very quiet (p. 19)

**cleared:** jumped over (p. 22)

## 4 Discuss the Story and Generate Writing Ideas

Facilitate a class discussion using the question that follows. Encourage the students to listen responsibly to the discussion by turning to look at the person who is speaking.

#### You might say:

“Shawna is going to speak now. Let’s all turn and look at her.”

**Q** *Why might Allen Say have dedicated this book to Morita Sensei?*

Explain that authors often write about events or people from their own lives. Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *What has happened in your own life that you may be able to write about?*  
[pause] *Turn to your partner.*

After a few moments, signal for the class’s attention. Ask the students to open their notebooks to the writing ideas section and label the next blank page “Ideas from My Own Life.” Have them jot down some of their ideas on this page.

After the students have had a chance to write, call for their attention and have a few volunteers share what they wrote with the class.

### Teacher Note

You might use self-stick notes to mark the places in the book the suggested vocabulary words appear. Write the meaning of the word on the note to help you define it smoothly without interrupting the reading. For more information about planning lessons, see “Preparing the Daily Lessons” (page xxxv). To learn more, view “Planning a Lesson” (AV33).



### Facilitation Tip

During this unit, help the students learn that they are talking to one another (not just to you) during class discussions by directing them to **turn and look** at the person who will speak. Ask speakers to wait until they have the class’s attention before starting to speak. If students are unable to hear the speaker, encourage them to politely ask the speaker to speak up. Repeating these techniques over the next couple of weeks will help the students learn to participate responsibly in class discussions.

To see this Facilitation Tip in action, view “Turning and Looking at the Speaker” (AV16).



### Teacher Note

If you notice many students having difficulty coming up with ideas, call for their attention and have a few volunteers who have ideas share aloud what they have written. Then have the students go back to thinking and writing.

## Teacher Note

The purpose of this unit is to give the students practice writing freely about topics they choose. Read-alouds are intended solely to stimulate creativity; the students may or may not be inspired to write something related to a read-aloud. At this point, they are not expected to know the features of genres or to write in any particular genre.

# WRITING TIME

## 5 Write Independently

Ask the students to return to their seats. Explain that they will write silently for 10–15 minutes. Display the “Writing Time” chart (📄 WA7) and explain what the students can do during this time:

### Writing Time

- Choose an idea in your writing ideas section and write about it.
- Write about anything else that interests you.

WA7

Remind the students that they do not need to finish one piece of writing before starting a new one. Also review that during the silent writing period there should be no talking, whispering, or walking around. Everyone (including you) will be silently writing on their own. You will let the students know when Writing Time is over.

Have the students write for 10–15 minutes. Join them in writing for 5–10 minutes; then walk around the room and observe them, assisting students as needed. If necessary, remind them to double-space their writing.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?
- Are they skipping lines in their notebooks?

If you notice any student struggling to start writing after 10 minutes, pull him aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 8 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind them to use their self-stick notes to save blank pages in their notebooks for any unfinished pieces.

## SHARING AND REFLECTING

### 6 Share and Reflect on Writing

Have the students put their pencils away and have a few volunteers share what they wrote. Ask questions such as:

- Q *Who wrote about an event from your own life? Tell us about it.*
- Q *Who added ideas from your own life to the writing ideas section? Tell us about them.*
- Q *What other things did you write about today?*

## Getting Ideas from Our Own Lives

## Day 2

### In this lesson, the students:

- Hear and discuss a story based on the author's life
- Generate ideas from their own lives that they can write about
- Practice "Think, Pair, Share"
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students heard *The Bicycle Man*, based on the life of the author, Allen Say. Explain that today you will read another story by Allen Say that is based on his life. Encourage the students to think as they listen about whether they might like to write something similar to it.

### 2 Read *Tea with Milk* Aloud

Show the cover of *Tea with Milk* and read the title aloud. Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

### Materials

- *Tea with Milk*
- "Quick-write" chart (WA8)
- "Writing Time" chart (WA9)

## Suggested Vocabulary

**calligraphy:** beautiful handwriting (p. 10)

**matchmaker:** person who finds husbands or wives for single people (p. 10)

**fuming:** angry (p. 12)

**crumpets:** small, toasted cakes (p. 26)

## ELL Vocabulary

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

**homesick:** missing home (p. 6)

**was drafty:** allowed cold air to come in (p. 6)

**kimonos:** long Japanese robes (p. 6)

**fee:** money paid for work (p. 12)

**trolley:** kind of small train used in cities (p. 16)

### Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and follow up with the subsequent questions.

### Teacher Note

Quick-writes are short exercises that everyone participates in and discusses. They are an opportunity for the students to learn a technique together and to practice overcoming their “inner critic” by writing quickly, continuously, and without planning or deliberation.

## 3 Discuss the Story and Introduce Quick-writes

Ask and briefly discuss:

**Q** *Who from his own life is Allen Say writing about? Why do you think so?*

Explain that the students will do a quick-write to help them get ideas for their own writing. Explain that a *quick-write* is a 5-minute writing exercise that everyone will do together. It gives everyone a chance to practice a particular writing technique.

Display the “Quick-write” chart ( WA8) and read the questions on it.

### Quick-write

- What is your earliest memory?
- When did something strange happen to you?
- When did you feel happy, sad, or afraid?
- When were you really, really surprised?

WA8

Ask the students to open to the next blank page in their notebooks, pick one question from the list, and write quickly about it for 5 minutes. Students who run out of things to say before the time is up should choose another question and keep writing. Encourage the students to keep their pencils moving and to write whatever comes to mind without thinking too much about it.

After 5 minutes of silent writing, call for the students' attention. Use "Think, Pair, Share" to have partners first think about and then discuss:



**Q** *What was it like to try to keep your pencil moving for the whole time?*  
[pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have one or two students share what they discussed with the class. Explain that the students will have more opportunities to practice writing quickly and continuously during quick-writes. Point out that this kind of writing can be very helpful in getting writing ideas flowing.

## WRITING TIME

### 4 Write Independently

Ask the students to return to their seats. Display the "Writing Time" chart (WA9) and have the students write silently for 10–15 minutes.

#### Writing Time

- Continue the piece you started during the quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing about anything that interests you.

WA9

Remind the students that they do not need to finish a piece of writing before starting a new one. Also review that during the silent writing period, everyone (including you) will be silently writing on their own. You will let them know when Writing Time is over.

Join the students in writing for 5–10 minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over. If necessary, remind them to use their self-stick notes to save blank pages in their notebooks for any unfinished pieces they wish to continue the next day.

## SHARING AND REFLECTING

### 5 Share and Reflect on Writing

Have the students put their pencils away. Ask questions such as those that follow, inviting the students to read passages of their writing aloud to the class, if they wish.

**Q** *Who wrote about your own life today? Tell us about it.*

**Q** *What else did you write about? Tell us about it.*

#### ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or a partner about their drawings. If necessary, support them by writing down key words or phrases they want to use so that the students can copy these words into their writing.

#### Facilitation Tip

Continue to prompt the students to **turn and look** at the person who will speak (for example, "Beth is going to speak now. Let's all turn and look at her"). During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations.

# WRITING ABOUT READING

## WRITING ABOUT READING ACTIVITIES

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see “Writing About Reading” on page xx.

### Materials

- *Tea with Milk*
- Copy of “Excerpt from *Tea with Milk*” (BLM2) for each student

### Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Excerpt from *Tea with Milk*” (BLM2).

### Teacher Note

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

## Write Personal Opinions About *Tea with Milk*

Show the cover of *Tea with Milk* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about the book Tea with Milk?*

Have a few volunteers share their thinking. Then explain that you will reread the part of the story where Masako moves to the city of Osaka. Distribute the copies of “Excerpt from *Tea with Milk*” (BLM2) and explain that the passages you will read are reproduced there. Ask the students to follow along as you read aloud. Reread aloud pages 12–18, skipping the second paragraph on page 16 as well as the sentence that starts “As Masako filled it out . . .” on page 18. After reading, ask:

**Q** *Do you think it’s right of Masako to move to Osaka without talking to her parents about it? What in the story makes you think that?*

#### Students might say:

“I think it is right because her parents want her to marry someone she doesn’t love. I think that because she calls him a ‘catfish’ and says, ‘I won’t marry a moneylender!’”

“I think she does the right thing because she isn’t really a Japanese girl; she was born in the United States. She wants to move away and live on her own, like a lot of American daughters do.”

“I think it’s wrong of her to move away without talking to her parents about it. They must be worried. The story says she doesn’t even let them know until she already has a job.”

Explain that each student will write a paragraph about whether Masako is right in moving away without asking her parents’ permission. Tell the students that readers often have different opinions about the characters and events in a story, and that is fine. What is important is that they support their thinking with facts and details from the story. Ask the students to watch as you think aloud and model writing an opinion about Masako’s actions.

### You might say:

"I think that even though Masako's parents are worried, she does the right thing by moving to Osaka without talking to them about it. I'll start by writing: *In Allen Say's book Tea with Milk, Masako's parents want her to marry a banker, but instead she moves to Osaka and only tells her parents after she has found a job. I think that Masako is right to move to Osaka without talking with her parents about it.* Notice that I stated my opinion and I put the title and the author's name in the opening sentences. Now I need to explain my thinking using facts and details. I'll write: *Masako's parents want her to marry someone she does not love. She says, 'I could never marry someone like that.' Masako does not want to live the life of a Japanese girl. She says, 'I should leave home and live on my own, like an American daughter.'* She thinks that if she asks her parents, they probably would say, 'No.' Now I need a closing sentence. I'll write: *Usually I think young people should talk with their parents about big decisions, but in this case I think Masako is smart not to ask her parents' permission.*"

Explain that each student should start with one or two opening sentences that state his opinion and include the title of the book and the author's name, a reason for his opinion, a fact or detail to support his reason, and a closing sentence that wraps up his writing. Have the students write about their opinions. If time permits, invite the students to share their opinions with the class.

## Learning About an Author

## Day 3

### In this lesson, the students:

- Learn about a professional author
- Practice "Think, Pair, Share"
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Learn About Allen Say

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Show the covers of *The Bicycle Man* and *Tea with Milk*. Remind the students that they heard these stories by Allen Say, which are based on events in his life, earlier in the week. Direct the students' attention to the "Writing Ideas" chart and add *write stories from your own life*.

### Materials

- "About Allen Say" (see pages 48–49)
- *Tea with Milk* from Day 2
- *The Bicycle Man* from Day 1
- "Writing Ideas" chart from Day 1
- "Writing Time" chart (WA10)
- Class set of "Conference Notes" record sheets (CN1)

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



**Q** *If Allen Say were here right now, what questions would you ask him about himself or his writing? [pause] Turn to your partner.*

Explain that you will read some information about Allen Say from his website. Read the excerpt from the author’s biography in “About Allen Say” (pages 48–49) aloud, clarifying vocabulary as you read.

### Suggested Vocabulary

**apprenticed himself:** started working for another person in order to learn a trade

**emigrate:** leave one country and settle in another

**autobiographical:** about his own life

After reading, ask:

**Q** *What did you find out about Allen Say?*

#### Students might say:

“I found out that Allen Say was born in Japan but moved to America as a child.”

“I learned that he was a photographer before he was a writer.”

Point out that Allen Say has received the Caldecott Medal, a prize awarded every year to the illustrator of an outstanding children’s picture book. In a speech he gave when he accepted the Caldecott Medal, he described returning to Japan to visit his old elementary school. Tell the students that you will read an excerpt from his speech aloud.

Read the excerpt from Allen Say’s Caldecott Medal acceptance speech aloud; then ask:

**Q** *What surprised you about his description of this visit?*

## 2 “Think, Pair, Share” About Memories

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



**Q** *Allen Say wrote about memories he had. What memory do you have that you might be able to write about? [pause] Turn to your partner.*

Signal for the students’ attention and have a few volunteers report their thinking. Invite the students to jot down any ideas they want to keep thinking about under “Ideas from My Own Life” in the writing ideas section of their notebooks.

Ask and briefly discuss:

**Q** *How did it help you today to take time to think before talking to your partner?*

### Teacher Note

If many students have difficulty generating writing ideas from their own lives, you might signal for their attention and brainstorm some ideas together, for example:

- Things that make us mad
- Things we wonder or have questions about
- Things we notice or observe
- Our hobbies and interests
- Places we’ve visited or would like to visit

**Q** What problems did you have with “Think, Pair, Share” today? How can you avoid those problems next time?

**Students might say:**

“Taking time to think helped me get the idea in my head before I talked to my partner.”

“We ran out of time before both of us got to talk during ‘Think, Pair, Share.’”

“Next time we can make sure to take turns so both of us get to talk.”

“I did all the talking because my partner didn’t say much. Next time I will ask my partner what she thinks.”

## WRITING TIME

### 3 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA10) and have the students write silently for 15–20 minutes.

#### Writing Time

- Write about an idea from your own life or memories.
- Choose an idea from your writing ideas section and write about it.
- Write about anything else that interests you.

WA10

Join the students in writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Over the next two weeks, call individual students to a back table and confer quietly with them for 5–10 minutes each to get a sense of their strengths and weaknesses as writers. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses.

*(continues)*

#### Teacher Note

The independent writing period is gradually getting longer. Observe the students carefully and increase the time more slowly if necessary. The goal is to get the students writing independently for at least 30 minutes per day by the end of Unit 1.

#### Teacher Note

For more information about conferring with students, see “Teacher Conferences” (page xxxviii). To learn more, view “Setting Up Writing Conferences” (AV7).



### Teacher Note

You might use the “Conference Notes” record sheet (CN1) as a survey of the students’ goals and interests. For more information, see “Student Goals and Interests Survey” on page vii of the *Assessment Resource Book*.

### TEACHER CONFERENCE NOTE *(continued)*

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. If necessary, remind them to use self-stick notes to save blank pages in their notebooks for any unfinished pieces they wish to continue the next day.

## SHARING AND REFLECTING

### 4 Share and Reflect on Writing

Have the students put their pencils away. Ask and discuss the questions that follow, inviting the students to read passages of their writing aloud to the class, if they wish.

- Q *Who wrote about your own life today? Tell us about it.*
- Q *What else did you write about? Tell us about it.*

---

## EXTENSION

### Talk with Older Family Members

Tell the students that many authors, like Allen Say, write about stories told to them by older family members. Ask:

- Q *Who in your family might have stories to tell you about a long time ago?*

Invite the students to ask their parents, grandparents, or other older family members to tell them stories about the past. Encourage the students to write the stories down to share with the class.

You might also wish to invite the students’ older family members to the class to share their stories with all of the students.

## In this lesson, the students:

- Explore a prewriting technique
- Write freely about things that interest them
- Express interest in and appreciation for one another's writing

## Materials

- "Writing Ideas" chart from Day 3
- "Writing Time" chart (WA11)

## GETTING READY TO WRITE

### 1 Introduce a Prewriting Technique

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that writers often get new ideas for writing from pieces they have written earlier. Today you will show the students a technique that some authors use to help them come up with new ideas.

Ask the students to open their notebooks to their latest pieces of writing and to read the pieces silently. After a moment, ask the students to reread the pieces and to underline one or two sentences they particularly like.

When the students finish, ask a few volunteers to read aloud sentences they underlined and explain what they like about those sentences.

#### Students might say:

"I like this sentence because I used the words *rumbling thunder*, and I like those words."

"I underlined this sentence because it tells what I pictured in my mind."

"I like the way this sentence sounds, so I underlined it."

### 2 Quick-write: Writing from a Favorite Sentence

Ask the students to copy one of the sentences they just underlined onto the top of the next blank page in their notebooks. Explain that the students will do a 5-minute quick-write in which they will begin with the sentences they copied. Remind them to try to keep their pencils moving and write whatever comes to mind without planning or thinking too hard about it.



Have the students write silently for 5 minutes. Then call for their attention and have partners turn to each other and share what they wrote. Have a few volunteers read what they wrote to the class. Ask:

- Q *Was it hard or easy to start writing from the sentence you wrote at the top of your page? Why?*
- Q *When your partner read his or her writing to you, how did you show that you were interested?*

Explain that starting a new piece with a sentence from an earlier piece is a technique the students can use whenever they feel stuck or when they don't know what to write about. On the "Writing Ideas" chart, add *start with a good sentence from another piece*.

## WRITING TIME

### 3 Write Independently

Have partners sit together at desks. Display the "Writing Time" chart (WA11) and ask the students to write silently for 15–20 minutes.

#### Writing Time

- Continue the piece you started during the quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA11

Join the students in writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Writing and Reflect on Interactions

Have a few volunteers share what they wrote. Encourage the class to think about what they can do to express interest and appreciation as their classmates share. Ask questions such as:

- Q *Who worked on the piece you started during the quick-write? Tell us about it.*
- Q *What questions or comments do you have for [Jalissa] about the piece she just shared?*



- Q *Why is it important that we show interest in and appreciation for one another's writing? [pause] Turn to your partner.*

## Exploring Point of View

## Day 5

### In this lesson, the students:

- Reflect on their writing
- Generate ideas from their own lives that they can write about
- Explore writing from first- and third-person points of view
- Write freely about things that interest them
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Discuss Point of View in *The Bicycle Man* and *Tea with Milk*

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that this week they heard the stories *The Bicycle Man* and *Tea with Milk*, both by Allen Say. Explain that you will reread the first sentence of *The Bicycle Man*. Encourage the students to think as they listen about whom the sentence describes. Reread the first sentence on page 4 of *The Bicycle Man*. Ask and briefly discuss:

- Q *Who is the sentence about?*

If necessary, explain that the sentence is about the author, Allen Say. Explain that you will read the first sentence from *Tea with Milk*, and ask the students to think about whom the sentence describes. Read the first sentence on page 4 of *Tea with Milk*.

### Materials

- *Tea with Milk* from Day 3
- *The Bicycle Man* from Day 3
- “Writing Time” chart (WA12)

### Teacher Note

Remember to pause for 10 seconds for the students to think before saying “Turn to your partner.”

Ask and briefly discuss:

**Q** *Who is the sentence about?*

If necessary, explain that the sentence is about the author’s mother. Explain that both stories are about Allen Say’s own life, but in *Tea with Milk* he is writing about someone else’s experiences instead of his own.

Explain that when we write about ourselves using words like *I* and *me*, as Allen Say does in *The Bicycle Man*, we are using the *first-person point of view*. When we write about other people in our lives, using words like *she* or *he*, as the author does in *Tea with Milk*, we are using the *third-person point of view*.

## 2 “Think, Pair, Share” About People to Write About

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



**Q** *What person in your life might you write about?* [pause] *Turn to your partner.*

Signal for the students’ attention and have a few volunteers report their thinking. Invite the students to add any ideas they want to keep thinking about under “Ideas from My Own Life” in the writing ideas section of their notebooks.

## WRITING TIME

### 3 Write Independently

Have the students sit at desks with partners together. Display the “Writing Time” chart (WA12) and ask the students to write silently for 15–20 minutes.

#### Writing Time

- Choose a memory or idea from your own life and write about it.
- Write about someone you know or remember.
- Write about anything else that interests you.

WA12

Join the students in writing for 5–10 minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to call individual students to a back table and quietly confer with them for 5-10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Writing and Reflect on Interactions

Have a few volunteers share what they wrote. Encourage the class to think about what they can do to express interest and appreciation as their classmates share. Ask questions such as:

Q *What questions or comments do you have for [Noah] about the piece he just shared?*



Q *Why is it important that we show interest in and appreciation for one another's writing? [pause] Turn to your partner.*



## About Allen Say

Excerpted from [houghtonmifflinbooks.com](http://houghtonmifflinbooks.com)

### Excerpt from Biography

Allen Say was born in Yokohama, Japan, in 1937. His father, a Korean orphan raised by a British family in Shanghai, and his mother, a Japanese American born in Oakland, California, divorced when Say was eight. . . . [As a youngster,] Say apprenticed himself to Noro Shinpei, a cartoonist whom he greatly admired. This period marked the beginning of his serious training in the arts and was to prove pivotal in Say's life. . . .

When Say turned sixteen . . . [his father] decided to move to America. He had by that time acquired a new family, but asked Say if he would like to emigrate as part of that family. Say left Tokyo, and with no knowledge of English but with a sense of adventure traveled to California. . . .

[As an adult,] he pursued the idea of commercial photography as a career. Say's work brought him in contact with art directors and designers, who were often impressed with his ability to sketch out ideas before committing them to film. . . .

[In 1988,] Allen Say quit photography completely and dedicated himself to writing and illustrating books for children. . . . *Tree of Cranes*, *Grandfather's Journey* (winner of the 1994 Caldecott Medal), *Tea with Milk*, and *The Sign Painter* are the most autobiographical of his works.

### Excerpt from Caldecott Medal Acceptance Speech

. . . I returned to Japan in 1982, to attend a grammar school reunion. *The Bicycle Man* had just been published, and, carrying a stack of brand-new books, I went back to the place where the story took place thirty-six years earlier. Mrs. Morita, my first-grade teacher, came to meet me at the train station. It was like one of those teary Japanese movies.

Nineteen classmates came to the party, and we had to point one another out in the old school photographs someone had the sense to bring. I handed out copies of *The Bicycle Man*, and the banquet suddenly died. No one remembered the incident.

"That wonderful black American soldier, he rode the principal's bicycle, don't you remember?" I pleaded.

(continues)

Excerpt from "About Allen Say" reprinted from <http://www.houghtonmifflinbooks.com/authors/allensay>. Used by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved. Excerpt from "Caldecott Medal Acceptance Speech" by Allen Say reprinted with permission from the American Library Association and the author. Originally printed in *Journal of Youth Services in Libraries* Volume 7, #4, Summer 1994.

## About Allen Say

(continued)

They looked at me with embarrassment and incomprehension, even pity. Then they laughed and called me Urashima Taro, the fisherman of the ancient folktale who returns home after being away for four hundred years.

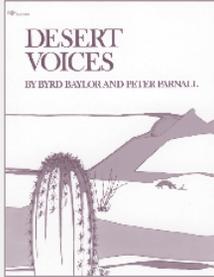
On the following day, some of my classmates took the day off and accompanied me to the street where I used to live. All the houses were still standing except mine. It had been demolished only a month before my return.

My homecoming wasn't turning out the way I had expected.

Excerpt from "About Allen Say" reprinted from <http://www.houghtonmifflinbooks.com/authors/allensay>. Used by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved. Excerpt from "Caldecott Medal Acceptance Speech" by Allen Say reprinted with permission from the American Library Association and the author. Originally printed in *Journal of Youth Services in Libraries* Volume 7, #4, Summer 1994.

# Week 3

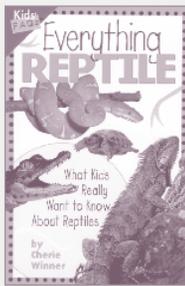
## OVERVIEW



### ***Desert Voices***

by Byrd Baylor and Peter Parnall

Desert creatures convey what life is like in lyrical verses.



### ***Everything Reptile***

by Cherie Winner

Questions about reptiles are answered.



## Online Resources

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

### **Whiteboard Activities**

- WA13–WA17

### **Assessment Forms**

- “Class Assessment Record” sheets (CA4–CA5)
- “Conference Notes” record sheets (CN1)
- “Beginning-of-year Writing Sample Record” sheet (WS1)

### **Reproducible**

- Unit 1 family letter (BLM1)

### **Professional Development Media**

- “Predictable Structure of the Writing Lessons” (AV3)
- “Social Reflection” (AV14)

## TEACHER AS WRITER

### Writing Focus

- Students hear and discuss nonfiction writing.
- Students explore making lists as a prewriting technique.
- Students write freely about things that interest them.
- Partners confer with each other.

### Social Development Focus

- Teacher and students build the writing community.
- Students build on one another's thinking during class discussion.
- Students use writing and pair conference time responsibly.
- Students express interest in and appreciation for one another's writing.

## DO AHEAD

- ✓ Prior to Day 1, write the following three prompts on a sheet of chart paper (you will post the chart so the students can refer to it during *Being a Writer* lessons and throughout the school day):

*"I agree with \_\_\_\_\_ because . . ."*

*"I disagree with \_\_\_\_\_ because . . ."*

*"In addition to what \_\_\_\_\_ said, I think . . ."*

- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4) on page 9 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, collect a variety of examples of non-book writing, such as flyers, brochures, recipes, signs, instructions, advertisements, letters, newspapers, catalogs, magazines, and e-mail messages.
- ✓ Prior to Day 5, make a copy of the "Class Assessment Record" sheet (CA5) on page 10 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student. (For more information about the family letters, see "Family Letters" on page lii.)

*"From things that have happened and from things as they exist and from all things that you know and all those you cannot know, you make something. . ."*

— Ernest Hemingway

Making lists can get your creative juices flowing. Make a list of things you know a lot about, for example:

- Owning a dog
- Having a twin
- Book clubs
- Important advice I've received
- Being an early riser
- Photography
- Planning a family vacation

Pick one of the items on your list and write a short draft telling what you know (and what you would like to know) about that topic.

# Day 1

## Getting Ideas for Writing

### Materials

- *Desert Voices*
- Charted discussion prompts, prepared ahead
- “I Could Be” chart (WA13)

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

### Teacher Note

If you have already taught your students these discussion prompts, simply review them and encourage their use today.

### In this lesson, the students:

- Hear and discuss a narrative text based on factual information
- Learn discussion prompts to build on one another’s thinking
- Quick-write / sentences from an animal’s point of view

## GETTING READY TO WRITE

### 1 Teach Discussion Prompts

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that you have been reading and discussing various texts to help them get ideas for their own writing.

Point out that in class discussions it is important for the students to listen carefully and contribute their ideas. Direct the students’ attention to the charted discussion prompts and read them aloud. Explain that you would like them to use the prompts when they add to the discussion today and that doing so will help them listen and build on one another’s thinking.

Keep the chart posted so the students can refer to it during *Being a Writer* lessons and throughout the school day.

### 2 Read Aloud from *Desert Voices*

Show the cover of *Desert Voices* and read the title and authors’ names aloud. Read “Jackrabbit” (pages 7–9), “Rattlesnake” (page 13), and “Coyote” (pages 25–26) aloud. Read slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

### Suggested Vocabulary

**gullies:** large cracks worn into the earth by water (p. 8)

**cast:** throw (p. 13)

### ELL Vocabulary

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

**shedding:** falling off (p. 13)

### 3 Discuss *Desert Voices*

Discuss the question that follows. Remind the students to use the discussion prompts as they respond. If you notice that they are not using

the prompts, pause during the discussion to ask, “How can you say that using one of the discussion prompts?”

**Q** *What’s unusual about the way the authors use I in this book?*

**Students might say:**

“The authors are letting animals speak for themselves.”

“I agree with [Gerald] because the animals tell about themselves using the word *I*.”

“In addition to what [Joselle] said, usually *I* is a human being in a story or poem. This book is unusual because the author writes about animals as if they had voices.”

Point out that in *Desert Voices* the author tells the story of the desert from the animals’ points of view, using *I* as if the animals had a voice and were talking to the reader. Remind the students that when an author uses *I* to tell a story, the author is writing from the first-person point of view. Ask:

**Q** *If you wanted to write in the voice of an animal, what animal might you choose? What might you write?*

Display the “*I Could Be*” chart (🗨️ WA13) and record the students’ ideas on the chart as they generate them.

***I Could Be***

- an ant: Everything around me would be really big.
- an elephant: using my trunk to spray water
- a bird: things I see as I am flying

WA13

## WRITING TIME

### 4 Quick-write: Using *I* to Write as an Animal



Ask partners to choose one of the recorded ideas and together come up with a couple of *I* sentences from that animal’s point of view. Give partners a few moments to talk; then have a few pairs share their sentences with the class.

Have each student pick another of the recorded ideas and do an individual 5-minute quick-write, writing several *I* sentences from that animal’s point of view. Explain that if students run out of things to write from the point of view of that animal, they should pick another animal and continue writing. Have the students write on the next blank page of their notebooks.

After 5 minutes, call for the students’ attention and have a few volunteers read their sentences aloud. Explain that students who wish to may continue writing from an animal’s point of view during Writing Time tomorrow.

### Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and follow up with the subsequent questions.

### Teacher Note

If the students have difficulty generating ideas, suggest some like those in the “*I Could Be*” chart and ask, “What else could you write?”

### Teacher Note

Save the “*I Could Be*” chart to use on Day 2.

### Facilitation Tip

Continue to reinforce the students' responsibility during class discussions by reminding them to **turn and look** at the person who will speak, having speakers wait until they have the class's attention before starting to speak, and asking one another to speak up if they can't hear. Also remind them to use the discussion prompts to address their comments directly to one another.

## Day 2

### Materials

- *Everything Reptile*
- “I Could Be” chart (WA13) from Day 1
- “Writing Ideas” chart from Week 2
- Charted discussion prompts from Day 1
- “Writing Time” chart (WA14)
- “Class Assessment Record” sheet (CA4)

## SHARING AND REFLECTING

### 5 Reflect on Using Prompts

Ask and briefly discuss:

**Q** *How do the discussion prompts help us talk as a class?*

Encourage the students to continue to use the prompts in discussions and tell them that you will check in with them periodically.

## Getting Ideas from Nonfiction

### In this lesson, the students:

- Hear and discuss a nonfiction text
- Use discussion prompts to build on one another's thinking
- List nonfiction topics they could write about
- Write freely about things that interest them
- Learn procedures for pair conferences

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they heard *Desert Voices*, in which the authors use *I* to write from an animal's point of view. Display the “I Could Be” chart (WA13) and remind the students that it lists animals that they might write about using *I*. Direct the students' attention to the “Writing Ideas” chart and add *use “I” to tell a story from an animal's point of view*.

Explain that today they will hear how an author deals with the topic of animals in a very different way.

### 2 Read Parts of *Everything Reptile* Aloud

Show the cover of *Everything Reptile* and read the title and the author's name aloud. Read the introduction on page 7; then read several of the chapter titles from the table of contents (pages 4–5). Explain that you will read a selection of pages from the book.

Read pages 8–11 aloud slowly and clearly, showing the photographs and clarifying vocabulary as you read. After you read each section aloud, read aloud the caption that accompanies the photograph.

### Suggested Vocabulary

**species:** type [of reptile] (p. 8)

After reading, ask and discuss the question that follows and be ready to reread from the text to help the students recall what they heard. Remind them to use the charted prompts to add to the discussion.

**Q** *How is this book different from Desert Voices in how it tells us about animals?*

#### Students might say:

"The author writes a question, then an answer."

"I agree with [José] because this book tells facts. *Desert Voices* is told like a poem."

"In addition to what [Tania] said, this book has pictures of real reptiles."

Read aloud several more questions from the table of contents. From these, select a few as a class, and then read the answers.

Explain that *Everything Reptile* is part of a series of nonfiction question-and-answer books. Point out that other titles in the series are listed on the book's back cover. Read a few of the titles aloud.

### 3 Quick-write: Generating Nonfiction Topics

Ask the students to consider the following question individually for a moment:

**Q** *What nonfiction topic would you like to know more about?*

Have the students do a 5-minute quick-write in which they jot their ideas on a page labeled "Nonfiction Ideas" in the writing ideas section of their notebooks. After the quick-write, have partners share their ideas with each other, and then have a few volunteers share their ideas with the class. Encourage the students to continue to add to their nonfiction ideas during Writing Time, if they wish.



## WRITING TIME

### 4 Write Independently

Have partners sit together at desks. Display the "Writing Time" chart (WA14) and have the students write silently for 20–25 minutes.

### Teacher Note

The discussion prompts are:

- "I agree with \_\_\_\_\_ because . . ."
- "I disagree with \_\_\_\_\_ because . . ."
- "In addition to what \_\_\_\_\_ said, I think . . ."

### ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and to talk quietly with you or a partner about their drawings. If necessary, write down the key words and phrases the students want to use so they can copy these words into their writing.

## Teacher Note

Continue to gradually lengthen the independent writing period. Observe the students carefully and increase the time more slowly if necessary. The goal is 30 minutes of independent writing per day by the end of Unit 1.

**ELPS 2.I.iv**  
**Step 5 and Step 6**  
 (all, beginning on page 56 and continuing on to page 57)

## Teacher Note

In Unit 1, pairs begin conferring by informally sharing their writing with each other during Sharing and Reflecting. They learn procedures for conferring and think about how to interact productively and respectfully. In subsequent units, the students will learn more about how to give and receive specific feedback about their writing.

If your students are already familiar with pair conferring from prior grades, simply review your expectations with them.

## Writing Time

- Add to your list of interesting nonfiction topics.
- Continue the *I* piece you started during yesterday's quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing.

Join the students in writing for 5–10 minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Introduce Pair Conferences

Explain that the students will meet in pairs this year to *confer*, which means to share and help each other with their writing. These meetings will be called *pair conferences*. The students will learn a lot this year about how to work with partners to give and receive helpful feedback about their writing.

Explain that you would like the students to confer with their assigned partners about the writing they did today. Point out that *conferring* means not just reading their writing to each other, but talking about

the writing as well. Encourage partners to express their interest in and appreciation for each other's writing today.

Ask and briefly discuss:

- Q *What can you say or do after your partner reads his or her writing to you to show that you are interested in it and appreciate hearing it?*

**Students might say:**

- "I could tell him what part I liked in his story."  
"I can ask her questions about what she wrote."  
"I can say, 'Thanks, I enjoyed hearing your writing.'"



Give partners several minutes to share and discuss their writing.



## CLASS ASSESSMENT NOTE

Observe the students, without interacting with them, as they confer in pairs. Ask yourself:

- Do partners seem able to hear each other?
- Are they reading their writing to each other?
- Are they taking time to talk about the writing?

Note any problems pairs are having that you want to bring up during the reflection discussion.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 9 of the *Assessment Resource Book*.

When you notice the pair conferences winding down, signal for the students' attention and bring the class back together.

## 6 Reflect on Pair Conferences

Signal for the students' attention, and then ask questions such as:

- Q *What went well in your pair conference today?*
- Q *What problems did you have? How will you avoid those problems the next time you confer?*
- Q *How did your partner express interest in or appreciation for your writing? How did that feel?*

**Students might say:**

- "It was fun hearing my partner's writing and reading him mine."  
"There wasn't enough time for my partner to finish reading her story. Next time I'll stop sooner."  
"My partner told me he thought my poem was funny. That made me feel good."

Explain that the students will have many opportunities this year to confer about their writing.

### Teacher Note

Consider having pairs spread out so partners can better hear each other.

### Teacher Note

It takes repeated experience for students to learn how to talk about their own behavior and social interactions. By hearing your observations first, the students come to understand over time what responsible behavior entails. For more information about helping the students reflect on social development goals, see "Values and Social Skills" (page xxviii). To learn more, view "Social Reflection" (AV14).



### Materials

- *Everything Reptile* from Day 2
- Charted discussion prompts
- “Writing Ideas” chart from Day 2
- “Writing Time” chart (WA15)

### In this lesson, the students:

- List questions they can ask about a nonfiction topic
- Write freely about things that interest them
- Use discussion prompts to build on one another’s thinking
- Use writing and pair conference time responsibly
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Gather and Review *Everything Reptile*

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they heard parts of *Everything Reptile*. Ask the following question and remind the students to use the discussion prompts as they respond:

**Q** *What do you remember about how the author communicates the information in this book?*

Direct the students’ attention to the “Writing Ideas” chart and add *nonfiction question-and-answer books* to it. If the students are interested, select a few more questions from *Everything Reptile* as a class, and then read the answers aloud.

### 2 Quick-write: Generating Questions About a Nonfiction Topic

Ask the students to review the nonfiction topics they listed yesterday in their writing ideas section and pick one about which they are especially curious. Have them open their notebooks to the next blank page and write that topic at the top of it. Ask them to think quietly for a moment about the following:

**Q** *If you were going to write a question-and-answer book about the topic you chose, what questions might you ask in your book?*



Have the students take 5 minutes to jot down their own questions; then have them discuss their topics and questions in pairs. Signal for their attention and give them a few minutes to write down any additional questions that came up while they were talking. Have a few volunteers share their topics and some of their questions with the class.

Encourage the students to add to their lists of questions during Writing Time today, if they wish.

## WRITING TIME

### 3 Write Independently

Have partners sit together at desks. Display the “Writing Time” chart (WA15) and have the students write silently for 20–25 minutes.

#### Writing Time

- Write more questions about a nonfiction topic.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA15

Join the students in writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs



Have partners meet for pair conferences. Remind them that partners will both read and discuss their writing with each other. Invite them to listen for at least one thing they like about their partner’s writing and be prepared to share this with the class.

# Day 4

## Materials

- Collected pieces of non-book writing
- “Writing Time” chart (WA16)

## 5 Reflect on Pair Conferences

After pairs have conferred, signal for the students’ attention. Ask and briefly discuss questions such as:

- Q *What is one thing you liked about your partner’s writing? Why did you like that part?*
- Q *What is one thing your partner liked about your piece of writing? You may read that part aloud, if you wish.*

## Getting Ideas from Nonfiction and Pair Conferencing

### In this lesson, the students:

- Discuss examples of non-book writing
- Write freely about things that interest them
- Use discussion prompts to build on one another’s thinking
- Act responsibly during Writing Time and pair conferences
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Gather and Discuss Collected Examples of Writing

Gather the class with partners sitting together, facing you. Briefly review that the students have heard different kinds of writing in the past few weeks. Point out that there are many kinds of writing besides books. Show and briefly describe the flyers, brochures, instructions, advertisements, and/or other writing examples you have collected.

Explain that all of these pieces of writing are examples of the kinds of things the students can try writing on their own. Take just a few minutes to discuss questions such as:

- Q *If you were going to write an advertisement for your favorite thing, what might you write about?*
- Q *If you were going to write a brochure for your fantasy vacation, what might you include in it?*
- Q *If you were going to write instructions for something you know how to do, what might it be?*

Encourage the students to work on advertisements, instructions, or other kinds of non-book writing today during Writing Time, if they wish.

## WRITING TIME

### 2 Write Independently

Ask the students to get their notebooks and pencils, and have partners sit together at desks. Display the “Writing Time” chart (📄 WA16) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write advertisements, flyers, signs, recipes, brochures, or other kinds of non-book writing.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA16

Join the students in writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

# Day 5

## Exploring a Prewriting Technique and Pair Conferencing

### Materials

- “Writing Ideas” chart from Day 3
- Collected pieces of non-book writing from Day 4
- “Writing Time” chart (WA17)
- “Class Assessment Record” sheet (CA5)
- Copy of this unit’s family letter (BLM1) for each student

### Teacher Note

Encourage the students to continue to use the discussion prompts during whole-class discussions throughout the year to help them listen and connect their ideas to those of their classmates. Regularly remind them to use the prompts until it becomes natural for them to do so.

## SHARING AND REFLECTING

### 3 Confer in Pairs



Have partners confer. Encourage them to listen again today for at least one thing they like about their partners’ writing to share with the class.

### 4 Reflect on Pair Conferences

After partners have conferred, signal for their attention. Ask and briefly discuss questions such as:

- Q *What is one thing you liked about your partner’s writing? Why did you like that part?*
- Q *What is one thing your partner liked about your piece of writing? You may read that part aloud, if you wish.*

### In this lesson, the students:

- Explore making lists as a prewriting technique
- Write freely about things that interest them
- Use discussion prompts to build on one another’s thinking
- Ask one another questions about their writing
- Discuss the writing community

## GETTING READY TO WRITE

### 1 Gather and Discuss Using Prompts

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind them that they learned three prompts to help them build on one another’s thinking during class discussions. Ask and briefly discuss:

- Q *How do the discussion prompts help us talk as a class?*

Encourage the students to continue to use the prompts today and tell them that you will check in with them periodically.

## 2 Quick-write: Making Lists

Review that yesterday the students looked at examples of non-book writing. Direct the students' attention to the "Writing Ideas" chart and add *non-book writing* to it.

Explain that a list is another kind of non-book writing that can be helpful for getting creative ideas flowing. Explain that writers sometimes make lists to help them think about topics and to lead them into longer pieces of writing.

Explain that one type of list writers sometimes make is a list of things they know a lot about. Use "Think, Pair, Share" to have partners first think about and then discuss:



**Q** *What is something you know a lot about?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share what they discussed with the class.

### Students might say:

"I'm an expert at skateboarding."

"I know how to knit a scarf."

"I know a lot about being an only child."

Ask the students to quickly jot in their notebooks a list of things they know a lot about. After 5 minutes, call for their attention and have a few volunteers share what they wrote.

Explain that during Writing Time today the students may choose one of the items on their lists and write what they know about it, if they wish. They may also work on advertisements, instructions, other kinds of non-book writing, or anything they choose.

## WRITING TIME

### 3 Write Independently

Have partners sit together at desks. Display the "Writing Time" chart (WA17) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write about something you know.
- Write advertisements, flyers, signs, recipes, brochures, or other kinds of non-book writing.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA17

Join the students in writing for 5–10 minutes; then confer with individual students.

### ELL Note

You might invite English Language Learners to write their lists in their primary languages as well as in English.

### Teacher Note

If students have difficulty generating ideas, stimulate their thinking by suggesting some of the ideas in the "Students might say" note; then repeat the question.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5-10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses.

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Discuss Asking a Question During Pair Conferences

Explain that today partners will ask each other questions about their own writing during pair conferences. Ask each student to take a moment to reread the writing he will share with his partner today. Then ask:

- Q *What is one question you'd like to ask your partner about your own piece of writing?*

#### Students might say:

"I can ask my partner what part she liked best."

"I can ask my partner to tell me if anything was confusing."

"I want to ask my partner how he felt when I read him my piece."

Briefly discuss:

- Q *What will you and your partner do to act responsibly during pair conference time today?*

Tell the students you will check in with them afterward to see how they did. Give them time to confer in pairs.



### Teacher Note

If students have difficulty generating questions, offer some suggestions like those in the “Students might say” note.



## CLASS ASSESSMENT NOTE

Observe the students, without interacting with them, as they confer in pairs. Ask yourself:

- Do partners seem able to hear each other?
- Are they reading their writing to each other?
- Are they asking each other questions about their own writing?

Note any problems pairs are having that you want to bring up during the reflection discussion.

Record your observations on the “Class Assessment Record” sheet (CA5); see page 10 of the *Assessment Resource Book*.

When you notice the pair conferences winding down, signal for the students’ attention and bring the class back together.

### 5 Reflect on Pair Conferences and Community

Ask and briefly discuss questions such as:

- Q *What question did you ask your partner about your writing today? How did your partner respond?*
- Q *I noticed that in some pairs, students [forgot to talk about the writing after reading it aloud]. How can we avoid that problem next time? Why is that important?*
- Q *How do you think we’re doing building our writing community? What else can we do?*

## EXTENSION

### Discuss the Students’ Writing Goals and Interests

Remind the students that during individual writing conferences over the past few weeks you asked each student questions about his ideas and feelings about writing. Tell the students that you learned a lot about what the class is interested in writing about during the *Being a Writer* lessons as well as how each student wants to improve as a writer.

#### You might say:

“Many of you said that you were interested in writing reports this year. We’ll spend time learning how to research a topic, take notes, and then organize your notes into a report. Some of you said that you’d like to learn how to use dialogue in your writing, and others said that they would like to practice writing poems. I also learned that a few students are going to try to write longer stories this year.”

### Teacher Note

The end-of-lesson reflection is important to the students’ growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about the *Being a Writer* lessons, see “A Typical Daily Lesson” (page xix).

To learn more, view “Predictable Structure of the Writing Lessons” (AV3).



### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 66.

Explain that you will use this information to make sure that everyone has fun writing this year. Ask and briefly discuss:

**Q** *What do you want to do better as a writer this year?*

**Q** *What are you excited to write about this year?*

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 1. Partners will stay together in Unit 2.
- Send home with each student a copy of this unit's family letter (BLM1).

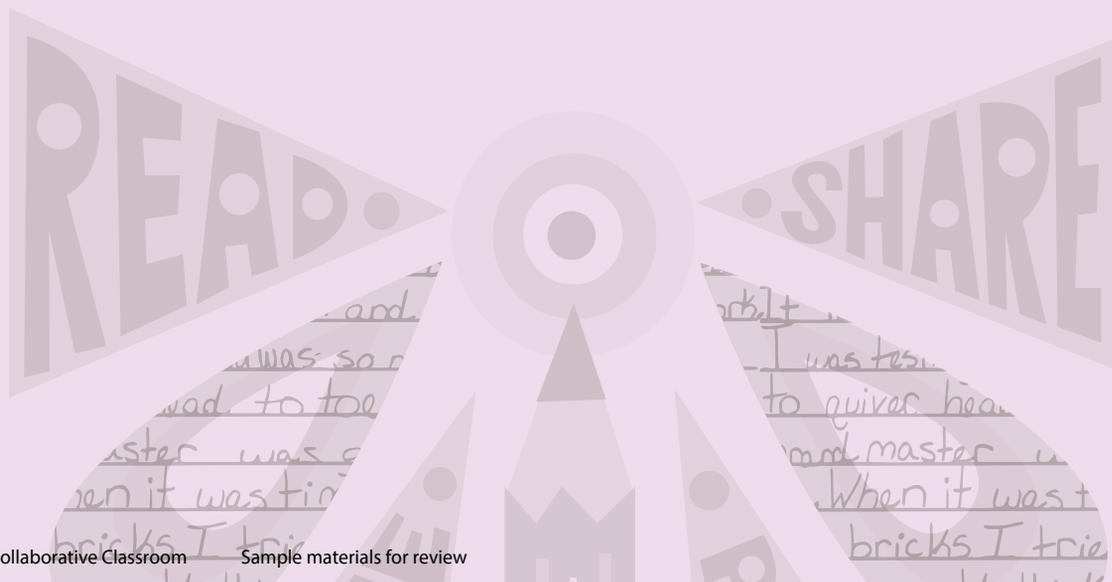
### Assessments

- (Optional) Prior to moving on to the next unit, you might review the students' responses to the questions on the "Conference Notes" record sheet (CN1) and to identify patterns across the members of the class as well as individual comments that stand out to you. After analyzing the students' responses, you might facilitate a class discussion with them about what you learned about them as writers and how you plan to build their love of writing over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Writing Goals and Interests" on page 65.
- (Optional) If you obtained beginning-of-year writing samples, you might want to reflect on each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS1) on page 4 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Beginning- and End-of-the-year Writing Samples" on page ix of the *Assessment Resource Book*.

## Unit 2

# The Writing Process

During this two-week unit, the students learn about the writing process by working with pieces of writing from their first drafts through publication. They select drafts to develop and publish. They reread their work critically and revise it, deleting extraneous information and clarifying confusing passages. They replace overused words with more interesting ones and explore strong opening sentences. They learn procedures for proofreading for spelling and conventions using the Word Bank and Proofreading Notes section of their *Student Writing Handbooks*. They write final versions, publish them as books, and present their books from the Author's Chair. They learn about a professional author's writing process, and they continue to confer about their writing in a caring and responsible way.



# Unit 2

## The Writing Process

### RESOURCES

#### Read-aloud

- “More About Allen Say”



#### Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”
- Mini-lesson 3, “Showing Respect Online”



#### Technology Extensions

- “Learn More About Allen Say”
- “Use an Online Dictionary”
- “Use the Whiteboard to Play Web-based Grammar and Punctuation Games”
- “Publish Student Writing Online”

#### Extensions

- “Generate Alternatives for Other Overused Words”
- “Use a Thesaurus”
- “Introduce ‘Student Self-assessment’”

#### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 14, “Verbs”
- Lesson 22, “Adjectives and Order of Adjectives in Sentences”
- Lesson 27, “Proper Nouns, Proper Adjectives, and Titles of Address”

#### Assessment Resource Book

- Unit 2 assessments

#### Student Writing Handbook

- Word Bank
- Proofreading Notes



### Online Resources

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

#### Whiteboard Activities

- WA1–WA14

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Unit 2 family letter (BLM1)

#### Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Adapting Lessons for English Language Learners” (AV32)
- “Assessing Student Writing” (AV38)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)
- “Using Web-based Whiteboard Activities” tutorial (AV74)
- “Using Web-based Teaching Resources” tutorial (AV75)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Selecting and Completing Drafts</b> “More About Allen Say” <b>Focus:</b> <ul style="list-style-type: none"> <li>Allen Say</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Guided revision to clarify and delete</li> </ul>	<b>Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Asking questions</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Guided revision to generate alternatives to overused words</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Guided revision of opening sentences</li> </ul>
Week 2	<b>Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Initiating pair conferences</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Spelling</li> </ul>	<b>Proofreading and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Punctuation and capitalization</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Making books</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author’s Chair sharing</li> </ul>

# Week 1

## OVERVIEW



### “More About Allen Say”

excerpted from an interview by Stephanie Loer on [houghtonmifflinbooks.com](http://houghtonmifflinbooks.com)  
(see page 92)

Allen Say shares about his writing process.



### Online Resources

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

#### Whiteboard Activities

- WA1–WA8

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)

#### Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Adapting Lessons for English Language Learners” (AV32)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)
- “Using Web-based Teaching Resources” tutorial (AV75)

## TEACHER AS WRITER

*“The beautiful part of writing is that you don’t have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile.”*

— Robert Cormier

Select a short draft that you wrote during Unit 1 to revise and develop. Use self-stick notes to mark places you might revise. Consider:

- What places in your draft do you really like? Why do you like them?
- Where could you write more clearly?
- What words could you replace with more interesting ones?
- How could you make your opening sentences stronger?

Revise your draft, either by marking up your first draft or by writing a second draft.

### Writing Focus

- Students learn about a professional author’s writing practice.
- Students review their recent drafts, and each selects one to develop and publish.
- Students reread their writing critically and revise it.
- Students look for confusing or extraneous information in their drafts.
- Students generate alternatives for overused words and explore strong opening sentences.
- Students confer with one another and the teacher.

### Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Consider reading this week’s read-aloud selection with your English Language Learners before you read it to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 14 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, review the pieces you have written so far this year and select a short passage to use to model deleting extraneous information and clarifying confusing passages. Prepare your sample writing to display. Alternatively, you can use the “Sample First Draft” chart (WA3).
- ✓ Prior to Day 2, make a class set of the “Conference Notes” record sheet (CN1) on page 17 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 15 of the *Assessment Resource Book*.

# Day 1

## Selecting and Completing Drafts

### Materials

- “More About Allen Say” (see page 92)
- *Tea with Milk* from Unit 1
- *The Bicycle Man* from Unit 1
- “Questions About First Drafts” chart (WA1)
- “Class Assessment Record” sheet (CA1)

### Teacher Note

In this unit, the students will work with the same partners they had in Unit 1.

### In this lesson, the students:

- Learn about a professional author’s writing process
- Review their recent drafts, and each selects one to develop and publish
- Reread their writing critically
- Complete the first drafts of their selected writing pieces
- Use Writing Time responsibly

### ABOUT TEACHING THE WRITING PROCESS

In Unit 2, the students are introduced to the writing process. They select drafts to develop, analyze and revise the drafts, proofread their work, and publish it. They confer about their drafts and consider various ways to improve their writing. The process they learn in this unit will be repeated in each of the genre units, so the students will have multiple opportunities to hone their revision, proofreading, and publishing skills.

If your students are familiar with the writing process from prior years, acknowledge this prior learning and explain that during this unit they will review and learn more about the writing process.

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Remind the students that over the past weeks they have been hearing various kinds of books and getting many different ideas for writing. Explain that in the coming weeks, each student will develop one piece of writing into a book for the classroom library. Point out that because other people will read their books, they will want to make the books as interesting, clear, and free of errors as any other book in the library. Today the students will review all of the drafts they have written so far this year, and each will select one to finish and develop into a book.

Before the students select their drafts, explain that they will learn how Allen Say, a professional author they met in Unit 1, develops a piece of writing into a book.

### 2 Review What the Class Has Learned About Allen Say

Show the covers of *Tea with Milk* and *The Bicycle Man* and remind the students that they heard these two stories by Allen Say earlier. They also learned a little about the author.

Ask:

**Q** *What do you remember about Allen Say?*

After a few volunteers have shared, explain that today you will read more about Allen Say from an interview that appears on his website. Point out that the author talks about his *writing process*, or how he writes, in this part of the interview.

Read the excerpt aloud slowly and clearly (see “More About Allen Say” on page 92). Clarify vocabulary as you read.

### Suggested Vocabulary

**alter:** change

**it's very labor intensive:** it takes a lot of work

After reading, use “Think, Pair, Share” to discuss:



**Q** *What did you learn about Allen Say's writing process?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class. Then use “Think, Pair, Share” to discuss:



**Q** *He says that he tries to do one book a year—that “It's a ten to twelve month marathon while I'm doing the book; it's very labor intensive.” Why do you think it takes so long for him to create a book?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking.

#### Students might say:

“I learned that Allen Say writes the story from his drawings.”

“Maybe it takes him so long to write a book because he keeps working on it to make it better.”

## 3 Prepare to Review Drafts

Point out that professional authors usually work a long time on a piece of writing to get it ready to be *published*, or made into a book to be read by others. Authors start with an idea or a first draft. After that, they rewrite, do research, add and take out words and information, and make the piece as interesting and clear as possible. This process is called *revision*. Explain that, in the coming two weeks, each student will revise a piece of writing to get it ready to publish.

Explain that you would like the students to carefully reread all the drafts they have written in their notebooks and each select one draft to revise and publish. Encourage the students to select drafts that interest them, that they can imagine making changes to, and that will be fun to develop into books for their classmates to read.

### ELL Note

You might provide the prompt “I remember . . .” to your English Language Learners to help them verbalize their answers to this question. For more information about supporting English Language Learners, see “Additional Strategies for Supporting ELLs” on page xlix. To learn more, view “Adapting Lessons for English Language Learners” (AV32).



## 4 Reread Drafts and Select One to Develop

Have the students get their notebooks and pencils and sit at desks with partners together. Ask them to reread their drafts and each select one to develop into a book. Then have the students start thinking about what they can add or change to make their drafts more interesting, clear, and complete.

As the students review their drafts, circulate around the room. Encourage the students to select pieces that offer revision possibilities. These include narratives of most kinds. If you notice them selecting pieces with limited potential for revision (for example, a list, pieces they feel are already “perfect,” very long or very short pieces), gently guide them toward more appropriate choices. Also guide them away from drafts that are not double-spaced. Support the students by asking questions such as:

- Q *Why did you choose this piece to revise?*
- Q *What might you add or change in this piece to make it more interesting?*

## 5 Discuss Completing First Drafts

When the students have finished reviewing their drafts, display the “Questions About First Drafts” chart (WA1). Ask the students to think quietly to themselves about each of the questions. Then read the questions one at a time, pausing after each to give the students time to think. (Do not stop to discuss the questions at this point.)

### Questions About First Drafts

- Does your writing make sense? What parts might you want to check again to make sure they make sense?
- What still needs to be added to your first draft for it to be finished?
- What else might readers want to know about when they are reading your piece?
- Read the last sentence of your piece. Does it feel like an ending? What more can you write to make it feel like an ending?

WA1



Have partners turn to face each other to discuss their thinking. After both partners have had a chance to share their writing and thinking, signal for the students’ attention and have a few volunteers share with the class.

Explain that the students will finish their drafts today, making sure they have included everything they want to say at this point. Any student who finishes early may set her draft aside until tomorrow and work on another piece of writing. Encourage the students to work responsibly and independently during Writing Time.

## WRITING TIME

### 6 Complete First Drafts of Selected Pieces

Have the students work silently for 20–30 minutes to finish their first drafts. Join them in silent writing for 5–10 minutes, and then circulate around the room and observe, assisting students as needed.



#### CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will most of the students have finished drafts that they can start revising tomorrow?
- If not, how much additional time might they need to finish their drafts?

If you notice that many students need more time to complete their first drafts, make time for them to do so before you go on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will begin to revise their drafts tomorrow.

## SHARING AND REFLECTING

### 7 Reflect on Writing and Taking Responsibility

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does it help to build our community when you do that?*

#### Teacher Note

If necessary, remind students who finish writing their first drafts before Writing Time is over that they can look in the writing ideas section of their notebooks to get ideas for new pieces to write.

#### Teacher Note

If necessary, remind the students to use the discussion prompts they learned in Unit 1 as they respond. They are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

### Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



### Technology Tip

You might teach the following Technology Mini-lessons in Appendix A to help your students learn how to participate safely in online communities: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 2, “Maintaining Privacy Online”; and Mini-lesson 3, “Showing Respect Online.” For more information, see “About Digital Citizenship Lessons” on page 690.



## TECHNOLOGY EXTENSION

### Learn More About Allen Say

If the students wish to learn more about Allen Say, have them watch a conversation with him or read another interview with him online. To find a video or print interview with the author, search online with his name and the keyword “video” or “interview.” Have the students listen to or view portions of the interview to learn more about how Allen Say gets ideas and creates the illustrations for his stories. You might provide the students with the opportunity to use some of Allen Say’s techniques to create illustrations for their own stories.

# Day 2

## Analyzing and Revising Drafts

### Materials

- Pad of small (1½" × 2") self-stick notes for each student
- “Revising for Extra or Confusing Information” chart (WA2)
- Your sample writing OR “Sample First Draft” chart (WA3)
- “Writing Time” chart (WA4)
- Class set of “Conference Notes” record sheets (CN1)

### Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information about whiteboard activities in the *Being a Writer* program, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



### In this lesson, the students:

- Reread their drafts critically
- Think about extraneous information or confusing parts in their drafts
- Revise their drafts
- Give their full attention to the person who is speaking

### ABOUT TEACHING REVISION

The lessons in this unit are designed to give the students guided practice with rereading and critically analyzing their drafts before they put pencil to paper to revise. In the initial step of the process, you will ask the students specific questions about their drafts, and they will use self-stick notes to mark places where they could possibly revise. They will then watch you model making some revisions to your piece before they start to revise their own drafts.

# GETTING READY TO WRITE

## 1 Facilitate Guided Rereading of Drafts

Have the students sit at their desks today. Explain that they will think about how they might revise and improve their drafts to make them into books that are as interesting and clear as possible. Have them open their notebooks to their completed first drafts and quietly reread them. Ask the students to look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about a couple of specific things in their drafts.

Display the “Revising for Extra or Confusing Information” chart (WA2) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with self-stick notes.

### Revising for Extra or Confusing Information

- Look for places in your draft where you might be able to delete, or take out, information that doesn't belong. Mark the margin next to each place with a self-stick note and write *delete* on it.
- Imagine reading your draft for the first time. Look for any places that might be confusing or where what's happening might be unclear. Mark the margin next to each place with a self-stick note and write *confusing* on it.

WA2

## 2 Model Revising and Deleting

Display your own writing or the “Sample First Draft” chart (WA3) and read it aloud. If you are using your own writing, begin by writing *delete* in the margin next to any extraneous information and *confusing* in the margin next to any potentially confusing places. Then model deleting extraneous information and clarifying potentially confusing places by thinking aloud and revising on the draft.

### You might say:

“This part is confusing. So it's clear where the carnival came, I think I will add these words: *to my town*. The sentence ‘I wonder if that small pony gets tired of giving rides all the time’ doesn't really go with the story. I'll delete it.”

### TEKS 11.C.ii

Student/Teacher Narrative  
Step 1 and Step 2 (all, beginning on page 77 and continuing on to page 78)

### Teacher Note

The purpose of the guided rereading is to give the students experience thinking about their drafts and reading them critically *before* they begin to revise.

### Teacher Note

Have pads of self-stick notes available for the students to use during the revision phase of this unit and of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so that it marks the text without covering it up.

### Teacher Note

Learning to identify confusing and extraneous text can be very challenging for students. The goal in this lesson is to introduce the idea and to continue to build on it throughout the year. You will model revising and deleting in Step 2 of this lesson.

### TEKS 11.C.vii

Student/Teacher Narrative  
Step 2 (all, beginning on page 77 and continuing on to page 78)

### Skill Practice Note

You might point out that we say “a small brown pony,” not “a brown small pony.” Explain that when we use adjectives (describing words) for size and color, the size comes before the color. Explain that “a brown small pony” sounds wrong because the words *brown* and *small* are in the wrong order. For more practice with ordering adjectives within sentences according to conventional patterns, see Lesson 22 in the *Skill Practice Teaching Guide*.

### Sample First Draft

One Friday, the carnival came <sup>to my town</sup>. Big trucks pulled into the <sup>confusing</sup> fairground and started unloading a Ferris wheel and other rides, colorful booths, and even a small brown pony you could ride on for a dollar. We were in for an exciting, fun weekend!

~~I wonder if that small pony gets tired of giving rides all the time.~~ <sup>delete</sup>

### Teacher Note

Save the revised “Sample First Draft” chart (WA3) to use on Day 4.

**TEKS 11.C.ii**  
**TEKS 11.C.iv**  
**TEKS 11.C.vii**  
 Student/Teacher Activity  
 Step 3 (all)

**TEKS 1.A.ii**  
 Student/Teacher Narrative  
 Teacher Conference Note  
 (all, beginning on page 78  
 and continuing on to page  
 79)

Explain that the students will follow the same procedure to delete and revise information in their own drafts.

## WRITING TIME

### 3 Revise Drafts

Display the “Writing Time” chart (WA4) and have the students work silently on the charted tasks for 15–20 minutes.

#### Writing Time

- Review the places you marked with self-stick notes.
- Rewrite places that might be confusing.
- Cross out words or sentences that don’t belong.
- If you finish, work on another piece of writing.

Join the students in writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Over the next two weeks, confer for 5–10 minutes with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to revise their drafts tomorrow.

## SHARING AND REFLECTING

### 4 Share Revisions and Reflect on Participation

Have the students put their pencils away and gather with their notebooks to share their writing. Ask one or two volunteers to share revisions that they made today by reading the original passages aloud and then reading the revised passages. Encourage the students to give their full attention to the person who is sharing. Facilitate discussion about each volunteer’s revised passage by asking questions such as:

- Q *[Teena], why did you choose to revise that passage?*
- Q *How do you think [Teena’s] revision improves the piece?*
- Q *What questions can we ask [Teena] about her revision?*

Help the students reflect on their participation in this discussion by asking:

- Q *How did you do with giving your full attention to the person who was sharing? Why is it important that we try to do that every time?*

### Teacher Note

The students will use their pads of self-stick notes again on Day 4 of this week.

**TEKS 1.A.ii**  
Student/Teacher Activity  
Step 4 (all)

# Day 3

## Pair Conferencing

### Materials

- Chart paper and a marker
- “Class Assessment Record” sheet (CA2)
- “Writing Time” chart (WA5)

### Teacher Note

This lesson may require an extended class period. To ensure that the lesson moves smoothly, keep discussions focused and brief. (See the Facilitation Tip on page 233 for additional support for pacing class discussions.)

### ELPS 2.I.iv

Steps 1–6

(all, beginning on page 80 and continuing on to the top of page 83)

### Teacher Note

If the students have difficulty answering this question, suggest some ideas like those in the “Questions for My Partner About My Draft” chart and ask, “What else can you ask your partner?”

### In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Use pair conference time responsibly

## GETTING READY TO WRITE

### 1 Prepare for Pair Conferences

Explain that today partners will meet to confer about their drafts. This is an opportunity for each student to get feedback from a reader about the strengths of a piece and how it might be improved.

Explain that, in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. It is important that each student share what he likes about his partner’s piece and also offer suggestions and questions to help his partner improve the piece. Ask:

**Q** *What kind of feedback do you think would be helpful to improve a piece of writing? Why?*

**Q** *If you have questions about or suggestions for improving the piece, how would you want to communicate them so it helps your partner?*

Encourage partners to use a helpful tone when giving each other feedback about their writing.

### 2 Think About What to Ask Partners During Pair Conferences

Before beginning the pair conferences, ask the students to reread their own drafts and think about what they want to ask their partners about their writing. After the students have had a chance to read, ask:

**Q** *What would you like to ask your partner today about your own draft?*

As the students generate ideas, record them on a sheet of chart paper titled “Questions for My Partner About My Draft” (see diagram on page 81).

## Questions for My Partner About My Draft

What part do you like best?

Is anything confusing?

What can I write to make it clearer?

Explain that partners will take turns reading their drafts, including revisions, aloud. Remind the students to use the questions on the chart to get specific feedback before going on to the other partner's draft.

Before the students work with their partners, model conferring with a volunteer. Begin by deciding together who will go first. When you discuss your draft, model referring to the "Questions for My Partner About My Draft" chart to get ideas. When you discuss your partner's draft, model giving helpful feedback.

### You might say:

"Would you like to read first or would you like me to read first?"

"Is there anything in my draft that you found confusing?"

"I thought the part [about seeing the bear] was exciting. I wasn't sure if you were [inside the car or outside] when that happened. Maybe you can make that part clearer."

### 3 Confer in Pairs



Give the students ample time to confer in pairs. You might let pairs spread out in the classroom during the conferences so partners can hear each other.



### CLASS ASSESSMENT NOTE

Observe conferring pairs without interacting with them. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they discussing questions from the "Questions for My Partner About My Draft" chart?
- Are partners giving each other specific feedback?
- Are they giving feedback in a helpful way?

Note any difficulties you observe so you can discuss them with the students in Step 4. Record your observations on the "Class Assessment Record" sheet (CA2); see page 15 of the *Assessment Resource Book*.

### Teacher Note

For more information, view "Managing Pair Conferences" (AV8).



### Facilitation Tip

Continue to prompt the students to **turn and look** at the person who will speak. (For example, you might say, “Archie is going to speak now. Let’s all turn and look at him.”) During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations.

### Teacher Note

Save the “Questions for My Partner About My Draft” chart to use in Week 2.

**TEKS 11.C.ii**  
**TEKS 11.C.v**  
**TEKS 11.C.ix**  
**TEKS 11.C.x**  
Student/Teacher Activity  
Step 5 (all, beginning on page 82 and continuing on to page 83)

When most pairs have had time to discuss their drafts, signal for the students’ attention.

## 4 Reflect on Pair Conferences and Feedback Received

Gather the class and briefly discuss questions such as:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Explain that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

## WRITING TIME

## 5 Revise Drafts Based on Conference Feedback

Have the students return to their desks. Display the “Writing Time” chart (WA5) and have the students work silently on the charted tasks for 15–20 minutes.

### Writing Time

- Add or change things in your draft based on partner feedback.
- Rewrite places that might be confusing.
- Cross out words or sentences that don’t belong.
- If you finish, work on another piece of writing.

WA5

As the students work, circulate around the room. Support students who are having difficulty incorporating feedback into their drafts by having them join you at a back table and quietly discussing questions such as:

- Q *What feedback did your partner give you about your draft? Do you agree or disagree with it? Why?*
- Q *Your partner said that she [got confused at the end of your story]. What did she say was [confusing] to her? How can you rewrite it [so it’s clear]?*

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Revisions

Have a few volunteers each share a revision they made today by reading the original passage aloud and then reading the revised passage. Have the volunteers tell the class why they made their revisions and how the changes improve their pieces.

## Analyzing and Revising Drafts

## Day 4

### In this lesson, the students:

- Generate alternatives for overused words
- Reread their drafts critically
- Revise their drafts
- Work independently during Writing Time
- Give their full attention to the person who is speaking

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Have the students get their notebooks, pencils, and self-stick notes and sit at desks with partners together. Review that they began to revise their drafts earlier this week. Remind the students that the purpose of revision is to make their pieces of writing as interesting and clear as possible before publishing them. Explain that today you will ask them to think about several more specific ways they might improve their drafts.

### 2 Generate Interesting Words

Explain that one thing authors do to make their writing better is to replace overused words (uninteresting, everyday words that we use over and over) with other, more interesting words. Title a piece of chart paper “Use More Interesting Words” and write *I saw a good movie* beneath the title. Underline the word *good*. Explain that *good* is an example of an overused word. Ask:

**Q** *What other words could we use to mean good in this sentence? For example, what words might we use to describe a movie that was really, really good?*

Record the words on the chart as the students report them. Point out that the words the students suggest are not only more interesting and fun, but they also communicate exactly what the writer means.

### Materials

- Chart paper and a marker
- “Revising for Overused Words” chart (WA6)
- Your revised sample writing OR revised “Sample First Draft” chart (WA3) from Day 2
- “Writing Time” chart (WA7)

### Teacher Note

This lesson may require an extended period. To ensure that the lesson is well paced and that the modeling in Step 4 goes smoothly, you might prepare the draft you will use and your remarks about revision in advance.

### Skill Practice Note

Recognizing adjectives and verbs and understanding their functions may be review for some of your students. However, if the students need more practice with these skills, take time to review them (see Lesson 14 and Lesson 22 in the *Skill Practice Teaching Guide*).

### Teacher Note

Save the “Use More Interesting Words” chart to use throughout the unit.

For more practice with generating interesting words, see the extensions “Generate Alternatives for Other Overused Words” on page 87 and “Use a Thesaurus” on page 90.

#### Students might say:

“excellent”  
“terrific”  
“spectacular”  
“fantastic”  
“stupendous”

Point out that in addition to adjectives (or descriptive words) like *good*, there are many overused verbs (or action words), such as *run*, *look*, *sit*, and *said*, that can be replaced with more interesting words.

Use “Think, Pair, Share” to discuss:



**Q** *What interesting words can you think of to replace the word said?* [pause]  
*Turn to your partner.*

Have partners discuss for a few moments; then signal for the students’ attention and have volunteers report their ideas as you record them on the chart. Alternatives for *said* include *asked*, *shouted*, *replied*, *exclaimed*, *mumbled*, *whined*, and *cried*.

Follow the same procedure to have partners brainstorm alternative words for *look*. Alternatives for *look* include *see*, *stare*, *glance*, *glimpse*, and *view*. Add these to the chart.

### 3 Facilitate Guided Rereading of Drafts

Display the “Revising for Overused Words” chart (WA6). Using the same procedure you used previously (see Day 2, Step 1 on page 77), take the students through the charted prompts.

WA6

#### Revising for Overused Words

- Look for the words *good*, *said*, and *look* in your draft. Mark them with self-stick notes.
- Look for other overused words that you might be able to replace with more interesting ones. For each one, mark the margin next to the word with a self-stick note and write *replace* on the note.

Have one or two volunteers share words they marked with the class. Probe their thinking by asking questions such as:

- Q** *Why did you decide to mark that word?*
- Q** *What word could you use to replace the one you marked?*

### 4 Model Revising

Explain that during Writing Time today the students will look at the words they marked with self-stick notes and replace them with more interesting words. Ask the students to watch as you model making revisions.

Display your own writing or the “Sample First Draft” chart (WA3) and read it aloud. If you are using your own writing, begin by identifying overused words and writing *replace* in the margin next to those places. Then model replacing words like *good*, *look*, and *said* by crossing them out and writing alternative words above or below them.

**You might say:**

“I used the word *said* to describe the part where the clown spoke to me. *Said* is an overused word—it’s an everyday, uninteresting word that can be used too often. What could I replace it with? He asked me a question, so I’ll replace *said* with *asked*.”

WA3

“How about one for you?” he ~~said~~<sup>asked</sup> ~~looking~~<sup>glancing</sup> at me. I ~~looked~~<sup>stared</sup> back at him nervously.

He started blowing up another balloon. Suddenly, it popped with a loud BANG! I almost jumped out of my skin! I ran all the way home.

Explain that the students will follow the same procedure to delete and replace overused words in their own drafts, and encourage them to refer to the “Use More Interesting Words” chart as they do so.

## WRITING TIME

### 5 Revise Drafts

Display the “Writing Time” chart (WA7) and have the students work silently on the charted tasks for 15–20 minutes.

WA7

**Writing Time**

- Review the places you marked with self-stick notes.
- Replace overused words with more interesting ones.
- Remove the self-stick notes when you finish the revision.
- If you finish, look for other places to make the words more interesting, or work on another piece of writing.

Explain that you will confer with students after the first 5–10 minutes of Writing Time, so you expect the students to work independently. Join the students in writing for a few minutes; then confer with individual students.

**TEKS 11.C.vii**  
Student/Teacher Activity  
Step 5 (all, beginning on  
page 85 and continuing on  
to page 86)

 **ELL Note**

English Language Learners may benefit from talking with partners about places they have marked. Provide a place for them to confer quietly during Writing Time.



## TEACHER CONFERENCE NOTE

Continue to confer for 5–10 minutes with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to revise their drafts tomorrow.

## SHARING AND REFLECTING

### 6 Share Revisions and Reflect on Participation

Have a few volunteers share one of the revisions they made today by reading their original passages aloud and then reading their revised passages. Encourage the rest of the students to give their full attention to the person who is sharing. Facilitate discussion about each volunteer’s revised passage by asking questions such as:

- Q *[Robbie], why did you choose to revise that passage?*
- Q *How do you think [Robbie’s] revision improves the piece?*
- Q *What questions can we ask [Robbie] about his revision?*

Help the students reflect on their participation in this discussion by asking questions such as:

- Q *Were you able to give your full attention to the person who was sharing his or her writing today?*
- Q *If you weren’t giving your full attention today, what will help you give your full attention the next time we have a class discussion?*

### Teacher Note

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

**Students might say:**

"I was distracted today. I think it would help for me to sit closer to the person who's sharing."

"It might help if we don't have our hands on our papers or pencils when people are sharing."

"I want to remember to turn and face the person who's sharing."

## EXTENSION

### Generate Alternatives for Other Overused Words

Using the same procedure you used in today's lesson (see Step 2 on page 83), brainstorm and chart words that can replace other overused words, such as *bad* and *sad*. Add them to the "Use More Interesting Words" chart. (Examples of words you might substitute for *bad* are *awful*, *terrible*, *appalling*, *ghastly*, and *horrific*; for *sad*, examples include *depressing*, *gloomy*, *miserable*, *pitiful*, and *tragic*.) For an additional activity, go to the extension "Use a Thesaurus" on page 90.

## Analyzing and Revising Drafts

## Day 5

### In this lesson, the students:

- Explore strong opening sentences
- Reread their writing critically
- Finish revising their drafts
- Ask one another questions about their writing

### Materials

- *Sylvester and the Magic Pebble* from Unit 1
- *Wizzil* from Unit 1
- *Tea with Milk* from Unit 1
- "Writing Time" chart (WA8)

## GETTING READY TO WRITE

### 1 Read and Discuss Strong Opening Sentences

Have the students get their notebooks and pencils and sit at desks with partners together. Tell the students that today they will focus on the opening sentences (the first few sentences) of their pieces. Explain that authors pay especially close attention to these sentences because good opening sentences get readers interested and make them want to keep reading. Explain that the students will listen to opening sentences from several read-aloud books from earlier in the year. They will think about how each author tries to grab our attention at the very beginning of the book.

Show the cover of *Sylvester and the Magic Pebble* and read the title and author's name aloud. Show and read page 3 and the first two sentences on page 4 aloud twice. Ask:

**Q** *What does William Steig do in the first few sentences to get us interested in reading the story?*

**Students might say:**

"When he says that Sylvester found a quite extraordinary pebble, it makes you think the story is going to be about the pebble."

"In addition to what [Charlotte] said, it makes you want to keep reading to find out what is so special about the pebble."

"In addition to what [Edward] said, there's something strange about the pebble. Pebbles you find in nature aren't usually flaming red and perfectly round. The pebble seems kind of mysterious."

Repeat this procedure to explore the opening sentences in *Wizzil* (page 3) and *Tea with Milk* (page 4).

Point out that strong opening sentences often grab the reader's attention with interesting details ("It was flaming red, shiny, and perfectly round, like a marble") or problems ("I'm bored stiff"), or by introducing an important character ("From the window in her room, the girl could see the city of San Francisco").

## 2 Review Opening Sentences in Drafts

Ask the students to reread the first few sentences of their own drafts. Use "Think, Pair, Share" to discuss:



**Q** *How might you revise your opening sentences to grab your reader's attention and make him or her want to keep reading? [pause] Turn to your partner.*

Signal for the students' attention and have a few volunteers share their thinking with the class.

**Students might say:**

"I think my opening sentence will grab the reader's attention because the first word is *Pow!* My partner agrees."

"I think I'm going to revise my opening sentences because right now my piece starts with 'Once there was a little girl.' It's not very interesting."

Encourage the students to revise their opening sentences during Writing Time today.

### Teacher Note

The students will learn more about the characteristics of strong opening sentences in the genre units this year.

# WRITING TIME

## 3 Revise Drafts

Tell the students that next week they will start writing final versions of their pieces to go into their books. Display the “Writing Time” chart (WA8) and have the students work silently on the charted tasks for 15–20 minutes.

### Writing Time

- Revise your opening sentences so they grab your reader’s attention.
- Make any other revisions you think are needed to make your piece the most interesting it can be.

WA8

Join the students in silent writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer for 5–10 minutes with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Revised Opening Sentences as a Class

Have a few volunteers share opening sentences they revised by reading the original and revised sentences. As the students share, encourage discussion by asking the class questions like those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *How is [Emilia's] revised opening different from the original?*
- Q *What do you think about when you hear the revised opening?*
- Q *What questions can we ask [Emilia] about her revised opening sentences?*
- Q *What are you learning about revising to make writing better?*



### Technology Tip

This activity focuses on using a print thesaurus, but you can modify it to support the students in using an online thesaurus. To find one, search online using the keywords “online thesaurus.” After the students have navigated to the thesaurus you selected, have them type a familiar word such as *worry* or *large* into the Search box. Discuss the word entry format and the information provided for the word. Then have partners use the thesaurus to look up words from the “Use More Interesting Words” chart.

### Teacher Note

You might point out that most thesauruses include helpful information at the beginning about how to use the thesaurus. If the particular thesaurus your students are using includes other features, such as antonyms or related words, point these out as well.

## EXTENSION

### Use a Thesaurus

Distribute a thesaurus to each pair of students. Tell the students that today they will have the chance to discuss and practice using a reference book called a *thesaurus*. Tell the students that each pair of students will first look through their thesaurus and talk about what a thesaurus is and when they might use one. Then they will share their ideas with the class. Give partners a couple of minutes to explore and discuss their thesaurus, and then discuss as a class:

- Q *What is a thesaurus?*
- Q *When might you use a thesaurus? In what ways might a thesaurus be helpful?*

If necessary, explain that a *thesaurus* is a “book of synonyms, or words that mean the same thing or almost the same thing.” You might use a thesaurus when you are writing to help you find just the right word or to avoid using the same word over and over again.

Have partners open their thesaurus to the first two-page spread of words. Point out that the words are listed alphabetically and that the guide words at the top of each page are the first and last words on the page. Explain that guide words help you find a word you are looking for. Also point out that for each word, the thesaurus provides the part of speech (for example, noun, verb, or adjective) and synonyms.

Direct the students’ attention to the “Use More Interesting Words” chart, and review that these are synonyms for the words *good*, *said*, and *look* on the board. Explain that partners will choose one of these overused words, look it up in the thesaurus, and share the synonyms they find with the class.

Give partners a minute or two to choose a word, find it in the thesaurus, and discuss its synonyms. When most pairs have finished, discuss the words and their synonyms as a class by asking:

**Q** *What word did you look up? What synonyms did you find for the word?*

Follow up by asking:

**Q** *Which of these synonyms are already on our chart? Which synonyms should we add to the chart?*

Add the synonyms the students suggest to the chart.

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### Teacher Note

Circulate as the students look up the words. If the students are having trouble finding a word, call for their attention and show them how to use the guide words to locate a word.

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### Teacher Note

You might explain that when using a thesaurus, it is a good idea for the students to look up the synonyms they are finding in a dictionary for more information about the words' meanings and how they are used. Synonyms listed for a word in a thesaurus may have varying shades of meaning and use.



## More About Allen Say

excerpted from an interview by Stephanie Loer at  
houghtonmifflinbooks.com

### How do you begin a picture book?

Usually, my books start with a very vague notion or idea. Then I begin to draw things that come into my mind. Eventually, I see a pattern within the pictures. It is this pattern that develops into a tentative plot. My next step is to complete all my paintings for the book. After they are finished, I write the story. This may seem like the reverse of what appears to be the natural storytelling process, but for me, the plot of the story develops through the pictures.

### Where do you get your ideas?

I often go for walks to look for ideas. Ideas are what I call “found objects.” I can see them with the naked eye or visualize them in my mind. Finding ideas is a process of feeding one’s mind with seemingly unrelated images and information. Then these things spark a thought or a progression of thoughts.

### How do you work once you have a story in mind?

In most cases, I work better with a deadline. Once the images are in my mind, I like to work pretty much nonstop until the book is complete. Over the years, I’ve learned to trust this process, because it works for me.

### What do you think makes a good story?

A good story should alter you in some way; it should change your thinking, your feeling . . . the way you look at things. A story is . . . rather like venturing through a maze. When you come out of it, you should feel slightly changed.

### How long does it take you to write and illustrate a book?

I try to do one book a year. It’s a ten to twelve month marathon while I’m doing the book; it’s very labor intensive. But I just love what I’m doing so much that, although it’s difficult, it makes me very happy.

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# Week 2

## OVERVIEW

### Writing Focus

- Students confer with one another and the teacher.
- Students learn procedures for proofreading their writing.
- Students write their final versions and publish them as books.
- Students present their books to the class from the Author's Chair.

### Social Development Focus

- Students work in a responsible way.
- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another's writing.



### Online Resources

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

#### Whiteboard Activities

- WA9–WA14

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Unit 2 family letter (BLM1)

#### Professional Development Media

- “Assessing Student Writing” (AV38)
- “Using Web-based Whiteboard Activities” tutorial (AV74)

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 16 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, collect enough folders (manila, pocket, or any other kind) for each student in the class.
- ✓ Prior to Day 4, create a sample handmade book by stapling together several blank pages with a construction-paper cover.
- ✓ Prior to Day 5, establish a procedure for the students to follow when they are ready to present their completed books from the Author’s Chair. You might have the students place finished work in a basket; then, during the sharing time, you can call on authors in the order they completed their books to read them aloud to the class. Designate a place in the class library for the students’ published books after the students have shared them from the Author’s Chair and shown them to their families. (See “Tips for Managing the Program in Your Classroom” on page xli for other suggestions about organizing the writing program in your classroom.)
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have the students type and print their pieces this week. You can also recruit parent volunteers to help with this task.

## TEACHER AS WRITER

*“I believe more in the scissors than I do in the pencil.”*

— Truman Capote

Carefully reread the draft you revised in Week 1. Consider:

- Are there words or sentences in this draft that seem extraneous—like they do not really belong?
- Are there ideas you can express in fewer words?

Think about what you can delete from your draft or rewrite for concision. Make these revisions, either by marking on your current draft or by writing a new one.

# Day 1

## Pair Conferencing

### Materials

- “Questions for My Partner About My Draft” chart from Week 1
- “Writing Time” chart (WA9)
- Supply of loose, lined paper for final versions
- “Class Assessment Record” sheet (CA3)

### In this lesson, the students:

- Begin writing the final versions of their pieces
- Initiate pair conferences
- Act responsibly while writing and conferring during Writing Time
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Discuss Initiating Pair Conferences

Have the students stay at their seats. Explain that this week the students will work on final versions of the pieces they revised last week and make them into books for the class library. Explain that partners will confer about their revised drafts. Remind the students that in earlier lessons, everyone conferred at the same time. This week, however, the students may initiate their own conferences whenever they want feedback about their writing.

Explain that today you will signal about halfway through Writing Time that the students may confer in pairs about their writing, if they wish. If possible, designate a place in the room for pair conferences that is a little apart from where other students are writing. Tell the students that they should ask their assigned partners to confer first. If a student’s partner is busy writing and would rather not stop to confer, the student may ask someone else. Ask questions such as:

- Q *How can you respectfully ask someone to confer with you?*
- Q *If someone asks you to confer and you would rather keep writing, how can you respond to that person respectfully?*
- Q *What else will you do to be responsible if you confer with a partner today?*

Direct the students’ attention to the “Questions for My Partner About My Draft” chart from Week 1 and review the chart. Ask:

- Q *What other questions might you want to ask your partner about your draft?*

Add any new questions to the chart and encourage the students to use the questions if they choose to confer with a partner today.

# WRITING TIME

## 2 Write Independently and Confer

Display the “Writing Time” chart (🗨️ WA9) and distribute loose, lined paper to each student. Have them work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Reread your draft.
- Make any other revisions that you think are needed to make your piece the most interesting it can be.
- When you are satisfied with it, start copying it neatly in pencil on lined paper.

WA9



Join the students in silent writing for 5–10 minutes; then walk around and observe, assisting students as needed. About halfway through the writing period, signal that the students may confer in pairs, if they wish.



### CLASS ASSESSMENT NOTE

Observe the students as they initiate and participate in pair conferences.

Ask yourself:

- Are the students able to find partners and begin conferring with minimal disruption to the class?
- What problems are the students having initiating pair conferences?
- Do conferring pairs seem to stay on task, reading and discussing their writing?
- Do they return promptly to writing at the end of their conferences?

Notice if the noise level is such that students can continue to write if they wish. Note any problems that you observe and be ready to bring them up during the reflection discussion. Record your observations on the “Class Assessment Record” sheet (CA3); see page 16 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Facilitation Tip

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

### Teacher Note

Save the "Questions for My Partner About My Draft" chart to use in the Personal Narrative and Fiction genre units.

## SHARING AND REFLECTING

### 3 Reflect on Pair Conferences

Gather the students to discuss how they did writing and conferring during Writing Time today. Remind them that, in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. Ask questions such as:

- Q *If you participated in a pair conference today, what questions did you ask your partner about your writing?*
- Q *What did your partner do or say that helped you?*
- Q *If you continued to write while pair conferences were going on, were you able to concentrate? Why or why not?*
- Q *I noticed that [the room got very noisy when people were walking around looking for partners to confer with]. What can we do next time to avoid this problem?*



### SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print the record sheet from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or make a copy from page 176 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in the winter and spring.

## Day 2

## Proofreading

### Materials

- *Student Writing Handbooks*
- "Writing Time" chart (WA10)
- Supply of loose, lined paper for final versions
- Writing folder for each student

### In this lesson, the students:

- Proofread their drafts for spelling
- Become familiar with their word banks and learn how to add words to them
- Act responsibly while writing and conferring during Writing Time
- Act considerately toward others

### MORE ABOUT REVISION AND PROOFREADING EARLY IN THE YEAR

Remember that the students are just being introduced to the writing process in this unit. They will repeat the process in every genre unit, so they will have

multiple opportunities to practice their revision and proofreading skills and to learn new skills (see “Skills and Conventions” on page xxiii). Do not worry at this point if you notice that students are publishing pieces that could have undergone more revision. The students will improve with repeated practice over time.

## GETTING READY TO WRITE

### 1 Discuss Proofreading for Spelling

Have the students stay at their seats. Review that this week the students are working on their final versions and making them into books for the class library. Point out that published pieces of writing need to include correct spelling and have as few errors as possible. Today and tomorrow the students will *proofread* their drafts, or check them for spelling, punctuation, and capitalization errors.

### 2 Introduce the Word Bank in the *Student Writing Handbook*

Ask the students to reread their revised drafts (even if they have already begun copying them as final versions) and circle any words they are not sure are spelled correctly. Stop the students after a couple of minutes and ask:

**Q** *What words have you circled so far?*

Have a few volunteers report the words they circled. Ask the students to open their *Student Writing Handbooks* to the Word Bank section. Explain that this section contains an alphabetical list of correctly spelled words students their age often use in writing.

Ask the students to each look up the first word they circled in their word banks, check the spelling, and correct it in their drafts, if necessary. Ask:

**Q** *If the word does not appear in the word bank, what else might you do to check the spelling?*

**Students might say:**

“I could ask someone at my table to help me spell it.”

“I could ask my partner about it during a conference.”

“I could ask you.”

“If I know where I read that word in a book, I can look it up there.”

“I could look it up in a dictionary.”

Point out that each page of the word bank has blank lines where the students can add the new words they learn. After finding the correct spelling of a new word, they will add it to the appropriate page in the word bank (see diagram on page 100). The word will be there for them in the future, if they need it.

#### Teacher Note

If the students have difficulty looking up words, take time to review dictionary skills. Write a word on the board, and then look it up together as a class. Repeat with other words, if necessary. For more practice, see the technology extension “Use an Online Dictionary” on page 102.

#### Teacher Note

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



Explain that the word bank is the first place the students should go to check the spelling of a word. Tell them that they will check and correct their spelling before starting or continuing to work on their final versions today.

## WRITING TIME

### 3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (🕒 WA10) and have the students work silently on the charted tasks for 20–30 minutes. Distribute more loose, lined paper to the students, if needed.

#### Writing Time

WA10

- Check and correct your draft for spelling.
- Start or continue to write your final version neatly in pencil.

If necessary, remind the students who have already begun writing their final versions to correct any misspellings they may have copied into them. Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs, if they wish. Briefly discuss:

**Q** *If you choose to confer with a partner today, how will you go about it in a way that is considerate of your classmates?*

Encourage the students to act responsibly and considerately during Writing Time.

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.



After 10–15 minutes, signal that the students may confer in pairs.

Signal to let the students know when Writing Time is over. Distribute a writing folder to each student and tell the students that they will keep any loose pages they are working on in their folders. Ask the students to write their names on the front of their folders.

## SHARING AND REFLECTING

### 4 Reflect as a Class

Ask and briefly discuss questions such as:

- Q *What words did you check the spelling of today? Which of these words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *If you participated in a pair conference, what did you do to be considerate of your classmates? How do you think that helped your classmates today?*

Explain that the students will continue to work on their final versions tomorrow.



### Technology Tip

To find an appropriate online dictionary, search the Internet using the keywords “children’s dictionary” or “online dictionary for students.”



## TECHNOLOGY EXTENSION

### Use an Online Dictionary

Write the following words where everyone can see them: *remarkable*, *exclamation*, *incognito*, *genuine*, *traipse*, *repulsive*, and *kibitz*.

Have partners sit together at computers. Have the students navigate to the dictionary you selected. Direct their attention to the Search box. Ask them to type a familiar word such as *airplane* or *skate* into the box and click the Search button or icon. Then discuss:

**Q** *What information is provided for the word [airplane]?*

Have volunteers share their thinking. As necessary, point out these key features:

- The division of the word into syllables
- The pronunciation of the word, which may include both a phonetic respelling and an audio pronunciation, accessed through an Audio button or icon
- The word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech)
- The definition(s) of the word
- A sentence or phrase that shows how the word is used

Point out any additional information or features, which may include lists of synonyms or antonyms, the etymology (history) of the word, or links to related words or other information. Then briefly discuss:

**Q** *In what ways is this online dictionary [different from/the same as] a print (book) dictionary?*

**Q** *Which type of dictionary do you prefer? Why?*

Direct the students’ attention to the words on the board and explain that the words are from *Sylvester and the Magic Pebble* and *Wizzil*, two stories they heard earlier in the year. Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.

Give pairs a minute or two to choose a word, find it in the dictionary, and read and discuss the word’s entry. When most pairs have finished, discuss each word as a class by asking:

**Q** *Who looked up the word [traipse]? What did you find out about the word?*

**Q** *Who else looked up the word [traipse]? What can you add to what [Sam and Katie] told us about the word?*

Encourage the students to continue to use online or print dictionaries to look up the meanings of words they do not know.

## In this lesson, the students:

- Proofread for punctuation and capitalization
- Become familiar with their proofreading notes and start using them
- Act responsibly while writing and conferring during Writing Time
- Discuss problems that arise in pair conferences

## GETTING READY TO WRITE

### 1 Discuss Proofreading for Punctuation and Capitalization

Have the students stay at their seats today. Review that yesterday the students learned how to proofread their drafts for spelling. Remind them that published pieces of writing need to be as free from errors as possible. Today they will learn how to proofread their drafts for punctuation and capitalization.

### 2 Introduce the Proofreading Notes in the *Student Writing Handbook*

Explain that the students will reread their revised drafts and check that each of their sentences begins with a capital letter and ends with a period, question mark, or exclamation point. Also ask them to check whether they have capitalized the first letter of any proper nouns. If necessary, remind students that a proper noun is a “noun that names a specific person, place, thing, or organization.”

Have the students take several minutes to proofread their drafts for punctuation and capitalization (even if they have already begun copying their final versions).

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section as you display the “Proofreading Notes” chart (WA11). Explain that the students will use this section to keep track of the conventions (rules) of writing that they will learn this year. Over time, this section will become a checklist of things to pay attention to when the students get ready to publish their drafts.

Write the notes from the diagram on page 104 on the chart, and ask the students to copy these notes onto the first page of the Proofreading Notes section in their handbooks.

## Materials

- *Student Writing Handbooks*
- “Proofreading Notes” chart (WA11)
- “Writing Time” chart (WA12)
- Supply of loose, lined paper for final drafts
- (Optional) Computers for typing and printing final versions

## Skill Practice Note

Using beginning and ending punctuation and capitalizing the first letters of proper nouns will be review skills for many of your students. However, if the students need more practice with these skills, take time to review them (see Lesson 1 and Lesson 27 in the *Skill Practice Teaching Guide*).

## Teacher Note

Additional conventions are taught in the genre units of this program (see “Skills and Conventions” on page xxiii). The students will record the conventions they learn in their proofreading notes as they learn them.

### Proofreading Notes

Rule	Example	Notes
Capitalize the first letter of sentences.	Once upon a time . . .	
Punctuate the end of sentences.	He ran. Did he run? Boy, can he run!	
Capitalize the first letter of proper nouns.	John, Doctor Lee, Topeka, Kansas, United States, Saturday, November, Golden Gate Bridge, Senate	A proper noun names a specific person, place, thing, or group.

Explain that the students will check and correct their punctuation and capitalization before they work on their final versions today.

## WRITING TIME

### 3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (📄 WA12) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Check and correct your draft for punctuation and capitalization.
- Finish checking and correcting your draft for spelling.
- Continue to write your final version neatly in pencil.

Remind the students who have already begun writing their final versions to correct any punctuation or capitalization errors they may have copied into them.

Tell the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs. As the students write, confer with individual students.



#### Technology Tip

If computers are available, you might have some students type their final versions (see “Do Ahead” on page 95).



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread his writing using his proofreading notes?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 17 of the *Assessment Resource Book*.



After 10–15 minutes, signal that the students may confer in pairs.

Signal to let the students know when Writing Time is over. Have them put their loose pages in their folders until tomorrow.

## SHARING AND REFLECTING

### 4 Reflect on Pair Conferences

Remind the students that the goal of conferring is to help one another create the best possible piece of writing. By helping one another, they build the writing community. However, sometimes problems can arise during pair conferences. Ask questions such as:

- Q *What kinds of problems have you experienced when finding a partner to confer with? How can we avoid those problems?*
- Q *What kinds of problems have you experienced [during/at the end of] conferences? How can we avoid those problems?*
- Q *What can we do to make sure everyone is invited to confer sometimes?*

**Students might say:**

"Sometimes I have to ask five different people before anyone will confer with me. It's frustrating."

"It seems like people don't know what to do after they finish a conference. They hang around and start bothering people."

"We want to make sure everyone gets invited to confer so no one feels left out of our community. Maybe we can try to ask someone we haven't asked before."

At the end of this discussion, summarize the students' ideas for avoiding or solving problems during pair conferences. Encourage the students to keep these things in mind the next time they confer, and tell them that you will check in with them to see how they are doing.



## TECHNOLOGY EXTENSION

### Use the Whiteboard to Play Web-based Grammar and Punctuation Games

Interactive games are an engaging way for students to review grammar and punctuation skills. Begin by teaching and practicing a skill using a lesson in the *Skill Practice Teaching Guide*. Then, for additional practice, use the interactive whiteboard to play a web-based game. To find age-appropriate games, search the community area provided by the manufacturer of your interactive whiteboard system or search online using the keywords "[grammar/punctuation] activities." Introduce each game and play it as a class before inviting pairs of students or individuals to play the game.



#### Technology Tip

To learn more about using web-based whiteboard activities to support students' writing, view the "Using Web-based Whiteboard Activities" tutorial (AV74).



**In this lesson, the students:**

- Explore features of published books
- Make their final versions into books
- Handle materials responsibly
- Share materials fairly

**ABOUT PUBLISHING FOR THE CLASS LIBRARY**

In this lesson, the students learn a simple procedure for turning a final version into a book. They will staple together the pages of their final versions, along with any illustrations they have created, using construction-paper covers. The goal at this point is to give the students a way to publish their writing quickly, without investing a great deal of time in a bookmaking project. For suggestions about publishing materials you might provide and other suggestions about managing the program, see “Tips for Managing the Program in Your Classroom” on page xli.

**GETTING READY TO WRITE****1 Explore Features of Published Books**

Have the students sit at their desks. Explain that the students who have finished writing their final versions may create their books today.

Show the sample book you made and pass it around for the students to see. Explain that they may add illustrations on unlined paper, if they wish. They will assemble the completed pages in the proper order with construction-paper covers. They will then write the book titles and their names on the covers.

Explain that the students may wish to include additional features that professional authors sometimes include in their books. Use the read-aloud books from Unit 1 to review some of the features the students could include, such as a title page, dedication, author note, and back-cover blurb. Tell the students that these books will be available during Writing Time so that everyone can look at these features more closely.

**Materials**

- Read-aloud books from Unit 1
- Sample handmade book
- Supply of loose, lined paper for final versions
- Supply of unlined paper for illustrations
- Construction paper for book covers
- Markers, crayons, and other supplies for making illustrations
- Stapler
- “Writing Time” chart (WA13)
- (Optional) Computers for typing and printing final versions

**Technology Tip**

There are a number of methods for creating beautiful handmade books that you might want to teach your students later this year. Search for ideas online using the keywords “making books with children.”

**Teacher Note**

If you are teaching the *Making Meaning* reading comprehension program from the Center for the Collaborative Classroom, you might include books from *Making Meaning* Units 1 and 2 in this discussion.

## 2 Discuss Handling Materials Responsibly and Sharing Them Fairly

Make sure all the necessary bookmaking materials are in a central location and explain the procedure you would like the students to follow to get and return the materials. Ask and briefly discuss questions such as:

- Q *How will you handle the bookmaking materials responsibly?*
- Q *You may need to share supplies, like markers or the stapler. If someone is using something you need, what can you do?*
- Q *If you're using something that someone else needs, what can you do to share it fairly?*

Encourage the students to keep these things in mind as they work today. Tell them that you will check in with them later to see how they did.

## WRITING TIME

### 3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (📄 WA13) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Finish your final version.
- Include illustrations and other features, if you wish.
- Assemble your book and staple it together with a cover.
- Write the title and your name on the cover and decorate it.

WA13

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs. As the students write, confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread her writing using her proofreading notes?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

After 10–15 minutes, call for the students’ attention and say that in a moment you will signal that they may confer in pairs. Remind them that yesterday they talked about some possible problems that could arise during pair conferences and how they might avoid those problems. Ask and briefly discuss:

- Q *What do you want to remember today to help avoid problems during pair conference time?*



Continue with Writing Time and signal that the students may confer in pairs.

Signal to let the students know when Writing Time is over. Have the students return classroom materials to their proper places.

## SHARING AND REFLECTING

### 4 Reflect on Writing Time and Conferring

Ask and briefly discuss questions such as:

- Q *How did you handle our class materials responsibly today?*
- Q *What problems did we have with sharing the materials today? How can we avoid those problems tomorrow?*

Q *What problems were you able to avoid or solve during pair conference time today?*

Q *I noticed today that [people returned to their seats when they finished their conferences]. How did that help our Writing Time go smoothly?*

Encourage the students to continue to think of ways to be responsible during Writing Time and pair conference time.



## TECHNOLOGY EXTENSION

### Publish Student Writing Online

There are a number of websites where students can publish their writing online. Publishing online allows family members and friends to easily access and enjoy students' writing. You might make this an option for interested students. Search online for such websites using the keywords "publishing student writing online."

# Day 5

## Publishing

### Materials

- Chart paper and a marker
- "Writing Time" chart (WA14)
- A chair to use for the Author's Chair
- Copy of this unit's family letter (BLM1) for each student

### Teacher Note

If the students need additional time to finish their writing, consider doing Steps 3-6 (Author's Chair sharing) on another day.

### In this lesson, the students:

- Review and reflect on the writing process
- Finish making their books
- Present their books to the class from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

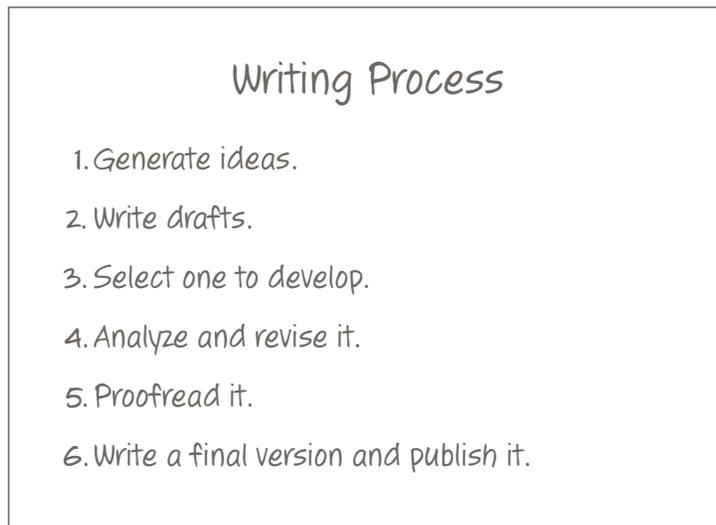
## GETTING READY TO WRITE

### 1 Reflect on Writing Process and Community

Gather the class with partners sitting together, facing you. Explain that over the past several weeks they have learned about how to take a piece of writing through the writing process, from the very first idea to a published book. Ask:

Q *What have you learned about how to take a piece of writing from a first draft to a published book?*

Title a sheet of chart paper “Writing Process” and write the steps that follow as you remind the students what they did (see diagram below).



Explain that the students will go through this writing process numerous times this year as they explore different kinds of writing, including fiction, nonfiction, and poetry.

Remind the students that they have been building a writing community in which everyone feels safe, cared for, and supported. Use “Think, Pair, Share” to discuss questions such as:



- Q *How will being part of a writing community help us as we go through the writing process? [pause] Turn to your partner.*
- Q *What part(s) of the writing process do you want to get better at this year? [pause] Turn to your partner.*

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

## WRITING TIME

### 2 Write Independently

Have the students return to their seats. Display the “Writing Time” chart (WA14) and have the students work silently on the charted tasks for 20–30 minutes.

### Teacher Note

Post the “Writing Process” chart where everyone can see it.

### Writing Time

- Finish your final version.
- Include illustrations and other features, if you wish.
- Assemble your book and staple it together with a cover.
- Write the title and your name on the cover and decorate it.
- If you finish, work on another piece of writing.

If necessary, review the procedures for getting materials. As the students write, confer with individuals.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread his writing using his proofreading notes?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. As the students return classroom materials to their proper places, move the chair you have designated as the Author's Chair to the front of the area where you gather the class.

## SHARING AND REFLECTING

### 3 Introduce Author's Chair Sharing

Gather the class with partners sitting together, facing you. Explain that when they publish pieces of writing this year, they will present them to the class from the Author's Chair.

Explain the procedure you would like the students to follow when they are ready to present their books from the Author's Chair (see "Do Ahead" on page 95).

### 4 Discuss Speaking Clearly and Expressing Interest in Other People's Writing

Before asking a volunteer to share from the Author's Chair today, have a discussion about how the students will act, both as presenting authors and as members of the audience. Ask and briefly discuss questions such as:

- Q *Why is it important to speak in a loud, clear voice when you're sharing your book with the class?*
- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you're interested in his or her writing? Why is it important to express interest in other people's writing?*

Encourage the students to be attentive and considerate audience members. Tell them that you will check in with them later to see how they did.

### 5 Conduct Author's Chair Sharing

Ask for a volunteer who has finished publishing her book to read it aloud from the Author's Chair. Encourage the author to show any illustrations and any additional features she included. At the end of the reading, facilitate a discussion using questions like those that follow. Give the author an opportunity to respond to the class's comments and questions.

- Q *What was interesting to you about [Janice's] book?*
- Q *What part did you really like? Why?*
- Q *What parts were [funny/scary/suspenseful/surprising]? Why?*
- Q *What questions can we ask [Janice] about her book?*

Follow this procedure and have a few more students share from the Author's Chair. Assure the students that they will all have a chance to share their books from the Author's Chair in the next few days.

**TEKS 1.A.i**  
Student/Teacher Activity  
Steps 4-6  
(all, beginning on page 113 and  
continuing on to page 114)

## 6 Reflect on Audience Behavior During Author’s Chair Sharing

Ask and briefly discuss questions such as:

- Q *How did we do today as an audience? What might we want to work on during the next Author’s Chair sharing?*
- Q *If you shared a book today, how did you feel? What did the members of the audience do that made you feel [relaxed/nervous/proud]?*

Explain that the students may take their books home to share with their families. Then they will bring the books back to class to be kept in the class library. Show the students the place in the class library that you have designated for the students’ published books. Explain that these books will be available for them to read during independent reading time. Emphasize that the students must handle their classmates’ handmade books carefully and return them to the class library when they are done.

### Teacher Note

For information about wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 115.

### Teacher Note

Prior to doing this activity, you will need to make a class set of the “Student Self-assessment” record sheet (SA1) on page 19 of the *Assessment Resource Book*.

### Teacher Note

If necessary, you might model filling out the “Student Self-assessment” record sheet using your own writing or the “Sample First Draft” chart (WA3) from earlier in the unit.

## EXTENSION

### Introduce “Student Self-assessment”

Have the students bring their published writing and pencils, and sit at desks with partners together. Tell the students that when writers complete a piece of writing, they often reread it and think about what they did well and what they might do better in their next piece. Distribute a “Student Self-assessment” record sheet (SA1) to each student. Explain that the sheet lists characteristics of good writing. Tell the students that today they will read their published pieces to see which of the characteristics they included in their writing and which characteristics they need to work on next time.

Refer to the “Student Self-assessment” record sheet. Ask the students to follow along as you read aloud the characteristics in the left column. After reading, explain that the students will read their stories and look for these characteristics in their own writing. Point out that if they see a characteristic in their writing a lot, they will put a check in the box under the words “I did it!” If they see the characteristic some of the time, they will put a check in the box under the words “I did it some of the time.” If they still need to work on including a characteristic in their writing, they will put a check in the box under the words “I’m still working on it.”

Read the reflection questions at the bottom of the record sheet aloud. Ask the students to think about the questions and write their responses in the space provided.

Give the students enough time to analyze their writing and fill out the record sheet. When most students have finished, have partners share

with one another what they did well and what they want to continue to work on. Then ask and briefly discuss:

- Q *What did you do to make your writing fun and interesting to read?*
- Q *What is something you want to continue to work on as you write this year?*

Collect the record sheets to put in the students' writing portfolios. At the end of the next unit, you might have each student complete another self-assessment record sheet and compare his responses.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 2. The next unit you teach will be a genre unit. While the genre units may be taught in any order, Personal Narrative or Fiction is a good choice at this point. We recommend that you teach the Expository Nonfiction unit later in the year.
- You will need to reassign partners before you start the next unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

### Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 20 of the *Assessment Resource Book*.
- You might record your students' progress over the course of the year using the "Individual Writing Assessment Class Record" sheet (CR1) on page 180 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 19 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 114.

### Teacher Note

For more information, view "Assessing Student Writing" (AV38).





# Genre

# Personal Narrative

During this four-week unit, the students explore the genre of personal narrative and write about significant topics and events from their lives. They explore the characteristics of a good personal narrative, including sensory details, transitional words and phrases, engaging openings, and effective endings. They learn about the writing practices of professional authors as they hear, discuss, and write personal narratives. Socially, they ask one another questions about their writing and give feedback in helpful and respectful ways. They also practice giving their full attention to the person who is speaking and expressing interest in and appreciation for other people's writing.



## RESOURCES

## Read-alouds

- “First Days,” “Mama Sewing,” “Joe Louis,” “Learning the Hard Way,” and “Hot Rolls” from *Childtimes: A Three-Generation Memoir*
- *The Moon and I*
- “The Mirror”
- “Little Things”

## Writing About Reading Activities

- “Write Opinions About Betsy Byars’s Feelings Toward Writing”
- “Write Opinions About ‘The Mirror’”



## Technology Mini-lesson

- Mini-lesson 9, “Creating Documents”



## Technology Extensions

- “Learn More About Eloise Greenfield”
- “Publish Student Writing Online”
- “Record Personal Narratives”

## Extensions

- “Discuss the Past Progressive Tense in ‘The Missing Moon’”
- “Read More from *The Moon and I*”
- “Write Letters Home About Personal Narratives”



## Online Resources

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

## Whiteboard Activities

- WA1–WA26

## Assessment Forms

- “Class Assessment Record” sheets (CA1–CA6)
- “Conference Notes” record sheets (CN1–CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

## Reproducibles

- Personal Narrative genre unit family letter (BLM1)
- “Excerpt from ‘A Snake Named Moon’” (BLM2)
- “The Mirror” (BLM3)

## Professional Development Media

- “Building a Community of Writers” (AV1)
- “Managing Pair Conferences” (AV8)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Personal Narrative” (AV40)
- “Exploring Personal Narrative” (AV41)
- “Sharing One Sentence and Reflecting” (AV42)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)
- “Using Web-based Teaching Resources” tutorial (AV75)

## RESOURCES *(continued)*

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 4, “Sentence Fragments”
- Lesson 5, “Run-on Sentences”
- Lesson 12, “Commonly Misused Words”
- Lesson 16, “Progressive Verb Tenses”
- Lesson 28, “Commas in Letters”

### Assessment Resource Book

- Personal Narrative genre unit assessments

### Student Writing Handbook

- “Excerpt from ‘The Missing Moon’”
- “Little Things”
- “Opening Sentences from Three Personal Narratives”
- “Closing Sentences from Three Personal Narratives”

## DEVELOPMENT ACROSS THE GRADES

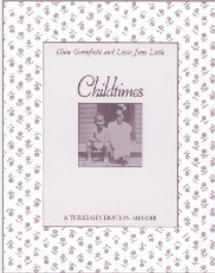
	Elements of Personal Narrative	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Writing about true stories from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Visualizing story ideas</li> <li>Drawing and writing to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>Using letters, words, or sentences to tell a story</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Writing about true stories from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Writing stories with a beginning, middle, and end</li> <li>Including feelings in stories</li> <li>Exploring temporal words</li> <li>Exploring features of book covers</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing proper nouns</li> <li>Using exclamation points</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Writing about interesting events or topics from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Rereading and adding to writing</li> <li>Adding sight and sound words</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing beginnings of sentences</li> <li>Punctuating sentences</li> <li>Capitalizing proper nouns</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Writing about interesting events or topics from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Using temporal words and phrases</li> <li>Writing engaging openings</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>then/than; your/you're</i>)</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing about single events from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Using transitional words and phrases</li> <li>Writing engaging openings</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>its/it's; to/too/two</i>)</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing about significant experiences from students' own lives</li> <li>Exploring how those experiences resulted in learning or change</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Writing engaging openings</li> <li>Adding information about learning or change</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>there/their/they're</i>)</li> <li>Maintaining consistency in verb tenses</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Writing about significant experiences from the students' own lives</li> <li>Exploring how those experiences resulted in learning or change</li> <li>Exploring ways to organize or structure a personal narrative</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory and descriptive details</li> <li>Integrating information about learning or change</li> <li>Cultivating an individual voice</li> <li>Using transitional words and phrases</li> <li>Writing engaging openings and endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>accept/except; lose/loose; who's/whose</i>)</li> <li>Recognizing and correcting sentence fragments and run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Personal Narrative:</b> “First Days” and “Mama Sewing” <b>Quick-write:</b> ▪ Early memories	<b>Exploring Personal Narrative:</b> “Joe Louis” <b>Focus:</b> ▪ Single experiences	<b>Exploring and Drafting Personal Narrative:</b> “A Snake Named Moon” <b>Quick-write:</b> ▪ Single interesting events	<b>Exploring and Drafting Personal Narrative:</b> “The Missing Moon” <b>Focus:</b> ▪ Sensory details	<b>Exploring and Drafting Personal Narrative</b> <b>Focus:</b> ▪ Sensory details
<b>Week 2</b>	<b>Exploring and Drafting Personal Narrative:</b> “Hot Rolls” <b>Quick-write:</b> ▪ Sensory details about breakfast	<b>Exploring and Drafting Personal Narrative:</b> “Learning the Hard Way” <b>Focus:</b> ▪ Lessons learned	<b>Exploring and Drafting Personal Narrative:</b> “The Mirror” <b>Focus:</b> ▪ Experiences from which something was learned	<b>Exploring and Drafting Personal Narrative:</b> “Little Things” <b>Quick-write:</b> ▪ Respect for older family members	<b>Exploring Personal Narrative and Pair Conferring</b> <b>Focus:</b> ▪ Transitional words and phrases
<b>Revision, Proofreading, and Publication</b>					
<b>Week 3</b>	<b>Selecting and Completing Drafts</b> <b>Focus:</b> ▪ What to look for when selecting drafts	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> ▪ Sensory details	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> ▪ Transitional words and phrases	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> ▪ Strong opening sentences	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> ▪ Endings that draw a story’s events to a close
<b>Week 4</b>	<b>Self-assessing and Pair Conferring</b> <b>Focus:</b> ▪ Giving and receiving feedback	<b>Proofreading</b> <b>Focus:</b> ▪ Commonly misused words and sentence fragments	<b>Proofreading</b> <b>Focus:</b> ▪ Spelling, punctuation, and run-on sentences	<b>Publishing</b> <b>Focus:</b> ▪ Class book features	<b>Publishing</b> <b>Focus:</b> ▪ Author’s Chair sharing

# Week 1

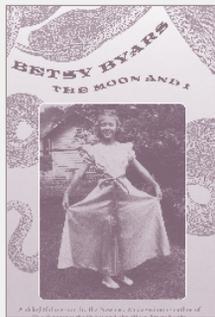
## OVERVIEW



### *Childtimes: A Three-Generation Memoir*

by Eloise Greenfield and Lessie Jones Little

Three generations of women remember their “childtimes.”



### *The Moon and I*

by Betsy Byars

Author Betsy Byars remembers a snake named Moon in this memoir.



## Online Resources

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

### Whiteboard Activities

- WA1–WA4

### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “Conference Notes: Focus 1” record sheet (CN1)

### Reproducible

- (Optional) “Excerpt from ‘A Snake Named Moon’” (BLM2)

### Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Personal Narrative” (AV40)
- “Exploring Personal Narrative” (AV41)

## TEACHER AS WRITER

*“No surprise for the writer,  
no surprise for the reader.  
For me the initial delight is in  
the surprise of remembering  
something I didn’t know I knew.”*

— Robert Frost

Think about memorable events from your life that you could write about. List these in your notebook; then select one or two of the most vivid memories to describe in short drafts. Write about what happened, when it happened, who was involved, and what is memorable about each event.

### Writing Focus

- Students hear and discuss personal narratives.
- Students learn about a professional author’s writing practice.
- Students generate writing ideas from their own lives.
- Students visualize sensory details.
- Students draft personal narratives, focusing on single, interesting events or topics from their own lives.

### Social Development Focus

- Teacher and students build the writing community.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Since this week’s readings have few illustrations, consider bringing in visual aids (such as needle and thread, or photographs of Joe Louis or of a snake) to support the students’ comprehension.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 32 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 38 of the *Assessment Resource Book*.



# Day 1

## Exploring Personal Narrative

### Materials

- “First Days” and “Mama Sewing” (*Childtimes*, pages 129–130 and 142–143)
- “Writing Time” chart (WA1)
- “Class Assessment Record” sheet (CA1)

### Teacher Note

For more information about personal narrative, view “Exploring Personal Narrative” (AV41).



### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

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

### In this lesson, the students:

- Work with new partners
- Hear and discuss a personal narrative
- Quick-write about early memories
- Write freely about things that interest them

### ABOUT PERSONAL NARRATIVE

Personal narratives offer writers the opportunity to think about and write true stories about the meaningful experiences of their lives. Personal narratives describe significant events and explain how those events led to learning or a change of some kind. Character change in a narrative, whether of a fictional character or a real person, often results from learning an important lesson or gaining a new realization about oneself or the world. Personal narratives also include sensory details to make the writing come alive for readers, as well as transitional words and phrases to help readers connect events or ideas.

In the study of personal narrative at grade 4, the students identify significant single events from their lives and write about them in detail. They learn to focus on the most important parts of the events they are describing, use sensory details and transitional words and phrases, and write engaging openings and endings that draw a story’s events to a close.

### GETTING READY TO WRITE

#### 1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other’s names (see “Do Ahead” on page 123). Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Explain that today’s lesson is the beginning of a four-week unit in which the students will explore a kind of writing called *personal narrative*. In personal narratives, authors tell stories about true things that have happened to them. Explain that partners will stay together for the unit. Ask:

**Q** *What have you learned about working with a partner that can help your new partnership go well?*

**Students might say:**

"We can ask each other questions and help each other."

"In addition to what [Tammy] said, you can work better together if you get to know someone."

"I agree with [Josh]. You don't have to be best friends—you just have to work together."

Encourage the students to keep these ideas in mind as they begin working with their new partners today.

## 2 Introduce *Childtimes*

Show the cover of *Childtimes* and read the title, subtitle, and authors' names aloud. Explain that the subtitle, *A Three-Generation Memoir*, means that this book of personal narratives contains true stories of the memories of three generations of women from a single family: Eloise Greenfield; her mother, Lessie Jones Little; and her grandmother Pattie Ridley Jones.

Show the photographs of the women on pages 1, 49, and 119, and explain that each section contains stories told by one of the women about what it was like to grow up during her time.

Explain that you will read some of the personal narratives from *Childtimes* in the coming days. Encourage the students to think as they listen about what it might be like to write narratives like these themselves.

## 3 Read "First Days" and "Mama Sewing" Aloud

Explain that the personal narratives you will read today were written by Eloise Greenfield. In these narratives, she tells some of her earliest memories. Read "First Days" (pages 129–130) and "Mama Sewing" (pages 142–143) aloud slowly and clearly.

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**scrapbook:** book with blank pages used for saving pictures or clippings (p. 129)

**sewed:** made clothes, using cloth, needle, and thread (p. 142)

**pout:** stick out your bottom lip, usually because you are sad, mad, or disappointed (p. 143)

**ashamed:** embarrassed (p. 143)

### Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- "I agree with \_\_\_\_\_ because . . ."
- "I disagree with \_\_\_\_\_ because . . ."
- "In addition to what \_\_\_\_\_ said, I think . . ."

### Teacher Note

Students who experienced the *Being a Writer* program at grade 3 may remember being introduced to *Childtimes* last year, when they explored several personal narratives in it. Briefly discuss what the students remember about the book, and then explain that they will hear and explore several new narratives in it this year.

### Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 on page 32. To see an example, view “Using ‘Think, Pair, Share’” (AV13).



### Teacher Note

Note that on Days 1 and 2 of this week, the students may write personal narratives or anything else they wish. On Day 3, after exposure to a couple of examples of personal narrative, they will all begin writing in this genre.

### ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or their partners about their drawings. If necessary, write out key words and phrases they want to use so they can copy the words into their writing.

## 4 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread passages to help the students recall what they heard.

- Q *What do we find out about Eloise Greenfield’s childhood from these short pieces?*
- Q *In “First Days,” Eloise Greenfield says, “It’s the first day of my life—my remembered life.” What do you think she means?*

## 5 Quick-write: Early Memories

Use “Think, Pair, Share” to discuss:



- Q *If you were to write a story about your own “remembered life,” what memories could you write about? [pause] Turn to your partner.*

Scan the class as partners talk. When they have had sufficient time to discuss the question, signal for their attention. Have them open their writing notebooks to the next blank page in the writing ideas section, label it “Memories,” and list some of the early memories they could write about. After a few minutes, call for the students’ attention and have a few volunteers share what they wrote with the class.

Explain that during Writing Time today the students may write about one of the memories they listed, or they may write about anything that interests them.

## WRITING TIME

### 6 Write Independently

Ask the students to return to their seats, with partners sitting together. Display the “Writing Time” chart (WA1) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write about an early memory.
- Write about anything else that interests you.

WA1

Remind the students to double-space their writing. If necessary, review that during the writing period there should be no talking, whispering, or walking around.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Do they write readily about themselves?
- Are they double-spacing their writing?
- Do the students who have difficulty getting started eventually do so?

If you notice many students having difficulty starting to write, call for the class's attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class, and then have them resume silent writing. If necessary, remind students to double-space their writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 32 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Briefly Share Writing and Reflect



Have partners share with each other what they wrote today. Then ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

**Q** *Who wrote about early memories? Tell us about them.*

**Q** *What other topics did you write about? Tell us about them.*

Help the students reflect on their partnerships by asking:

**Q** *What did you find out about your partner today?*

# Day 2

## Exploring Personal Narrative

### Materials

- “Joe Louis” (*Childtimes*, pages 143–144)
- Chart paper and a marker
- “Writing Time” chart (WA2)

### Teacher Note

Save the “Notes About Personal Narratives” chart to use later this week and throughout the unit.

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 on page 8. For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



### In this lesson, the students:

- Informally explore features of personal narratives
- Hear and discuss a personal narrative
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Start “Notes About Personal Narratives” Chart

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard “First Days” and “Mama Sewing,” personal narratives by Eloise Greenfield.

On a sheet of chart paper, write “Notes About Personal Narratives.” Remind the students that a *personal narrative tells a true story from the author’s own life*. Add this to the chart. Explain that you will continue to add to the chart as they learn more about what makes personal narratives different from other kinds of writing.

### 2 Read “Joe Louis” Aloud

Explain that you will read another personal narrative by Eloise Greenfield called “Joe Louis.” Explain that Joe Louis was an African American boxing champion during the 1930s and 1940s.

Read “Joe Louis” (pages 143–144) aloud slowly and clearly, clarifying vocabulary as you read.

### Suggested Vocabulary

**caddied:** carried golf clubs for a golfer (p. 144)

### ELL Vocabulary

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

**heavyweight boxing champion:** big, strong person who wins many boxing matches (p. 143)

**referee:** person who makes sure a game is played by the rules (p. 144)

**afford:** pay for (p. 144)

**victory:** win (p. 144)

### 3 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread from the text to help the students recall what they heard.

- Q *Why might the author have chosen to write about this memory?*
- Q *She describes a “big day,” when Joe Louis came to play on a nearby golf course. If you were going to write your own personal narrative about a special day, what might you write about?*

#### Students might say:

“It was probably special to Eloise and her neighbors when Joe Louis won because African Americans were proud of him.”

“I agree with [Pilar] because the book says ‘black people loved him.’”

“I would write about the day my little brother came home for the first time.”

“I would write about my birthday. That was a special day.”

Point out that in each of the three personal narratives the students have heard, Eloise Greenfield chooses to write about just one special memory or event. She does not try to write about her whole childhood in one story. Invite the students to think and write about just one special memory, topic, or event during Writing Time today.

## WRITING TIME

### 4 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA2) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write about a special memory or event.
- Write about anything else that interests you.

WA2

Remind the students to double-space their writing. If necessary, review that during the writing period there should be no talking, whispering, or walking around.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

**TEKS 6.E.i**  
Student/Teacher Activity  
Step 3 (all)

#### Facilitation Tip

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



# Day 3

## SHARING AND REFLECTING

### 5 Reflect on Writing

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about an interesting memory or event from your life? Tell us about it.*
- Q *What other topics did you write about today? Tell us about them.*

## Exploring and Drafting Personal Narrative

### Materials

- “A Snake Named Moon” (*The Moon and I*, pages 1–4)
- “Notes About Personal Narratives” chart from Day 2
- “Quick-write” chart (WA3)
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Learn about a professional author’s writing practice
- Visualize sensory details
- Quick-write about single, interesting events

## GETTING READY TO WRITE

### 1 Add to “Notes About Personal Narratives” Chart

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that earlier they heard three personal narratives by Eloise Greenfield: “First Days,” “Mama Sewing,” and “Joe Louis.” Remind the students that, in each of these narratives, the author writes about one small thing she remembers from her childhood. Direct the students’ attention to the “Notes About Personal Narratives” chart and add *write about a single event, memory, or thing* to it.

Explain that today you will read a personal narrative by a different author. Encourage the students to think about what single event the author is writing about.

## 2 Read “A Snake Named Moon” Aloud

Show the cover of *The Moon and I* and read the title, subtitle, and author’s name aloud. Explain that, like Eloise Greenfield, Betsy Byars is a professional children’s author and that in this memoir, she writes about interesting events she has experienced.

Read aloud pages 1–4 of “A Snake Named Moon,” stopping after “I had let my writing get in the way of my snake watching!” Read slowly and clearly, stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**overhead beam:** long piece of wood that holds up the ceiling of a building (p. 1)

**beneficial:** helpful (p. 2)

**distraction:** something that takes attention away from something else (p. 3)

**engrossed:** involved in something (p. 4)

### ELL Vocabulary

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

**snake:** long, thin reptile that has no legs (see p. 1 illustration)

**word processor:** computer (p. 2)

**harmless:** not dangerous (p. 2)

**on the prowl:** hunting for food (p. 3)

Stop after:

p. 2 “I settled down to watch.”

Ask:



**Q** *What has happened so far? Turn to your partner.*

Without stopping to discuss as a class, reread the last sentence and continue reading to the next stop:

p. 3 “. . . and I like distractions—especially when I’m writing.”

Ask:



**Q** *What has happened so far? Turn to your partner.*

Without stopping to discuss as a class, reread the last sentence and continue reading to the end of the selection.

### Teacher Note

To review the procedure for “Turn to Your Partner,” see Unit 1, Week 1, Day 2 (page 11). To see an example, view “Using ‘Turn to Your Partner’” (AV11).



### 3 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread from the text to help the students recall what they heard.

- Q *What event does Betsy Byars write about in this story?*
- Q (Reread the following passage on page 1: “The snake lay on an overhead beam. . . . the round, unblinking eyes were looking at me.”) *What do you see in your mind when you hear this passage?*

#### Students might say:

“Betsy Byars writes about seeing a snake on an overhead beam as she’s writing one day.”

“I agree with [Mitch]. Her husband wants to catch it and take it to the airport, but she wants to keep it.”

“I imagine the snake staring down at her with big, black eyes.”

“In addition to what [Chitra] said, the word *pillowed* makes me think it’s resting its head on its body.”

### 4 Quick-write: Single Interesting Events

Remind the students that the single, interesting event that Betsy Byars writes about in “A Snake Named Moon” is the time she encountered a snake on her front porch. Display the “Quick-write” chart (WA3) and ask the students to think quietly as they listen to the questions on it. Say the questions one at a time, pausing after each question (without discussing it) to give the students time to think.

WA3

#### Quick-write

- What are some interesting events from your own life that you could write about?
- What is something funny or scary that has happened to you?
- What is something interesting that has happened to you at school? At home?



Ask the students to open their notebooks to the next blank page and do a quick-write about an interesting event that has happened to them. Stop them after 3–4 minutes of silent writing and have partners talk about their thinking; then have them resume silent writing for a few more minutes.

Call for the students’ attention and have a few volunteers share their ideas with the class.

Explain that you would like all the students to try writing about one interesting event from their own lives during Writing Time today. They may continue what they started in the quick-write or write about another event.

## WRITING TIME

### 5 Draft Personal Narratives

Have the students return to their seats and work silently on personal narratives for 20–30 minutes. Remind them to double-space their writing.

Join the students in writing for a few minutes; then begin conferring with individual students.



### TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students about their personal narratives. Ask each student to show you his writing and read some of it aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share and Reflect on Writing

Ask and discuss the question that follows, inviting the students to read passages of their writing aloud if they wish.

- Q *What interesting event from your own life did you write about? Tell us about it.*

Explain that the students will continue to write drafts of personal narratives during the coming weeks.

### Teacher Note

The students are just beginning to explore personal narrative. They are not expected to know or incorporate specific features of the genre into their writing at this point. They will build on their understanding as they explore the genre over the coming weeks.

### Teacher Note

The students will write all first drafts of personal narratives, double-spaced, in their notebooks. In Week 3, they will select one of the drafts to develop and publish. Double-spacing now allows space for revision later. The students will write their final versions in Week 4 on loose, lined paper (or on a computer, if available).

### Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Personal Narrative” (AV40).



## Materials

- *The Moon and I* from Day 3
- Copy of “Excerpt from ‘A Snake Named Moon’” (BLM2) for each student

## Teacher Note

Prior to doing this activity, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Excerpt from ‘A Snake Named Moon’” (BLM2). Make a copy for each student; set aside one copy for yourself.

# WRITING ABOUT READING

## Write Opinions About Betsy Byars’s Feelings Toward Writing

Show the cover of *The Moon and I* and remind the students that earlier they heard a story from the book called “A Snake Named Moon.” Remind the students that in the story, the author, Betsy Byars, describes her writing process. Ask:

**Q** *What do you remember about Betsy Byars’s writing process?*

Have a few volunteers share their thinking. Then explain that you will reread part of what Betsy Byars wrote about her writing process. Distribute copies of “Excerpt from ‘A Snake Named Moon’” and explain that the passages you will read are reproduced there. Ask the students to follow along as you read aloud. Reread page 2 of the book aloud, starting with “Here’s the way I write a book” and ending with “And it’s worked for thirty years.” Then read aloud page 4 of the book, starting with “Now most of the time . . .” and ending with “Of all the stupid things to do—I had let my writing get in the way of my snake watching!”

**Q** *How does Betsy Byars feel about writing? What in the story makes you think so?*

### Students might say:

“I think Betsy Byars doesn’t like writing. She says she let it get in the way of her snake watching, so she would rather be watching snakes.”

“I agree with [Bindi] because most of the time she thinks her writing is terrible.”

“I disagree with [Ralph and Bindi] because Betsy Byars says she has written lots of things for thirty years. She must really love writing to do it so much.”

“In addition to what [Juan] said, I think the author is trying to show what the life of a real writer is like. It’s not easy, but she loves it, especially when she goes into high gear.”

Explain that the students will each write a paragraph about how they think Betsy Byars feels about writing. Tell the students that readers often have different opinions about what is written in a story, and that is fine. What is important is that they understand the author’s opinion and explain it accurately. Ask the students to watch as you think aloud and model writing a paragraph about how you think Betsy Byars feels about writing.

**You might say:**

"I think that even though Betsy Byars complains about writing, she actually loves it. I'll start by writing: *In Betsy Byars's story 'A Snake Named Moon,' the author complains about writing, but I believe that deep down she loves to write.* Notice that I stated my opinion and put the title of the story and author in the opening sentence. Now I need to explain my thinking using facts and details. I'll write: *Betsy Byars writes a lot about her writing process. She describes every step she goes through to write a piece. She wouldn't bother to do that if she didn't think that the writing process was interesting and important. Also, she describes what happens when she gets inspired while writing. She says it's a 'magical flow' and that she goes into a 'higher gear.'* These words show that she loves writing. Now I need a closing sentence. I'll write: *Betsy Byars complains about writing, but I think she does so because it's not easy to write well. Even though she's honest about the challenges of writing, Betsy Byars clearly loves being an author.*"

Explain that the students should start their paragraphs with an opening sentence that states their opinion and includes the title and author of the story, give a reason for their opinion and a fact or detail from the story to support their reason, and provide a closing sentence that wraps up their writing. Have them return to their seats and write in their writing notebooks. If time permits, invite them to share their opinions with the class.

## Exploring and Drafting Personal Narrative

# Day 4

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Learn about a professional author's writing practice
- Explore sensory details in a passage
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Briefly Review Personal Narrative

Have the students bring their *Student Writing Handbooks* and pencils and gather with partners sitting together, facing you. Review that yesterday they began writing drafts of personal narratives. Ask and briefly discuss:

**Q** *What makes personal narrative writing different from other kinds of writing?*

### Materials

- "The Missing Moon" (*The Moon and I*, pages 13–16)
- "Notes About Personal Narratives" chart from Day 3
- "Excerpt from 'The Missing Moon'" chart (WA4)
- *Student Writing Handbook* page 4

If necessary, review the “Notes About Personal Narratives” chart to help the students remember what they learned. Add any new ideas they mention.

## 2 Read Aloud and Discuss “The Missing Moon”

Explain that you will read another section from *The Moon and I* by Betsy Byars. In it, she continues to tell about the snake she encounters in “A Snake Named Moon.”

Read “The Missing Moon” on pages 13–16 aloud, skipping the following passage on page 13: “This was worse than losing a chapter. . . . But with a snake . . .” Resume reading with “I heard a noise.” Clarify vocabulary as you read.

### Teacher Note

The skipped passage on page 13 refers to a section of text earlier in the book that the students have not heard.

### Suggested Vocabulary

**tentacles:** arms like those of an octopus (p. 13)

**mercury:** silver liquid found in glass thermometers (p. 14)

**crevice:** narrow crack or opening (p. 15)

**regretfully:** sadly (p. 16)

### ELL Vocabulary

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

**vanished:** disappeared (p. 13)

**condominium:** type of apartment (p. 15)

## 3 Explore Sensory Details

Ask and briefly discuss:

**Q** *What did you imagine seeing as you listened to this passage?*

**Q** *What did you imagine hearing?*

**Q** *What other senses did you imagine using?*

Ask the students to open to *Student Writing Handbook* page 4 as you display “Excerpt from ‘The Missing Moon’” (C WA4). Ask partners to reread the passage and together underline words that help them imagine using their senses.

After a few minutes, ask pairs to share the words they underlined with the class. Underline words on the displayed excerpt as the students report them.

Point out that in many personal narratives, including this one, the author includes sensory details that help us imagine what is happening, using our senses.

### Teacher Note

If it is helpful, write the five senses where everyone can see them: *sight, hearing, smell, taste, and touch.*

Some sensory details in this narrative are “my heart actually leapt,” “low, throaty growls,” “coiled, silent, alert, and ready,” “the tip of its tail began to quiver,” “testing the climate with flicks of its dark, forked tongue,” “the black color was startling against the green ivy,” “a series of graceful S-curves,” and “as slick as mercury.”

Explain that the students will continue to write personal narratives today, and encourage them to look for places where they can include sensory details. They may continue a personal narrative they started earlier or begin a new one.

## WRITING TIME

### 4 Draft Personal Narratives

Have the students return to their seats and work silently on personal narratives for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each student show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share and Reflect on Writing

Have a few volunteers read their writing aloud. Encourage the other students to express their interest or appreciation after each reading, using questions such as:

- Q *What did you like about [Jack's] piece?*
- Q *What questions can we ask [Anushka] about what she wrote?*

Explain that the students will continue to draft personal narratives tomorrow.

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## EXTENSION

### Discuss the Past Progressive Tense in “The Missing Moon”

Review that at the beginning of the story “The Missing Moon,” Betsy Byars hears a noise and finds out that it is coming from the neighbor’s cat. Reread the passage beginning with “I heard a noise” on page 13 of the book and continuing through “These were low, throaty growls that couldn’t have had much effect because snakes don’t have ears.”

Write the sentence *The sounds I had heard were coming from the cat* where everyone can see it, and underline the words *were coming*. Explain that the words are the past progressive tense of the verb *come*. Explain that writers use the past progressive tense to show that action was continuing over a period of time. If Betsy Byars had written “The sounds came from the cat,” it would suggest that the cat, Ginger, made the sounds just once. Betsy Byars wrote “were coming” to show that Ginger continued to growl at the snake for a while.

Explain that writers also use the past progressive tense to show that one thing was happening when something else happened. Write the following sentence on the board: *Joe was eating when the doorbell rang*. Underline the words *was eating* and explain that this is the past progressive tense of the verb *eat*. Explain that in this sentence, *was eating* is used to show that Joe was in the process of eating when something else happened: the doorbell rang.

Write the following sentence on the board: *Lin [blank] when she suddenly heard a clap of thunder*. Explain that a verb in the past progressive tense is needed to complete the sentence. Ask:

**Q** *What was Lin doing when she suddenly heard a clap of thunder?*

Have a few volunteers share their thinking with the class. If necessary, follow up by asking questions such as:

**Q** *How do we know that [“was swimming”] is in the past progressive tense?*

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#### Skill Practice Note

For more practice forming and using the progressive verb tenses, see Lesson 16 in the *Skill Practice Teaching Guide*.

## In this lesson, the students:

- Review sensory details
- Draft personal narratives
- Express interest in one another's writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Gather and Briefly Review Sensory Details

Gather the class with partners sitting together, facing you. Review that yesterday the students heard “The Missing Moon” by Betsy Byars. Ask and briefly discuss:

**Q** *What do you remember about the story “The Missing Moon”?*

Review that Betsy Byars uses sensory details in her narrative. Direct the students' attention to the “Notes About Personal Narratives” chart and add *sensory details help the reader see, hear, smell, taste, or feel what happens* to it.

Explain that the students will continue to write personal narratives today, and encourage them to look for places where they can include sensory details. They may continue a personal narrative they started earlier or begin a new one.

## WRITING TIME

### 2 Draft Personal Narratives

Have the students return to their seats and work silently on personal narratives for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.

## Materials

- “Notes About Personal Narratives” chart from Day 4



## TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Share One Sentence and Reflect

Ask the students to review the writing they did today and each underline one sentence they would like to share with the class. Give the students a moment to select their sentences; then go around the room and have each student read her sentence aloud, without comment.

Facilitate a brief discussion using questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to write drafts of personal narratives during the coming weeks.

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## EXTENSION

### Read More from *The Moon and I*

If your students are interested, read and discuss other chapters from *The Moon and I*. Take time to discuss the way the author’s experiences with the snake provided ideas for an entire book. Encourage the students to continue to think about interesting events in their own lives that they can write about.

### Teacher Note

The intention in this activity is to hear one sentence from every student in the class. This lets the students hear what their classmates are writing and builds their accountability. After they underline their sentences, have them put their pencils away. Have them read their sentences promptly, one after another, without stopping to comment. In the discussion afterward, they are not expected to remember every sentence they heard.



# Week 2

## OVERVIEW



### **Childtimes: A Three-Generation Memoir**

by Eloise Greenfield and Lessie Jones Little

Three generations of women remember their “childtimes.”

### Essays

### **“The Mirror” and “Little Things”**

excerpted from *Teen Ink: What Matters* by Jijo Vilayanickal and Sara Roberts, edited by Stephanie H. Meyer, John Meyer, and Peggy Veljkovic

(see pages 159–161)

Young people write about their experiences with family members.



### Online Resources

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

#### **Whiteboard Activities**

- WA5–WA10

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “Conference Notes: Focus 1” record sheet (CN1)

#### **Professional Development Media**

- “Building a Community of Writers” (AV1)
- “Sharing One Sentence and Reflecting” (AV42)
- “Using Web-based Teaching Resources” tutorial (AV75)

## TEACHER AS WRITER

*“Try to be one of the people on whom nothing is lost!”*

— Henry James

Select one of the pieces you wrote last week about a memorable event and reread it. Where could you include words and phrases that would help a reader imagine using her senses? See how many senses you can appeal to with the sensory details you add to your piece.

### Writing Focus

- Students hear, discuss, and draft personal narratives.
- Students explore sensory details.
- Students informally explore learning (or change) in personal narratives.
- Students explore transitional words and phrases.
- Students confer with one another and the teacher.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2) on page 33 of the *Assessment Resource Book*.

# Day 1

## Exploring and Drafting Personal Narrative

### Materials

- “Hot Rolls” (*Childtimes*, pages 61–62)
- “Writing Time” chart (WA5)

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore sensory details in text
- Quick-write about sensory details
- Write about single, interesting events from their lives

## GETTING READY TO WRITE

### 1 Gather and Briefly Review Week 1

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that they have been exploring personal narratives. This week they will continue to hear personal narratives and write their own drafts. Next week they will select one of their drafts to work on and publish for the class library.

### 2 Read “Hot Rolls” Aloud

Show the cover of *Childtimes* and remind the students that they heard “First Days,” “Mama Sewing,” and “Joe Louis” by Eloise Greenfield last week. Explain that today you will read “Hot Rolls” by Lessie Jones Little, Eloise’s mother. Invite the students to imagine what is happening as they listen.

Read “Hot Rolls” on pages 61–62 aloud slowly and clearly. Clarify vocabulary as you read.

### Suggested Vocabulary

**preserves:** jam (p. 62)

### ELL Vocabulary

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

**knees:** joints between the thighs and the lower legs (p. 61)

**elbows:** bends of the arms between the forearms and the upper arms (p. 62)

### 3 Briefly Discuss the Reading

Ask and briefly discuss:

- Q *What experience does the author describe in this personal narrative?*
- Q *What did you see in your mind? What other senses did you imagine using?*

### 4 Quick-write: Sensory Details About Breakfast

Use “Think, Pair, Share” to discuss:



- Q *If you were going to write about eating breakfast at your house, what sensory details might you include? [pause] Turn to your partner.*

Have the students open their notebooks to the next blank page and spend a few minutes writing about breakfast in their homes. Encourage them to include words that describe what things look, sound, smell, taste, and feel like. After a few moments, call for the students’ attention and have a few volunteers share what they wrote with the class.

Explain that during Writing Time today the students may continue the piece each started during the quick-write or work on any personal narrative.

## WRITING TIME

### 5 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA5) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue the piece you started during the quick-write.
- Write about a single, interesting event in your life.
- Work on a personal narrative you started earlier.
- Start a new personal narrative about anything from your own life.

WA5

Join the students in writing for a few minutes; then confer with individual students.

#### Teacher Note

After asking the question, pause for 10 seconds to give the students time to think. Then say “Turn to your partner” and have partners discuss the question.



## TEACHER CONFERENCE NOTE

As you did in Week 1, continue to confer with individual students, having each show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about breakfast at home? Tell us about it.*
- Q *What other topics did you write about? Tell us about it.*

## In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore sensory details in text
- Share their partners' thinking with the class
- Discuss and solve problems that arise in their work together

## Materials

- “Learning the Hard Way” (*Childtimes*, pages 79–80)
- “Writing Time” chart (WA6)

## GETTING READY TO WRITE

### 1 Read “Learning the Hard Way” Aloud

Gather the class with partners sitting together, facing you. Review that yesterday the students heard “Hot Rolls” by Lessie Jones Little, from the book *Childtimes*. Ask and briefly discuss:

**Q** *What do you remember about the story “Hot Rolls”?*

Explain that you will read another personal narrative by Lessie Jones Little, and encourage the students to think, as they listen, about the single experience she writes about.

Read “Learning the Hard Way” on pages 79–80 of *Childtimes* aloud slowly and clearly, clarifying vocabulary as you read.

### Suggested Vocabulary

**kerosene:** oil used for heating, cooking, and light (p. 79)

### ELL Vocabulary

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

**electricity:** source of power (p. 79)

**matches:** small pieces of wood used to light a fire (p. 80)

### 2 Discuss the Reading

Ask and briefly discuss:

**Q** *What did Lessie learn the hard way in this story?*



**Q** *What did you imagine seeing or feeling as you listened? Turn to your partner.*

**Q** *What’s something you’ve learned the hard way that you could write about?*

Explain that everyone will work on personal narratives during Writing Time today. Invite the students to write about something they learned the hard way, if they wish.

## WRITING TIME

### 3 Write Independently

Have the students get out their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA6) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write about something you’ve learned the hard way.
- Work on a personal narrative you started earlier.
- Start a new personal narrative about anything from your own life.

WA6

Join the students in writing for a few minutes; then confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Writing in Pairs

Explain that partners will share with each other what they wrote today. Alert the students to be ready to share something their partners wrote about during the whole-class discussion.



Have partners share; then signal for their attention and ask questions such as:

- Q *What did your partner write about today?*
- Q *What sensory details did your partner include in his or her writing? Tell us about one.*

Have the students reflect on their partner work by asking:

- Q *What problems, if any, did you and your partner have working together today? What can you do to avoid those problems next time?*



## TECHNOLOGY EXTENSION

### Learn More About Eloise Greenfield

To learn more about Eloise Greenfield and her work, have the students watch a video of her speaking about her writing or read an interview with her. To find a video or print interview with the author, search online with her name and the keyword “video” or “interview.” After the students watch the video or read the interview, have them discuss what they learned about the author’s life and her thoughts about writing.

### Teacher Note

Questions like this help the students develop good working relationships with their partners. When students feel connected to others, they learn to relax and take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



### Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



# Day 3

## Exploring and Drafting Personal Narrative

### Materials

- “The Mirror” (see page 159)
- “Writing Time” chart (WA7)

### In this lesson, the students:

- Hear and discuss personal narratives
- Explore writing about single experiences
- Explore the idea of learning in personal narratives
- Draft personal narratives

## GETTING READY TO WRITE

### 1 Read “The Mirror” Aloud

Gather the class with partners sitting together, facing you. Review that the students have been writing drafts of personal narratives and that next week they will select one to develop, revise, and publish for the class.

Explain that today you will read aloud a short personal narrative called “The Mirror,” written by a 15 year old named Jijo. Invite the students to think as they listen about the single experience Jijo is writing about.

Read the essay aloud slowly and clearly (see “The Mirror” on page 159). Clarify vocabulary as you read.

### Suggested Vocabulary

**coincidence:** something that happens by chance

### ELL Vocabulary

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

**echo:** sound that bounces off of something and comes back

### 2 Discuss the Reading

Ask and briefly discuss:

**Q** *What experience does Jijo describe?*

**Q** *Why do you think he might have chosen to write about this experience with his father?*

Point out that in this essay, Jijo writes about a single experience that teaches him something. Use “Think, Pair, Share” to discuss:



**Q** *What experiences have you had with an adult that taught you something?*  
[pause] *Turn to your partner.*

Have volunteers share their thinking.

**Students might say:**

"I went fishing with my grandpa, and he taught me how to catch a fish.

I learned how to bait the hook."

"I learned the names of lots of different flowers from my mom."

"My basketball coach taught me how to dribble the ball."

Explain that the students will continue to draft personal narratives today. Encourage them to keep thinking about experiences from which they learned something and to include sensory details in their narratives to help a reader see, hear, smell, taste, and feel what is happening.

## WRITING TIME

### 3 Draft Personal Narratives

Ask the students to return to their seats. Display the "Writing Time" chart (C WA7) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a personal narrative you started earlier.
- Start a new personal narrative.
- Include sensory details in your writing.

WA7

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

# Day 4

## Exploring and Drafting Personal Narrative

### Materials

- “Little Things” (see page 160)
- “Notes About Personal Narratives” chart from Week 1
- “Writing Time” chart (WA8)
- “Class Assessment Record” sheet (CA2)

### Teacher Note

The concept of learning in personal narratives can be challenging for students. In this unit, the students begin to explore the idea very informally. They are not expected to incorporate this into their own personal narrative writing at this point.

## SHARING AND REFLECTING

### 4 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about a time you learned something? Tell us about it.*
- Q *What other topic did you write about? Tell us about it.*

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore the idea of learning in personal narratives
- Quick-write about respect for older family members
- Express interest in one another’s writing

## GETTING READY TO WRITE

### 1 Add to “Notes About Personal Narratives” Chart

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that they heard “The Mirror” by a 15-year-old author named Jijo yesterday. Ask:

- Q *We talked about how Jijo learned something from his father during the experience he describes. What did he learn?*

Explain that good personal narratives usually include some information about what the writer learns or how he or she changes as a result of what happens. In “The Mirror,” Jijo learns that life is like a mirror or an echo—it gives you back whatever you give it.

Direct the students’ attention to the “Notes About Personal Narratives” chart and add *the writer learns something* to it. Explain that you will read another narrative by a young person today. Invite the students to listen for what the writer learns.

### 2 Read “Little Things” Aloud

Explain that today’s personal narrative was written by a 15 year old named Sara. Read the essay aloud slowly and clearly (see “Little Things” on page 160).



## ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**manure:** waste from farm animals, used to help plants grow

### 3 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread from the text to help the students recall what they heard.

**Q** *What experience does Sara write about in this personal narrative?*

If necessary, point out that this is a story Sara’s grandmother told her. Use “Think, Pair, Share” to discuss:



**Q** *Sara’s grandmother tells her a story about her childhood. What is a story someone in your family has told you? [pause] Turn to your partner.*

### 4 Quick-write: Respect for Older Family Members

Use “Think, Pair, Share” to discuss:



**Q** *Sara tells us that her grandmother taught her many amazing things, including respect. What are some ways you show respect for older family members? [pause] Turn to your partner.*

Ask the students to open their notebooks to the next blank page and spend a few minutes writing about ways they show respect for older family members. After about 5 minutes, call for the students’ attention and have a few volunteers share what they wrote with the class.

Explain that the students will continue to work on personal narratives today. Encourage them to think about stories they have been told and things they have learned from older family members.

## WRITING TIME

### 5 Draft Personal Narratives

Ask the students to return to their seats. Display the “Writing Time” chart (WA8) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on the piece you started during the quick-write.
- Write about things you have heard or learned from family members.
- Continue a personal narrative you started earlier.
- Start a new personal narrative.

WA8

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write with engagement about their own lives?
- Do they include sensory details in their writing?
- Will all the students have personal narrative drafts that they can start to develop for publication next week?

If necessary, work with individual students to ensure that all students will have drafts that they can develop for publication, beginning on Day 1 of next week.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share One Sentence and Reflect

Ask the students to review the writing they did today and each underline one sentence to share with the class. Give the students a moment to select their sentences; then go around the room and have each student read his sentence aloud, without comment.

After all the students have read their sentences, facilitate a brief discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

**TEKS 1.A.ii**  
Student/Teacher Activity  
Step 6 (all)

### Teacher Note

The intention in this activity is to hear one sentence from every student in the class. This lets the students hear what their classmates are writing and builds their accountability. After they underline their sentences, have them put their pencils away. Have them read their sentences promptly, one after another, without stopping to comment. In the discussion afterward, they are not expected to remember every sentence they heard.

To see an example of this technique, view “Sharing One Sentence and Reflecting” (AV42).



# Exploring Personal Narrative and Pair Conferring

## Day 5

### In this lesson, the students:

- Explore transitional words and phrases
- Draft personal narratives
- Practice procedures for pair conferences
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you.

Remind the students that they heard “Little Things” by a 15-year-old author named Sara yesterday. Ask:

**Q** *We talked about how Sara learned something from her grandmother during the experience she describes. What did she learn?*

If necessary, review that in “Little Things,” Sara learns to appreciate the beauty of the little things in life and to respect the beauty of nature. Review that a good personal narrative usually includes some information about what the writer learns or how she changes as a result of what happens.

### 2 Analyze Transitional Words in “Little Things”

Display “Little Things” (WA9) and point out that the author, Sara, uses the phrases *one time* (in the second paragraph) and *one day* (in the third paragraph). Underline the phrases on the displayed story. Explain that these phrases help readers connect the events in Sara’s story by telling us when in the story something happened.

Ask the students to open to *Student Writing Handbook* page 6, where the story is reproduced. Have partners work together to underline other words or phrases that tell when in the story something happened.

After a few minutes, have volunteers share their ideas with the class. As they identify words and phrases that help them connect the story’s events, underline them on the displayed essay.

Explain that these are called *transitional words and phrases* and that authors use them to help readers connect ideas or events in a story. Direct the students’ attention to the “Notes About Personal Narratives” chart and add *transitional words and phrases help the reader connect ideas or events* to it. On a sheet of chart paper titled “Transitional Words and Phrases,” write the heading *Connect events in a story* and list the words and phrases you and the students have identified in “Little Things.”

### Materials

- “Little Things” chart (WA9)
- *Student Writing Handbook* page 6
- “Notes About Personal Narratives” chart from Day 4
- Chart paper and a marker
- “Writing Time” chart (WA10)

**TEKS 11.B.iv**  
**TEKS 11.B.v**  
**TEKS 11.B.vi**  
Student/Teacher Narrative  
Step 2 (all, beginning on  
page 155 and continuing on  
to page 156)

### Teacher Note

Other transitional words and phrases in “Little Things” are *when, a few days later, yet, from that day on, last Christmas, and then.*

### Teacher Note

Other transitional words and phrases include those indicating addition (*also, again, besides*), direction (*here, there, over there, in the distance*), emphasis (*especially, particularly*), and illustration (*for example, for instance, in other words*).

For more transitional words and phrases, you might search online using the keywords “transitional words and phrases.”

**TEKS 11.B.iv**

**TEKS 11.B.v**

**TEKS 11.B.vi**

Student/Teacher Activity  
Step 3 and Step 4 (all, beginning on page 156 and continuing on to page 157 to include the Teacher Conference Note on page 157)

### Teacher Note

Save the “Transitional Words and Phrases” chart to use throughout the unit.

### Teacher Note

You may want to shorten today’s Writing Time slightly to leave more time for the pair conferences in Step 5.

Explain that other transitional words and phrases help readers connect ideas by comparing and contrasting them. Underline the word *but* in the second paragraph of the story. Explain that *but* contrasts the two different responses Sara and Gramcracker have to seeing the butterfly: Sara doesn’t pay attention to the butterfly, but Gramcracker does.

On the “Transitional Words and Phrases” chart, write the heading *Connect ideas in a story* and add the word *but*. Explain that other words and phrases that help readers connect ideas in a story include *still, instead, on one hand, and on the other hand*, and add these to the chart. Ask:

**Q** *What other transitional words and phrases might you use in a personal narrative to help readers connect events or ideas?*

Add the students’ ideas to the chart.

## 3 Analyze Writing for Use of Transitional Words

Have the students reread the writing they did yesterday and look up when they are finished. Say the following prompt, and then give the students a few quiet minutes to review their drafts and mark passages.

- Find a place where you use, or might use, a transitional word or phrase. Draw a small star in the margin next to that place.



Have partners turn and share their ideas with each other.

After a few moments, signal for the students’ attention and have a few volunteers share their thinking with the class. Add any transitional words and phrases they mention to the “Transitional Words and Phrases” chart.

Explain that the students will continue to work on personal narratives today. Encourage them to use transitional words and phrases to help readers connect events and ideas, and to use sensory details to help bring their writing to life. They may each continue a personal narrative they started earlier or begin a new one. Next week they will select one of their drafts to work on and publish for the class library.

## WRITING TIME

### 4 Draft Personal Narratives

Have the students sit at desks with partners together. Display the “Writing Time” chart (WA10) and have the students write silently for 20–30 minutes.

### Writing Time

- Write about things you have heard or learned from family members.
- Continue a personal narrative you started earlier.
- Start a new personal narrative.

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What transitional words and phrases are you using to help readers connect ideas and events?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

## 5 Confer in Pairs About Personal Narrative Drafts

Explain that today each student will each read one of her personal narrative drafts to her partner and confer about it. Briefly review the procedure you established for pair conferring (see Unit 1, Week 3, Day 2, Step 5 on page 56) and remind the students that *conferring* means not only reading their writing to each other but talking about it as well. Explain that today partners will tell each other one thing they like about the other’s draft. Ask and briefly discuss:

- Q *What will you do during the conference to show that you are interested in your partner’s draft?*

### Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so.

### Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (*Did your partner do or say something to show interest in your draft? Do you think it's important that we all get to feel that our partners are interested in our writing?*) and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 5-10 seconds of **wait-time** after the question before you invite the students to respond.

#### Students might say:

"I'll show I'm interested by asking my partner questions about his draft."

"I'll listen to my partner's whole story without interrupting her."

"I will tell him things I liked in his story."



Have partners share their writing. Scan the class without intervening, providing sufficient time for both partners to share their writing before signaling for their attention.

## SHARING AND REFLECTING

### **6** Reflect on Pair Conferences

Help partners reflect on their work together by asking questions such as:

- Q** *What did your partner do or say to show interest in your draft? How did that feel?*
- Q** *Why is it important that we all get to feel that our partners are interested in our writing?*

## Essay

### The Mirror

by Jijo Vilayanickal

excerpted from *Teen Ink: What Matters*

*Life always returns whatever you give.*

— Jijo Vilayanickal

Once my father and I were walking in a field. Suddenly, I tripped. Feeling a sharp pain, I screamed, “Ahh!” I was surprised to hear a voice from the mountain, “Ahh!” Filled with curiosity, I screamed, “Who are you?” But the only answer I received was “Who are you?” This made me angry, so I screamed, “You are a coward!” And the voice answered, “You are a coward!”

I looked at my father and asked, “Dad, what is going on?”

“Son,” my dad replied, “pay attention.”

Then he shouted, “I admire you.”

The voice answered, “I admire you.”

My father shouted, “You are beautiful.”

The voice answered, “You are beautiful.”

Then my father shouted, “You are wonderful.” And the voice again answered the same. I was surprised, but still did not understand.

Then my father explained, “People call this an echo.” But truly it is life. Life always gives you back whatever you give out. Life is a mirror of your actions. If you want more love, give more love. If you want more kindness, give more kindness. If you want understanding and respect, give it to others. If you want people to be good to you, be good to them. This rule of nature applies to every aspect of our life.

Now I understand that life always returns whatever you give. Your life is not a coincidence, but a mirror of your actions.

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## Essay

### Little Things

by Sara Roberts

excerpted from *Teen Ink: What Matters*

*Always and in everything let there be reverence.*

— Confucius

My grandmother, whom I call Gramcracker, has taught me so many amazing things. My favorite was how, when she was a little girl, the smallest things meant so much to her. I envy that about her. In our generation, not many people think that way. Everything is “I have” or “I want.” No one really appreciates the little things in life.

I often sit with Gramcracker and talk about everyday things. One time outside, I was talking with her, and a beautiful, brilliantly colored monarch butterfly flew past us. I really didn’t think about it, but Gramcracker certainly did. She said, “That monarch reminds me of when I was little.” So, of course, like every curious child, I asked her to tell me the story.

Gramcracker told me that when she was little and lived on a farm, there was a manure pile that for some reason attracted dozens of monarch butterflies. My grandma always wanted pretty, colorful curtains for her room, and so she had decided that she would pin dried butterflies on her curtains to make them beautiful. One day, she took a net and a jar and scooped a bunch into the jar, sealing it tight. My gramcracker hid them so her parents wouldn’t find out. A few days later her parents called her downstairs, saying, “Look what we found in our closet!” Gramcracker couldn’t believe it. They had found her butterflies, but the once-beautiful butterflies were not beautiful anymore. Their wings were torn from trying to escape from the jar. They wouldn’t make pretty curtains anymore. She felt horrible for killing them. She had wanted beautiful curtains so much that she had killed those butterflies just to get them. Yet she still felt sad because she wouldn’t have her pretty curtains. From that day on, she learned to enjoy nature, not capture it.

I never forgot that story. Last Christmas I wanted to find something special for Gramcracker, so I made a wooden frame for a small window. Then I put cloth over the windows and tied them back like curtains. For the final touch, I put fake butterflies on the curtains, just as she had wanted all those years ago.

*(continues)*

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## Little Things

*(continued)*

She couldn't believe that I had gone through so much trouble just to give her the curtains she always wanted. When I gave my gramcracker her present, she loved it so much that she started to cry.

I will never forget her story about the butterflies. I also will never forget how she showed me how to respect nature's beauty. I love my gramcracker so much for teaching me respect. I hope one day I can teach my grandchildren as many things as my gramcracker has taught me.

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# Week 3

## OVERVIEW

### Writing Focus

- Students review their drafts, and each selects one to develop, revise, proofread, and publish.
- Students add sensory details to their writing.
- Students add transitional words and phrases to their writing.
- Students explore strong opening sentences.
- Students explore endings that draw a story's events to a close.

### Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.



### Online Resources

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

#### Whiteboard Activities

- WA11–WA19

#### Assessment Forms

- “Class Assessment Record” sheets (CA3–CA5)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Reproducible

- (Optional) “The Mirror” (BLM3)

#### Professional Development Media

- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 34 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, review the pieces you have written so far this year and select a page of personal narrative to use to model how to develop and revise a draft. Prepare your sample writing to display (see “Charts” on page xli for more information). Alternatively, you can use the “Sample Personal Narrative” chart (WA12).
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA4) on page 35 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5) on page 36 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 39 of the *Assessment Resource Book*.
- ✓ (Optional) If computers are available, you might have some students type and print their drafts or recruit parent volunteers to help the students do so.

## TEACHER AS WRITER

*“I am always surprised. I go through life perpetually astonished at everything that happens around me.”*

— Eugene Ionesco

Select one of the personal narrative drafts you wrote in Week 1 and think about what you learned or how you changed as a result of the event you wrote about. Perhaps you expected something different to happen than what actually did. Perhaps you learned or realized something. Write a second draft of your narrative, including information about what you were like before the event, what you were like after it, and how the experience changed you.

# Day 1

## Selecting and Completing Drafts

### Materials

- “Notes About Personal Narratives” chart from Week 2
- “Class Assessment Record” sheet (CA3)

### In this lesson, the students:

- Review their drafts, and each selects one to develop and publish
- Reread their writing critically
- Complete the first draft of the selected writing pieces
- Use Writing Time responsibly

## GETTING READY TO WRITE

### 1 Briefly Review Personal Narrative

Gather the class with partners sitting together, facing you. Review that over the past two weeks the students have been writing drafts of personal narratives. Ask:

**Q** *What have you learned about personal narrative compared to other kinds of writing?*

Direct the students’ attention to the “Notes About Personal Narratives” chart and review the items on it.

Explain that this week the students will each select one of their drafts and begin to develop it for publication. Each student will revise her draft to make it clearer and more interesting, proofread it for correctness, and publish it by contributing it to a class book.

### 2 Prepare to Review Drafts

Explain that today the students will reread all the personal narrative drafts they have written so far and each select one to develop for the class book. Explain that the drafts they select do not have to be complete and should be ones they can imagine making changes to. Ask:

**Q** *As you’re looking through your drafts, what might you want to look for to help you decide which one to develop?*

#### Students might say:

“I want to look for a draft that I’m really interested in or have some strong feelings about.”

“I will look for drafts that describe situations where I learned something.”

“I want my story to be different from everyone else’s, so I’m going to look for a draft that is unique.”

### 3 Reread Drafts and Select One to Develop

Have the students return to their seats, reread their drafts, and each select one to develop and publish. Students who select their drafts before time is up can start thinking about what they can change, add to, or improve in the drafts.

As the students review their drafts, circulate around the room and support students by asking them questions such as:

- Q *Why did you choose this piece to revise?*
- Q *What can you imagine adding or changing in this piece to make it more interesting?*

If you notice the students selecting pieces with limited potential for revision (for example, pieces they feel are already “perfect,” very long or very short pieces, pieces that are not double-spaced), gently guide them toward a more workable choice.

## WRITING TIME

### 4 Complete First Drafts of Selected Pieces

Have the students work silently for 20–30 minutes to finish their drafts. Encourage them to use sensory details and transitional words and phrases in their writing. Join them in writing for 5–10 minutes, and then circulate around the room and observe, assisting students as needed.



#### CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will the students have finished drafts that they can start revising tomorrow?

If you notice that many students need more time to finish their drafts, make time for them to finish before going on to the Day 2 lesson. Students who have finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA3); see page 34 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Facilitation Tip

After asking open-ended questions, remember to use wait-time to give everyone a chance to think before talking. If you often hear from the same few students during class discussions, extend the wait-time to encourage broader participation in the discussion. To see this Facilitation Tip in action, view “Asking Open-ended Questions and Using Wait-time” (AV18).



## SHARING AND REFLECTING

### 5 Reflect on Writing and Taking Responsibility

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does it help to build our community when you do that?*

Explain that the students will begin revising their drafts tomorrow.

# Day 2

## Analyzing and Revising Drafts

### Materials

- Pad of (1½" × 2") small self-stick notes for each student
- “Revising for Sensory Details” chart (WA11)
- Your sample writing OR “Sample Personal Narrative” chart (WA12)
- “Writing Time” chart (WA13)
- “Class Assessment Record” sheet (CA4)

### Teacher Note

The purpose of the guided rereading is to give the students experience reading their drafts critically *before* they begin to revise.

### Teacher Note

Have pads of self-stick notes available for students to use during the revision phase of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so that it marks the text without covering it up.

### In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts where they might add sensory details
- Begin revising their drafts
- Use Writing Time responsibly

**TEKS 11.C.vi**  
Student/Teacher Narrative  
Step 1 and Step 2 (all, beginning on page 166 and continuing on to page 168)

## GETTING READY TO WRITE

### 1 Facilitate Guided Rereading of Drafts

Have the students get out their notebooks and pencils and sit at desks with partners together. Ask them to open their notebooks to the personal narrative draft they each selected yesterday. Explain that the students will carefully reread their drafts and that you will help them think about ways they can add to, revise, and improve them. Have them quietly reread their drafts and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Display the “Revising for Sensory Details” chart (📄 WA11) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with self-stick notes.

### Revising for Sensory Details

- Find a place in your draft where you describe, or could describe, what something looks like. Put a self-stick note in the margin next to that place and write *looks* on it.
- Find a place where you describe, or could describe, what something sounds like. Put a self-stick note in the margin next to that place and write *sounds* on it.
- Find a place where you describe, or could describe, what something feels like. Put a self-stick note in the margin and write *feels* on it.
- Find a place where you describe, or could describe, how something smells or tastes. Put a self-stick note in the margin and write *smells* or *tastes* on it.

WA11

When most students have finished, call for their attention and ask a few volunteers to read what they marked.

## 2 Model Developing a Marked Section of the Draft

Explain that during Writing Time today the students will look at the places they marked with self-stick notes and add details to help their readers imagine what is happening. Ask the students to watch as you model adding details to a draft.

Display your own writing or the “Sample Personal Narrative” chart (📄 WA12) and read it aloud. If you are using your own writing, begin by writing *looks*, *sounds*, *feels*, *smells*, or *tastes* in the margin next to places where you describe or could describe things using sensory details. Wonder aloud about sensory details you could add. Model using an arrow (caret) to insert new text.

#### You might say:

“I’ll add words to describe what the house looks like: *small, shingled*. I want to show that the first raindrops sounded gentle and light. Before the words ‘the first raindrops,’ I’ll add: *the gentle patter of*. After the sentence ‘It took four long hours for the hurricane to pass,’ I’ll add: *My mom groped around in the dark fridge and found some fruit. I huddled between my parents, nervously munching on an apple, barely noticing its juicy sweetness*. That adds the senses of touch and taste to my piece.”

### Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (Whiteboard Activities) for your modeling. For more information, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



### Sample Personal Narrative

One of the scariest memories of my childhood is of a hurricane that hit the region where my family lived. I was about ten years old, and I lived with my parents in a <sup>small, shingled</sup> house <sup>looks</sup> on a hill. The word *hurricane* meant nothing to me, even though I had heard on the news that a storm was coming.

“It’s rained before,” I said to my parents. “I don’t understand what all the excitement is about.”

“You haven’t seen rain until you’ve been through a hurricane,” my father said. “Just wait.”

### Teacher Note

Save the revised “Sample Personal Narrative” to use on Day 3.

Explain that the students will follow the same procedure to add details to their own drafts today. Use “Think, Pair, Share” to discuss:



**Q** *What sensory details might you add to your piece to help the reader imagine what’s happening?* [pause] *Turn to your partner.*

## WRITING TIME

### 3 Revise First Drafts

Display the “Writing Time” chart (📄 WA13) and have the students write silently for 20–30 minutes.

### Writing Time

- Add sensory details to places you marked to help the reader imagine what’s happening.
- Remove the self-stick notes when you finish adding details.

Join the students in writing for a few minutes; then walk around the classroom and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to add sensory details to their drafts?
- Do they seem engaged in thinking of ways to develop their drafts?

Support any student who is having difficulty by asking him questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader imagine what's happening?*

Record your observations on the "Class Assessment Record" sheet (CA4); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Writing and Taking Responsibility

Have the students put their pencils and self-stick notes away and gather with their notebooks to share their writing. Discuss questions such as those that follow and invite students to read from their drafts as they share.

- Q *What sensory details did you add to your draft? Read us that part.*
- Q *What do you imagine when you hear [Roberta's] passage?*

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does that help to build our community?*

Explain that the students will continue to work on their drafts tomorrow.

### Materials

- “Transitional Words and Phrases” chart from Week 2
- “Revising for Transitional Words and Phrases” chart (WA14)
- Your revised sample writing OR the revised “Sample Personal Narrative” chart (WA12) from Day 2
- “Writing Time” chart (WA15)

### In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts where they might add transitional words and phrases
- Revise their drafts
- Give their full attention to the person who is speaking
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Briefly Review Purpose of Revision

Have the students get out their notebooks, pencils, and self-stick notes and sit at desks with partners together. Ask them to open their notebooks to the personal narratives they are developing. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their pieces as interesting and readable as possible before they publish them for their classmates. Explain that today you will ask the students to think about another way they might improve their drafts.

Direct the students’ attention to the “Transitional Words and Phrases” chart and read the lists aloud. Remind the students that last week they thought about how the author of “Little Things” uses transitional words and phrases to help readers connect events and ideas in her story. Explain that you will help the students think about where they might add transitional words and phrases to their own pieces.

### 2 Facilitate Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Display the “Revising for Transitional Words and Phrases” chart (WA14) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with self-stick notes.

### Revising for Transitional Words and Phrases

- Find a place where you use, or could use, a transitional word or phrase to help readers connect events. Put a self-stick note in the margin next to that place and write *connect events* on it.
- Find a place where you use, or could use, a transitional word or phrase to help readers connect ideas. Put a self-stick note in the margin next to that place and write *connect ideas* on it.

## 3 Model Developing a Marked Section of the Draft

Explain that during Writing Time today, the students will look at the places they marked with self-stick notes and add transitional words and phrases to their drafts. Ask the students to watch as you model adding details to a draft.

Display your own writing or the “Sample Personal Narrative” chart (WA12) and read it aloud. If you are using your own writing, begin by identifying places where you could add transitional words or phrases to connect events and ideas, and writing *connect events* and *connect ideas* in the margin next to those places. Wonder aloud about transitional words and phrases you could add. Model using an arrow (caret) to insert new text.

#### You might say:

“Night was falling by the time it started to rain, so at the beginning of that sentence I’ll add: *As night fell*. I could add a detail at the beginning of the sentence about the loud crash to let the reader know that it was an unexpected noise, so I’ll insert: *Suddenly*. Hardly any time went by between when my mother said ‘Hang on!’ and when she lit the candle, so I’m going to add to the sentence that starts ‘A match flared . . .’ I’ll write: *A moment later*. I think these revisions will help my readers connect events and ideas in my story.”

plywood over our living room windows, while my mother collected matches and checked the radios. Then we sat in our darkened living room and waited.

“I just don’t get what all the fuss is about,” I said.

*connect events* *As night fell,* *the gentle patter of*  
 ^ We heard the first raindrops falling outside. We turned *sound*

on the living room lamps. It began to rain harder and harder, and before long the rain was so loud against the shingles that we had to shout to hear each other. The wind began to blow, shaking the walls and sending things rolling down the street.

*connect events* *Suddenly,*  
 ^ There was a loud CRASH, and the lights went out. I shrieked!

## Teacher Note

Save the revised “Sample Personal Narrative” to use in Week 4, Day 1. Save the “Transitional Words and Phrases” chart to use in the Fiction genre unit.

**TEKS 1.A.iii**  
Student/Teacher Narrative  
Step 4 (all)

**TEKS 11.B.iv**  
**TEKS 11.B.v**  
**TEKS 11.B.vi**  
Student/Teacher Activity  
Step 4

**TEKS 1.A.iii**  
Student/Teacher Activity  
Step 5 (all)

Add any transitional words and phrases you use in your draft to the “Transitional Words and Phrases” chart.

Explain that the students will follow the same procedure to add transitional words and phrases to their own drafts today. Use “Think, Pair, Share” to discuss:



**Q** *What transitional words and phrases might you add to your writing to help readers connect events and ideas? [pause] Turn to your partner.*

## WRITING TIME

### 4 Revise First Drafts

Display the “Writing Time” chart (🗨️ WA15) and have the students write silently for 20–30 minutes.

#### Writing Time

- Add transitional words and phrases to help readers connect events and ideas.
- Remove the self-stick notes when you finish adding transitional words and phrases.
- Add to your story until it is finished.

WA15

As the students work, circulate around the room. Support students who are having difficulty adding to their drafts by having them join you at a back table and quietly discussing questions such as:

- Q** *What were you thinking about when you marked this place on your draft?*
- Q** *What were you thinking or feeling at this point in this situation? What sentence could you add to help your reader understand that?*
- Q** *What transitional words and phrases could you add here to help your reader connect events and ideas?*

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Revisions and Participation

Have a few volunteers share by reading an original and a revised passage aloud to the class. Encourage discussion by asking the class questions such as those that follow. Be ready to have the volunteers reread aloud, if necessary.

- Q** *What did you imagine as you listened to [Robin’s] revision?*
- Q** *How is [Robin’s] revision different from his original passage?*
- Q** *What questions can we ask [Robin] about his revision?*

Help the students reflect on their participation in this discussion by asking questions such as:

- Q *How did you do today giving your full attention to the people who were sharing their writing?*
- Q *If you weren't giving your full attention today, what will help you give your full attention the next time we have a class discussion?*

## Analyzing and Revising Drafts

## Day 4

### In this lesson, the students:

- Explore strong opening sentences
- Reread their writing critically
- Revise their drafts
- Give their full attention to the person who is speaking

## GETTING READY TO WRITE

### 1 Analyze Strong Opening Sentences

Have the students get out their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Explain that they will continue to work on their personal narrative drafts today. Before they start working, they will take some time to think about an important feature of all narratives: strong opening sentences.

Explain that the opening sentences of a piece of writing need to grab the readers' attention, making them want to keep reading. Explain that you will read the opening sentences from a personal narrative they heard earlier in the unit. Ask them to think about how the author gets the reader interested with this opening.

Have the students open their *Student Writing Handbooks* to page 8, where the opening sentences are reproduced. At the same time, display the "Opening Sentences from Three Personal Narratives" chart (WA16). Together read the first passage, from "Hot Rolls," and ask:

- Q *What does the author do to get us interested in reading this piece?*
- Q *What words or phrases help us imagine what's happening?*

### Materials

- *Student Writing Handbook* page 8
- "Opening Sentences from Three Personal Narratives" chart (WA16)
- "Writing Time" chart (WA17)
- "Class Assessment Record" sheet (CA5)

**Students might say:**

"The words *beefsteak* or *pork chops* make me imagine how they smell."

"I agree with [Stephanie]. I also smelled the coffee and the rolls."

"In addition to what [Manny] said, I got curious about why the author was writing about the special breakfast."

As volunteers respond, underline the words and phrases they mention on the chart.



Ask the students to work in pairs to read the remaining opening sentences and underline words and sentences that they feel are especially effective at making the reader want to keep reading the story.

After several minutes, signal for the students' attention. Ask volunteers to report what they talked about for each of the openings, and underline words and phrases they mention on the chart. As they report, ask:

**Q** *How does that [word/phrase/sentence] help you get interested in reading the story?*

## 2 Review Opening Sentences in Drafts

Ask the students to reread the first few sentences of their own personal narratives. Ask and have the students think to themselves about:

**Q** *How might you revise your opening sentences to grab readers' attention and make them want to keep reading?*

Without discussing as a class, explain that the students will revise their opening sentences and then work on completing the writing and revision of their personal narratives today.

## WRITING TIME

### 3 Revise and Complete Drafts

Display the "Writing Time" chart (🗨️ WA17) and have the students write silently for 20–30 minutes.

#### Writing Time

- Revise your opening sentences so they grab your reader's attention.
- Make any other revisions or additions so your piece is as complete and as interesting as it can be.

WA17

Join the students in writing for a few minutes; then walk around the classroom and observe, assisting students as needed.

### Teacher Note

Words or phrases the students might report include:

- "You always have to learn things the hard way, don't you, Lessie?" (from "Learning the Hard Way")
- "I glanced up and saw it," "Snake," "porch rocking chair," "that is a snake" (from "A Snake Named Moon")



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to revise their opening sentences so they grab the reader's attention?
- Do they seem engaged in thinking of ways to develop their drafts?

Support any student who is having difficulty by asking her questions such as:

- Q *What were you thinking about when you wrote this opening sentence?*
- Q *How could you revise this sentence to grab your reader's attention and make him or her want to keep reading?*

Record your observations on the "Class Assessment Record" sheet (CA5); see page 36 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Opening Sentences as a Class

Have a few volunteers share the opening sentences of their personal narratives. As students share, encourage discussion by asking the class questions such as those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *What words did you hear in [Emilio's] opening sentence(s) that make you want to keep reading?*
- Q *What ideas, if any, does this give you for your own opening sentences?*

### Materials

- “Notes About Personal Narratives” chart from Day 1
- *Student Writing Handbook* page 9
- “Closing Sentences from Three Personal Narratives” chart (WA18)
- “Writing Time” chart (WA19)
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

### In this lesson, the students:

- Explore endings that draw a story’s events to a close
- Reread their writing critically
- Revise their drafts
- Give their full attention to the person who is speaking

## GETTING READY TO WRITE

### 1 Analyze Closing Sentences

Have the students get out their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Review that yesterday the students thought about how to make their opening sentences strong. Direct the students’ attention to the “Notes About Personal Narratives” chart and add *strong openings grab readers’ attention and make them want to keep reading*. Tell the students that they will continue to work on their personal narrative drafts today. Before they start working, they will take some time to think about an important feature of all narratives: endings that draw a story’s events to a close.

Explain that the closing sentences of a piece of writing need to wrap up the piece. Tell the students that you will read the closing sentences from a personal narrative they heard earlier in the unit. Ask them to think about how the author draws the story’s events to a close.

Have the students open their *Student Writing Handbooks* to page 9, where the closing sentences are reproduced. At the same time, display the “Closing Sentences from Three Personal Narratives” chart (WA18). Together read the first passage, from “Hot Rolls,” and ask:

- Q *What does the author do to wrap up this piece?*
- Q *What words or phrases tell you that the story has reached an end?*

#### Students might say:

“The author says she kept on eating till her father made her stop.”

“I agree with [Louisa]. When the father says, ‘if you eat any more, you won’t be able to get out of your chair,’ that makes the story end in a funny way.”

“In addition to what [Marvin] said, the author says, ‘And that would be the end of that.’ That makes it clear that the story is over.”

As volunteers respond, underline the words and phrases they mention on the chart.

Ask the students to work in pairs to read the remaining closing sentences and underline words and sentences that they feel are especially effective at wrapping up the pieces.

After several minutes, signal for the students' attention. Ask volunteers to report what they talked about for each of the closings, and underline words and sentences they mention on the chart. As they report, ask:

**Q** *How does that [word/sentence] help wrap up the story?*

## 2 Review Closing Sentences in Drafts

Direct the students' attention to the "Notes About Personal Narratives" chart and add *endings that draw a story's events to a close*. Ask the students to reread the last few sentences of their own personal narratives. Ask and have the students think to themselves about:

**Q** *How might you revise your closing sentences to wrap up your piece?*

Without discussing as a class, explain that the students will revise their closing sentences and then work on completing the writing and revision of their personal narratives today.

## WRITING TIME

### 3 Revise and Complete Drafts

Display the "Writing Time" chart (📄 WA19) and have the students write silently for 20–30 minutes.

#### Writing Time

- Revise your closing sentences to wrap up your piece in a satisfying way.
- Make any other revisions or additions so your piece is as complete and as interesting as it can be.

WA19

During Writing Time, begin conferring with individual students about the pieces they are developing for publication.

#### Teacher Note

Words or phrases the students might report include:

- "Now I understand" (from "The Mirror")
- "I will never forget," "I also will never forget," and "I hope one day" (from "Little Things")



## TEACHER CONFERENCE NOTE

Today and over the next week, confer with individual students about the pieces they are developing for publication. Ask each student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Does the student's piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use transitional words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Closing Sentences as a Class

Have a few volunteers share the closing sentences of their personal narratives. As students share, encourage discussion by asking the class questions such as those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

**Q** *What words did you hear in [Ehren's] closing sentence(s) that wrapped up the piece for you?*

**Q** *What ideas, if any, does this give you for your own closing sentences?*

## WRITING ABOUT READING

### Write Opinions About “The Mirror”

Remind the students that earlier they heard a story called “The Mirror” by a 15 year old named Jijo. Ask:

**Q** *What do you remember about the story “The Mirror”?*

Have a few volunteers share their thinking. Then explain that you will reread the story. Distribute copies of “The Mirror” and ask the students to follow along as you read. Reread the story; then ask:

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

Direct the students’ attention to the “Notes About Personal Narratives” chart and reread the items on it. Ask:

**Q** *Which of these things does Jijo do in “The Mirror”? What in the story makes you say that?*

#### Students might say:

“I like the fact that Jijo doesn’t explain in the beginning that the voice from the mountain is just his own voice echoing back. It made me want to keep reading to find out what’s going on.”

“He’s telling a true story about a single memory from his life.”

“In addition to what [Casey] said, he has an opening that grabs the reader’s attention, and he wraps it up with a strong ending.”

“I notice he doesn’t use a lot of sensory details, besides saying he felt a sharp pain.”

Explain that one way of judging whether “The Mirror” is well written is to consider whether it includes the things that good personal narratives usually include. Explain that people may differ about how well written they think the piece is, and that is fine. The important thing is that they explain their thinking by using facts and details from the story and from the “Notes About Personal Narratives” chart. Ask the students to watch as you think aloud and model writing an opinion about “The Mirror.”

#### You might say:

“I think that overall, Jijo’s story is a good example of personal narrative. I’ll start by writing: *Jijo Vilayanickal’s story ‘The Mirror’ is a strong example of personal narrative.* Notice that I stated my opinion and put the name and author in the opening sentences. Now I need to explain my thinking using facts and details. I’ll write: *Jijo tells a true story about a memory. He has a strong opening that pulls me in as a reader by making me wonder whose voice is shouting back to him. He includes an ending that wraps up his piece by summarizing the lesson that he learned. Jijo only includes one sensory detail: the ‘sharp pain’ he felt when he tripped. This weakens the piece a bit.* Now I need a closing sentence. I’ll write: *Overall, I think this is a strong personal narrative, and I think it would be even stronger with a few more sensory details.*”

### Materials

- “The Mirror” from Week 2, Day 3 (see page 159)
- Copy of “The Mirror” (BLM3) for each student
- “Notes About Personal Narratives” chart

### Teacher Note

Prior to doing this activity, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “The Mirror” (BLM3). Make a copy for each student; set aside one copy for yourself.



Explain that the students will write their own opinions about Jijo's piece. They should start with an opening sentence that states their opinion and includes the name and author of the story, give a reason for their opinion and a fact or detail to support their reason, and provide a closing sentence that wraps up their writing. Have the students return to their seats and write about their opinions. If time permits, invite the students to share their opinions with the class.



# Week 4

## OVERVIEW

### Writing Focus

- Students assess their own writing.
- Students proofread for spelling, grammar, and punctuation.
- Students write their final versions and publish them in a class book.
- Students present their personal narratives to the class from the Author's Chair.
- Students confer with one another and the teacher.

### Social Development Focus

- Students work in a responsible way.
- Students help one another improve their writing.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another's writing.



### Online Resources

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

#### Whiteboard Activities

- WA12, WA20–WA26

#### Assessment Forms

- “Class Assessment Record” sheet (CA6)
- “Conference Notes: Focus 2” record sheet (CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Personal Narrative genre unit family letter (BLM1)

#### Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Using Web-based Teaching Resources” tutorial (AV75)

## DO AHEAD

- ✓ Prior to Day 1, create a chart titled “Self-assessment Questions” with the following questions written on it:

*Does my piece describe an interesting personal experience?*

*Is my meaning clear in every sentence?*

*Are there sensory details in it?*

*Are there transitional words or phrases in it?*

*Does it include a strong opening?*

*Does it include a closing that wraps the piece up?*

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA6) on page 37 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A to help the students type and print the final versions of their stories. Alternatively, you might recruit parent volunteers to help them do so.

## TEACHER AS WRITER

*“For him no simple feeling any longer exists. All that he sees, his joys, his pleasures, his suffering, his despair, all instantaneously become objects of observation.”*

— Guy de Maupassant

Look at the personal narrative draft you wrote during Week 3, in which you described an event and how it changed you. Close your eyes and try to remember what you thought and felt before, during, and after the event. Look for places in your draft where you can insert information about your thoughts or feelings before, during, and after the event.

# Day 1

## Self-assessing and Pair Conferring

### Materials

- “Self-assessment Questions” chart, prepared ahead
- Your revised sample writing OR the revised “Sample Personal Narrative” chart (WA12) from Week 3
- “Questions for My Partner About My Draft” chart from Unit 2, Week 1
- “Class Assessment Record” sheet (CA6)
- “Writing Time” chart (WA20)

### In this lesson, the students:

- Assess their own writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Use pair conference time responsibly

## GETTING READY TO WRITE

### 1 Prepare to Self-assess

Have the students get their notebooks and pencils and sit at desks with partners together. Explain that partners will meet to confer about their drafts today. Before conferring, each student will ask herself some questions about her own draft and decide what she wants to ask her partner when they meet.

Direct the students’ attention to the “Self-assessment Questions” chart. Explain that you would like the students to ask themselves these questions as they reread their drafts. Read the questions aloud and then display your revised writing from Week 3 or the revised “Sample Personal Narrative” chart (WA12). Model rereading your draft, asking yourself the questions, and thinking aloud about the answers.

### 2 Self-assess and Think About What to Ask Partners

Have the students reread their own drafts and ask themselves the charted self-assessment questions. After most students have had time to finish, signal for their attention and ask:

**Q** *What questions do you want to ask your partner today about your draft?*

As the students report questions, record them on the “Questions for My Partner About My Draft” chart. Remind the students that they started this chart earlier in the year, and review the questions on it. Ask:

**Q** *What other questions on this chart do you want to ask your partner today?*

#### Students might say:

“I want to ask if my partner can imagine what’s happening.”

“I want to ask my partner if he can tell what I learned from what I wrote.”

“I want to find out whether anything is confusing to her.”

Explain that partners will read their drafts aloud to each other, including revisions, and then ask each other questions about their own drafts.

### 3 Confer in Pairs



Give the students ample time to confer in pairs.



#### CLASS ASSESSMENT NOTE

Circulate among pairs and observe without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are the students asking each other questions about their own drafts?
- Are partners giving each other specific feedback?
- Are they giving feedback in a helpful way?

Note any difficulties you observe to discuss with the students in Step 4.

Record your observations on the “Class Assessment Record” sheet (CA6); see page 37 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, signal for the class’s attention.

### 4 Reflect on Feedback

Gather the class and briefly discuss:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Remind the students that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

Explain that during Writing Time today each student will revise his draft based on his self-assessment and the feedback he received from his partner. Encourage students to finalize their drafts today so they can begin proofreading and publishing them tomorrow.

**TEKS 1.A.iii**  
Student/Teacher Activity  
Step 3 and Step 4 (all)

#### Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so. For more information, view “Managing Pair Conferences” (AV8).



## WRITING TIME

### 5 Revise and Complete Drafts

Have the students return to their seats. Display the “Writing Time” chart (📄 WA20) and have the students write silently for 20–30 minutes.

#### Writing Time

- Revise your draft based on self-assessment and partner feedback.
- Finish revising your draft.
- If you finish, work on another piece of writing.

WA20

During Writing Time, confer with individual students about the pieces they are publishing.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does the student’s piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use transitional words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Help the students reflect on their work today by briefly discussing:

**Q** *Who used feedback from your partner in your revision today? Tell us about it.*

Explain that the students will start proofreading their final versions tomorrow.



## TECHNOLOGY EXTENSION

### Publish Student Writing Online

This week the students will publish their personal narratives for the class library. Some students might also be interested in publishing their writing online. There are a number of websites where students can publish their writing online; search for them using the keywords “publishing student writing online.” Publishing online allows family members and friends to easily access and enjoy students’ writing.



### Technology Tip

For more about online publishing sites and other Internet resources for students and teachers, view the “Using Web-based Teaching Resources” tutorial (AV75).



## Proofreading

## Day 2

### In this lesson, the students:

- Check for correct use of *to/too/two* and *it’s/its*
- Proofread for sentence fragments
- Begin writing their final versions

## GETTING READY TO WRITE

### 1 Prepare to Proofread First Drafts

Have the students stay at their desks today. Explain that tomorrow the students will begin copying their first drafts into final versions for the class book. Today they will take time to proofread their writing to make sure it is free from errors.

Remind the students that they learned to proofread their drafts using the proofreading notes in their *Student Writing Handbooks* (see Unit 2, Week 2, Day 3 on page 103). They will use this resource to proofread their personal narratives.

### 2 Discuss Proofreading for Commonly Misused Words

Write the words *to*, *too*, and *two* where everyone can see them. Ask:

**Q** *What do you know about these words?*

### Materials

- “Proofreading Notes” chart (WA21)
- *Student Writing Handbooks*
- “Personal Narrative with Sentence Fragments” chart (WA22)
- “Writing Time” chart (WA23)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

**ELPS 4.C.iv**  
Steps 2–4  
(all, beginning on page 187 and continuing to page 190)

### Teacher Note

If you have students who have not yet finished revising their first drafts, plan time for them to finish before they move on to proofreading. Ask all of the students to pay attention as you teach them about proofreading so they will be able to do this step when they are ready.

If necessary, explain that *to*, *too*, and *two* are pronounced the same but have different spellings and meanings. Explain that sometimes, writers are not sure which of these words to use in a sentence. Tell the students that to use the words correctly, they need to think about what each word means. Explain that *two* refers to a number, *too* most often means “also” or “more than wanted or needed” (as in “too hot”), and *to* is likely to be the right spelling in most other cases.

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section as you display the “Proofreading Notes” chart (WA21). Write the notes in the diagram below on the chart and ask the students to copy them into their proofreading notes.

Rule	Example	Notes
two	two fingers	a number
too	I want one, too. It's too hot.	means “also”; means “hotter than wanted or needed”
to	to the store to stop	use when you don't mean “two” or “too”

WA21

Ask the students to see whether they used these words anywhere in their personal narratives and to circle them if they did. Explain that they will have an opportunity during Writing Time to make sure they used the words correctly.

Follow the same procedure to help the students distinguish *it's* (short for “it is”) from *its* (“belonging to it”).

**TEKS 11.C.iii**  
Student/Teacher Narrative  
Step 3 (all, beginning on  
page 188 and continuing on  
to page 189)

### 3 Discuss Proofreading for Sentence Fragments

Explain that the students will also proofread their drafts today to see if they have any *sentence fragments*, or incomplete sentences. Point out that incomplete sentences should be changed to form complete sentences.

Display the “Personal Narrative with Sentence Fragments” chart (WA22). Ask the students to watch and listen as you read the first passage aloud. Ask:

**Q** *What did you notice about the way the passage sounded when I read it?*

**Students might say:**

“It doesn't sound right.”

“In addition to what [Lucy] said, some of the sentences sound funny—like something is missing.”

**Q** What sentence fragments, or incomplete sentences, do you see in the passage?

If necessary, point out that right now the passage does not sound right when read aloud because it contains several sentence fragments. Model rereading the passage and thinking aloud about how to transform the fragments into complete sentences or combine them with other complete sentences.

**You might say:**

“‘As night fell, we heard the first raindrops’ is a complete sentence. It has a subject and a predicate. But ‘Falling outside’ is a sentence fragment. The fragment describes the raindrops, so I’ll add it to the complete sentence that came just before. Now the revised sentence says, *As night fell, we heard the first raindrops falling outside.* That sounds good and is a complete sentence. The next four sentences are complete—they each have a subject and a predicate—so I’ll leave them alone. ‘Shaking the walls’ and ‘And sending things rolling down the street’ are both fragments. I’ll try combining them with the previous sentence, since they add more description about the wind: *The wind began to blow, shaking the walls and sending things rolling down the street.* Now they are part of a complete sentence.”

Follow this same procedure with the second passage on the “Personal Narrative with Sentence Fragments” chart.

## WRITING TIME

### 4 Proofread and Write Final Drafts

Display the “Writing Time” chart (WA23) and have the students write silently for 20–30 minutes.

#### Writing Time

- Proofread your draft for correct use of *to/too/two* and *it’s/its*.
- Check for sentence fragments.
- If you finish proofreading, work on another piece of writing.

WA23

During Writing Time, confer with individual students.

### Skill Practice Note

For more practice identifying and correcting commonly misused words, see Lesson 12 in the *Skill Practice Teaching Guide*.

You might explain that a complete sentence contains a *subject* (the part that tells who or what the sentence is about) and a *predicate* (the part that tells what the subject does or did). The subject usually includes a noun or pronoun, and the predicate always includes a verb. Explain that many sentence fragments can be identified because they do not have both a subject and a predicate. For more practice using subjects and predicates and recognizing and correcting fragments, see Lesson 1 and Lesson 4 in the *Skill Practice Teaching Guide*.

**TEKS 11.C.iii**  
Student/Teacher Narrative  
Step 4 (all, beginning on page 189  
and continuing on to page 190)



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Does the student's piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use transitional words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *to/too/two* and *it's/its*?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Briefly discuss questions such as:

- Q** *What corrections did you make when you proofread your draft?*
- Q** *Who found errors by using your proofreading notes? Tell us about the errors.*

**In this lesson, the students:**

- Proofread for spelling and punctuation
- Listen for run-on sentences as they read their drafts aloud
- Begin writing their final versions

**GETTING READY TO WRITE****1 Prepare to Proofread First Drafts**

Have the students stay at their desks today. Explain that the students will begin copying their first drafts into final versions for the class book. Before this step, they will take time to proofread their writing for a few more things to make sure that it is free from errors.

Remind the students that they learned to proofread their drafts for spelling and punctuation using the word banks and proofreading notes in their *Student Writing Handbooks*. Explain that they will use these resources today to finish proofreading their personal narratives.

**2 Discuss Proofreading for Spelling**

Ask the students to begin rereading their drafts (even if they are not finished with them) and ask them to circle any words that they are not sure how to spell. Stop the students after a couple of minutes and ask:

**Q** *What words have you circled so far?*

Have a few volunteers report the words they circled. Have the students check their word banks to see if the words they circled are listed. If not, encourage them to check the spelling by another method during Writing Time today and to make sure to add the correctly spelled word to their word banks. The students can check the spelling of a word by asking you or another student, finding the word in a published book, or looking it up in a print or online dictionary.

**3 Discuss Proofreading for Run-on Sentences**

Remind the students that their proofreading notes are a checklist of things to pay attention to when they proofread their drafts. Ask:

**Q** *What is listed in your proofreading notes that you will check for in your draft today?*

Point out that, in addition to checking for capital letters at the beginnings of sentences and punctuation at the ends, the students should also look for any run-on sentences. Explain that a *run-on sentence*

**Materials**

- *Student Writing Handbooks*
- “Personal Narrative with Run-on Sentences” chart (WA24)
- “Writing Time” chart (WA25)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

**Teacher Note**

If you have students who have not yet finished revising their first drafts, plan time for them to finish before they move on to proofreading. Ask all of the students to pay attention as you teach them about proofreading so they will be able to do this step when they are ready.

is usually made of two or more complete sentences that have been “run together” without a joining word (a conjunction) such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences.

Display the “Personal Narrative with Run-on Sentences” chart (WA24). Ask the students to watch and listen as you read the first passage aloud, pausing only at the comma and the period at the end. Ask:

**Q** *What did you notice about the way the passage sounded when I read it?*

**Students might say:**

“It doesn’t sound right.”

“In addition to what [Sandy] said, some of the sentences sound funny—like they go on too long.”

“I noticed a sentence that sounded like it might be two sentences squished together. It was confusing.”

**Q** *What run-on sentences do you notice in the passage?*

If necessary, point out that right now the passage does not sound right when it is read aloud because it contains several run-on sentences. Model rereading and revising the passage while thinking aloud about how to split the run-ons into two or more complete sentences, capitalizing the first word in each new sentence and adding a period at the end.

**You might say:**

“The first sentence, ‘My parents went shopping and came home with bags of batteries, candles, and food,’ sounds right. It’s a complete thought and a complete sentence all by itself, so I’ll leave it alone. I think the second sentence might be a run-on. I can hear it when I read ‘my mother collected matches and checked the radios then we sat. . .’ That sounds like the end of one sentence and the beginning of another sentence squished together. I’ll put a period between *radios* and *then*, remembering to capitalize the *T* in *Then*.”

Follow this same procedure with the second passage on the “Personal Narrative with Run-on Sentences” chart.

Explain that during Writing Time you would like the students to read their drafts aloud to listen for run-on sentences. Encourage the students to split any run-on sentences into two or more complete sentences. Remind them to capitalize the first word of each complete sentence and add a period at the end.

### Skill Practice Note

The students will have more opportunities to practice proofreading for spelling, and to practice recognizing run-on sentences, in the other genre units. For more practice producing complete sentences and correcting run-on sentences, see Lesson 1 and Lesson 5 in the *Skill Practice Teaching Guide*.

## WRITING TIME

### 4 Proofread and Write Final Drafts

Display the “Writing Time” chart (🗨️ WA25) and have the students work silently for 20–30 minutes.

#### Writing Time

- Proofread your draft for spelling and punctuation.
- Check for run-on sentences.
- If you finish proofreading, begin copying your final version on loose, lined paper.

WA25

During Writing Time, confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does the student’s piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use transitional words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *to/too/two* and *it’s/its*?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.



### Technology Tip

If computers are available, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A to help the students type and print the final versions of their stories. Alternatively, you might recruit parent volunteers to help them do so.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Briefly discuss questions such as:

- Q *What corrections did you make when you proofread your draft?*
- Q *What words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *Who found errors using your proofreading notes? Tell us about them.*



## TECHNOLOGY EXTENSION

### Record Personal Narratives

If you have access to recording equipment, consider having the students create audio or video recordings of their personal narratives. Make the recorded narratives available in the classroom, school library, or online for others to enjoy.

# Day 4

## Publishing

### Materials

- Supply of loose, lined paper for final versions
- Construction and/or drawing paper for class book cover and other features
- Chair to use for the Author's Chair
- (Optional) Read-aloud books from Weeks 1 and 2
- (Optional) Computers for typing and printing final versions

### In this lesson, the students:

- Discuss features for their class book
- Write their final versions
- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Plan Features of the Class Book

Gather the class with partners sitting together, facing you. Explain that the students will have today and tomorrow to finish the final versions of their personal narratives. Students who are finished will begin sharing their narratives from the Author's Chair today. Remind the students that the pages of all their stories will be bound together as a class book.

As a class, brainstorm and decide on a title for the class book, and decide whether any other features—such as a dedication page, back cover blurb, or illustrations—will be included. If helpful, review what these features

look like by showing examples in read-aloud books from earlier in the unit. Assign volunteers to work on the cover and any other features when they finish their final versions.

## WRITING TIME

### 2 Finish Final Versions

Ask the students to return to their seats and work on their final versions for 20–30 minutes. Provide the materials needed for creating a cover, illustrations, and any other features the students have agreed upon for the class book. As they work, confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does the student’s piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use transitional words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *to/too/two* and *it’s/its*?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Review Sharing Writing from the Author’s Chair

Gather the class with partners sitting together, facing the Author’s Chair. Explain that each student will read his personal narrative to the class from the Author’s Chair. Remind the students of the procedure you would like them to follow when they are ready to present their personal narratives from the Author’s Chair. If necessary, review the procedures you established for Author’s Chair sharing in Unit 2, Week 2, Day 5 (see “Do Ahead” on page 95).



### Facilitation Tip

Reflect on your experience over the past four weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has repeated use of them had on your students' thinking and participation in discussions? We encourage you to continue to use and reflect on these techniques throughout the year.

## 4 Review Speaking Clearly and Expressing Interest in One Another's Writing

Before asking anyone to share from the Author's Chair today, have a discussion about how the students will act, both as presenting authors and as members of the audience. Ask and briefly discuss questions such as:

- Q *Why is it important to speak in a loud, clear voice when you're sharing your narrative with the class?*
- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you're interested in his or her writing? Why is it important to express interest in other people's writing?*

Encourage the students to be attentive audience members. Tell them that you will check in with them later to see how they did.

## 5 Conduct Author's Chair Sharing

Ask a student who has completed her personal narrative to read it aloud from the Author's Chair. At the end of the reading, facilitate a discussion using questions like those that follow, giving the author a chance to respond to the class's comments and questions.



- Q *What was interesting to you about [Andie's] personal narrative? Turn to your partner.*
- Q *What does [Andie] learn as a result of this experience?*
- Q *What sensory details did you hear as you listened to her narrative? What did they make you imagine?*
- Q *(Have the student reread her opening sentences.) How does [Andie] grab the reader's attention with her opening sentences?*
- Q *What questions can we ask [Andie] about her narrative?*

Collect the students' completed narratives to be sent home to show their families and then bound into the class book.

Follow this procedure to have a few more students share from the Author's Chair. Explain that they will continue to share tomorrow and that everyone will have an opportunity to share a personal narrative from the Author's Chair.

## 6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do as an audience today to help Author's Chair sharing to go well? What might we want to work on during the next Author's Chair sharing?*
- Q *If you shared a narrative today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

# Publishing

# Day 5

### In this lesson, the students:

- Reflect on personal narrative
- Write their final versions
- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Reflect on Personal Narrative

Gather the class with partners sitting together, facing you. Review that over the past four weeks they learned about personal narrative and took their own personal narratives through the writing process, from first drafts to a published book. Ask the following question, referring the students if necessary to the "Notes About Personal Narratives" chart:

- Q *What have you learned about writing a good personal narrative?*

#### Students might say:

"I learned that personal narratives tell about something interesting that happened to the author."

"I learned that a good personal narrative has sensory details in it."

"I learned that a good personal narrative has transitional words and phrases in it."

"I learned that a good personal narrative tells what the author learned."

### Materials

- "Writing Time" chart (WA26)
- Supply of loose, lined paper for final versions
- Copy of this unit's family letter (BLM1) for each student
- (Optional) "Notes About Personal Narratives" chart
- (Optional) Computers for typing and printing final versions

### Teacher Note

If most students have completed their pieces, you might shorten Writing Time to leave more time for Author's Chair sharing.

Use “Think, Pair, Share” to discuss questions such as the following:



- Q *What is one way your final personal narrative has turned out better than your first draft?* [pause] *Turn to your partner.*
- Q *What is one thing you like about writing personal narrative?* [pause] *Turn to your partner.*
- Q *What did you find challenging about writing personal narrative?* [pause] *Turn to your partner.*

Remind the students that writers become better over time the more they practice. Encourage students who feel particularly drawn to personal narrative to continue to write personal narratives during their free time.

Explain that the students will work on finishing the final versions of their personal narratives today. Those who have finished may write whatever they wish during Writing Time. After Writing Time, they will continue to share their narratives from the Author's Chair.

## WRITING TIME

### 2 Finish Final Versions

Have the students return to their seats. Display the “Writing Time” chart (WA26) and have them write silently for 20–30 minutes. As they work, confer with individual students.

#### Writing Time

- Finish your final version.
- If you finish, work on another piece of writing.

WA26



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Does the student's piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use transitional words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *to/too/two* and *it's/its*?

(continues)

## TEACHER CONFERENCE NOTE *(continued)*

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Gather for Author’s Chair Sharing

Gather the class with partners sitting together, facing the Author’s Chair. Briefly discuss how they will act, both as presenting authors and as members of the audience. Ask:

**Q** *What will you do to be a respectful member of the audience today?*

Encourage the students to be attentive and considerate audience members, and tell them that you will check in with them to see how they did.

### 4 Conduct Author’s Chair Sharing

Have some of the students read their personal narratives aloud from the Author’s Chair. Facilitate brief discussions about each of the readings, using questions like those that follow and giving the author a chance to respond to the class’s comments and questions.

**Q** *What was interesting to you about [Bela’s] personal narrative?*



**Q** *What did you [see/hear/smell/taste/feel] as you listened to his narrative, and what words helped you imagine? Turn to your partner.*

**Q** (Have the student reread his opening sentences.) *How does [Bela] grab the reader’s attention with his opening sentences?*

**Q** *What questions can we ask [Bela] about his narrative?*

Collect the students’ personal narratives to be sent home for the students to share with their families and then bound into the class book.

If all the students have not had a chance to share, assure them that they will all share their personal narratives from the Author’s Chair in the next few days.

## 5 Reflect on Audience Behavior During Author’s Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do as an audience today to help Author’s Chair sharing go well? What might we want to work on during the next Author’s Chair sharing?*
- Q *If you shared a personal narrative today, how did the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Explain that after the students have shared their personal narratives from the Author’s Chair, they may take the narratives home to share with their families. Then the students will bring the narratives back to class, and you will compile them into a class book. This book will be available for the students to read during independent reading time.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on this page.

### Skill Practice Note

For practice with using commas in the dates, addresses, greetings, and closings of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.

## EXTENSION

### Write Letters Home About Personal Narratives

Provide letter-writing practice for the students by having them write letters home about what they learned about personal narrative writing. Stimulate their thinking by reviewing the “Notes About Personal Narratives” chart and discussing questions such as:

- Q *What’s special about personal narrative writing?*
- Q *What steps did you go through to develop and publish your personal narrative?*
- Q *What is one thing you’re proud of about your published personal narrative?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of her own published personal narrative and send it home.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the last week of the Personal Narrative unit. You will need to reassign partners before you begin the next unit.
- Send home with each student the student’s published piece and a copy of this unit’s family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

## Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 42 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 41 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 114.



# Genre

## Fiction

During this six-week unit, the students explore fiction writing and they draft, revise, and publish their own stories. By hearing different kinds of fiction and exploring how authors get ideas and put stories together, the students learn how to integrate elements of character, setting, and plot into their own writing. They explore features of good fiction including descriptive details, transitional words and phrases, and endings that bring a story's events to a close. They learn important skills and conventions pertinent to fiction writing, such as punctuating dialogue, punctuating for effect, and using first- and third-person points of view. They cultivate a relaxed and creative attitude toward their writing and continue to be contributing members of the classroom writing community.



## RESOURCES

## Read-alouds

- *Tar Beach*
- *Night of the Gargoyles*
- *Miss Rumphius*
- *Owl Moon*
- *Roxaboxen*
- *The Day of Ahmed's Secret*
- *Morning on the Lake*
- "About Jane Yolen"

## Writing About Reading Activities

- "Write an Opinion Paragraph About the Character of Cassie in *Tar Beach*"
- "Write About the Setting in *Night of the Gargoyles*"



## Technology Mini-lesson

- Mini-lesson 10, "Creating Presentations"



## Online Resources

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

## Whiteboard Activities

- WA1–WA35

## Assessment Forms

- "Class Assessment Record" sheets (CA1–CA13)
- "Conference Notes" record sheets (CN1–CN3)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

## Reproducibles

- Fiction genre unit family letter (BLM1)
- "Excerpt from *Tar Beach*" (BLM2)
- "Excerpt from *Night of the Gargoyles*" (BLM3)

## Professional Development Media

- "Building a Community of Writers" (AV1)
- "Predictable Structure of the Writing Lessons" (AV3)

- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV11)
- "Using 'Think, Pair, Share'" (AV13)
- "Social Reflection" (AV14)
- "Pacing Class Discussions" (AV20)
- "Introducing Vocabulary During a Read-aloud" (AV30)
- "Adapting Lessons for English Language Learners" (AV32)
- "Planning a Lesson" (AV33)
- "Conferring About Fiction" (AV43)
- "Exploring Fiction" (AV44)
- "Guided Visualization and Quick-write" (AV45)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)
- "Creating a Class Blog" tutorial (AV76)

## RESOURCES (continued)



### Technology Extensions

- “Use a Class Blog for Reflection”
- “Listen to Audiobook Versions of Stories”
- “Watch or Read an Interview with Jane Yolen”
- “Publish Student Writing Online”

### Extensions

- “Conduct Interviews with Interesting People”
- “Discuss the Past Progressive Tense in *Miss Rumphius*”
- “Describe a Photo”
- “Discuss the Setting in the Third Chapter of *Morning on the Lake*”
- “Continue to Explore Descriptive Language”
- “Continue to Explore Speech and Dialogue in Fiction”
- “Write Letters Home About Fiction”

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 5, “Run-on Sentences”
- Lesson 7, “Singular, Plural, and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”
- Lesson 9, “Possessive Pronouns”

- Lesson 16, “Progressive Verb Tenses”
- Lesson 22, “Adjectives and Order of Adjectives in Sentences”
- Lesson 28, “Commas in Letters”
- Lesson 29, “Commas and Quotation Marks in Dialogue and Direct Quotations”

### Assessment Resource Book

- Fiction genre unit assessments

### Writing Performance Task Preparation Guide

- Narrative Writing unit

### Student Writing Handbook

- “Excerpt from *Miss Rumphius*”
- “Excerpts from *Roxaboxen*”
- “Excerpts from *Morning on the Lake* (1)”
- “Closing Sentences from Three Stories”
- “Excerpt from *Morning on the Lake* (2)”
- “Point of View in Two Stories”
- “Speech Punctuation in Two Stories”
- “Punctuation for Effect in Three Stories”

## DEVELOPMENT ACROSS THE GRADES

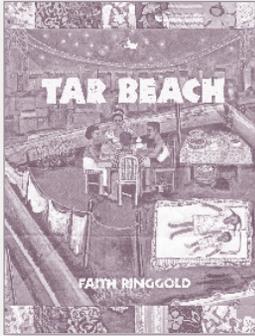
	Elements of Fiction	Writing Craft	Language Skills and Conventions
Grade 1	<ul style="list-style-type: none"> <li>Exploring imaginary topics and events</li> </ul>	<ul style="list-style-type: none"> <li>Telling more to help readers imagine what is happening in stories and to make them more interesting</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing first letter of sentences and proper nouns</li> <li>Using end punctuation</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Informally exploring character</li> <li>Exploring purely imaginary vs. realistic fiction</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive words</li> <li>Using dialogue</li> <li>Exploring features of published books (e.g., title page, dedication, author notes, back cover blurb)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling of polysyllabic words</li> <li>Capitalizing / and proper nouns</li> <li>Using question marks and exclamation points</li> <li>Punctuating speech</li> <li>Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Developing characters using actions, description, speech, and thoughts</li> <li>Exploring settings</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey character</li> <li>Using temporal words and phrases to convey event order</li> <li>Writing endings that bring a story's events to a close</li> <li>Writing creative and effective titles</li> </ul>	<ul style="list-style-type: none"> <li>Using interesting verbs and adverbs</li> <li>Recognizing and correcting run-on sentences</li> <li>Punctuating speech</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Describing settings that work within a story</li> <li>Developing characters through speech and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey setting</li> <li>Using transitional words and phrases</li> <li>Writing endings that bring a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Using interesting adjectives</li> <li>Exploring first- and third-person points of view</li> <li>Punctuating speech</li> <li>Recognizing and correcting run-on sentences</li> <li>Punctuating for effect</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Developing interesting plots that make sense (e.g., imaginary vs. real events, messy situations)</li> <li>Continuing to develop characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey character and setting</li> <li>Using transitional words and phrases</li> <li>Connecting things that happen in the plot to what comes before and after</li> </ul>	<ul style="list-style-type: none"> <li>Using prepositions and prepositional phrases</li> <li>Exploring first- and third-person points of view</li> <li>Maintaining consistent verb tense</li> <li>Punctuating speech</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Developing interesting plots that make sense</li> <li>Building and resolving conflict in the plot</li> <li>Building suspense</li> <li>Using humor in a story</li> <li>Paying attention to character, setting, and plot</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey setting and character</li> <li>Using dialogue to tell a story and develop character</li> <li>Using transitional words and phrases</li> <li>Writing openings that engage readers and introduce the story</li> <li>Writing endings that bring a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Using first- and third-person points of view</li> <li>Recognizing and correcting noun-pronoun agreement errors</li> <li>Recognizing and correcting pronouns with unclear antecedents</li> <li>Recognizing and correcting run-on sentences</li> </ul>

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Fiction:</b> <i>Tar Beach</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Imaginary vs. real events</li> </ul>	<b>Exploring Fiction:</b> <i>Night of the Gargoyles</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Objects that come to life</li> </ul>	<b>Drafting Fiction:</b> <i>Miss Rumphius</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Interesting people</li> </ul>	<b>Drafting Fiction:</b> <i>Miss Rumphius</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Interesting people</li> </ul>	<b>Drafting Fiction and Pair Conferring:</b> <i>Miss Rumphius</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Revealing character through speech</li> </ul>
<b>Week 2</b>	<b>Drafting Fiction:</b> <i>Owl Moon</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Setting</li> </ul>	<b>Drafting Fiction:</b> <i>Owl Moon</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>A favorite place</li> </ul>	<b>Drafting Fiction:</b> <i>Roxaboxen</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Imaginary places</li> </ul>	<b>Drafting Fiction:</b> <i>Roxaboxen</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details to describe setting</li> </ul>	<b>Drafting Fiction and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details to describe setting</li> </ul>
<b>Week 3</b>	<b>Drafting Fiction:</b> <i>The Day of Ahmed's Secret</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details to describe setting</li> </ul>	<b>Drafting Fiction:</b> <i>The Day of Ahmed's Secret</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Another favorite place</li> </ul>	<b>Drafting Fiction:</b> <i>Morning on the Lake</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details to describe setting</li> </ul>	<b>Drafting Fiction:</b> <i>Morning on the Lake</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details to describe setting</li> </ul>	<b>Drafting Fiction and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details to describe setting</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 4</b>	<b>Selecting and Completing Drafts:</b> "About Jane Yolen" <b>Focus:</b> <ul style="list-style-type: none"> <li>Jane Yolen</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Developing characters</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Developing plot and using transitional words and phrases</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Endings that bring a story's events to a close</li> </ul>	<b>Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Character and plot</li> </ul>
<b>Week 5</b>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Setting and descriptive language</li> </ul>	<b>Writing Second Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Improving on first drafts</li> </ul>	<b>Writing Second Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Adjectives</li> </ul>	<b>Writing Second Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>First- and third-person points of view</li> </ul>	<b>Self-assessing and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Elements of fiction</li> </ul>
<b>Week 6</b>	<b>Completing Second Drafts and Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Punctuating speech</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Recognizing and correcting run-on sentences</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Punctuating for effect</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing final versions</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>

# Week 1

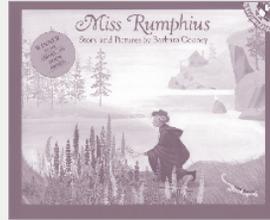
## OVERVIEW



### **Tar Beach**

by Faith Ringgold

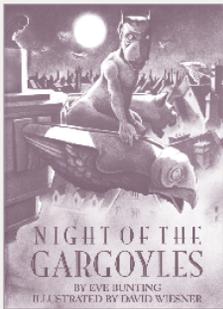
Cassie takes flights of imagination from the roof of her family's apartment building.



### **Miss Rumphius**

by Barbara Cooney

Miss Rumphius figures out what she can do to make the world a more beautiful place.



### **Night of the Gargoyles**

by Eve Bunting, illustrated by David Wiesner

Gargoyles on the museum building creep from their perches as the city sleeps.



## Online Resources

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

### **Whiteboard Activities**

- WA1–WA4

### **Assessment Forms**

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes: Focus 1” record sheet (CN1)

### **Reproducible**

- (Optional) “Excerpt from *Tar Beach*” (BLM2)

### **Professional Development Media**

- “Cooperative Structures Overview” (AV9)
- “Using “Turn to Your Partner”” (AV11)
- “Using “Think, Pair, Share”” (AV13)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Fiction” (AV43)
- “Exploring Fiction” (AV44)
- “Creating a Class Blog” tutorial (AV76)

## TEACHER AS WRITER

*“My writing is full of lives I might have led. A writer imagines what could have happened, not what really happened.”*

— Joyce Carol Oates

The work of the fiction writer is to invent new worlds. This week, imagine a life you might have led, and write your “memories” of this fictitious life. Perhaps you were born into a different culture, grew up in a different family, or chose a different profession. How do you imagine that these life experiences have shaped you? As you write, include your feelings and perspectives, and invent details to make that life seem real.

### Writing Focus

- Students hear and discuss fiction.
- Students informally explore elements of fiction.
- Students generate and quick-write ideas for fiction.
- Students draft fiction pieces.

### Social Development Focus

- Teacher and students build the writing community.
- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ *Night of the Gargoyles* is written in a poetic style that can be challenging, both to read and to understand. Prior to Day 2, we suggest that you practice reading it aloud once, slowly and clearly, before you read it to the class.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 54 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 55 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 67 of the *Assessment Resource Book*.



# Day 1

## Exploring Fiction

### Materials

- *Tar Beach*
- *Tea with Milk* from Unit 1
- *The Bicycle Man* from Unit 1
- *Wizzil* from Unit 1
- *Sylvester and the Magic Pebble* from Unit 1
- Chart paper and a marker

### Teacher Note

For more information about fiction writing, view “Exploring Fiction” (AV44).



### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

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

### In this lesson, the students:

- Work with new partners
- Hear and discuss fiction
- Informally explore the elements of fiction
- Write freely about things that interest them

### IMMERSION IN AND DRAFTING OF FICTION

In a fiction story, *something happens to someone somewhere in time*. In this unit, the students build this understanding in stages over a six-week period.

The first half of this unit immerses the students in stories, stimulating their imaginations and developing their dispositions for creativity and experimentation. The students hear, enjoy, and make observations about different examples of fiction. Having heard some examples, they begin drafting fiction and continue to learn about the genre. Skills and conventions are taught later in the unit so that the students can focus first on the big ideas: inventing interesting characters, describing believable settings, and building imaginative plots that make sense.

## GETTING READY TO WRITE

### 1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other’s names (see “Do Ahead” on page 209). Gather the class with partners sitting together, facing you.

Explain that over the next six weeks, partners will work together to explore writing fiction. They will hear and discuss fiction stories and learn how to write engaging stories.



Have partners take a few minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

Q *What did you learn about the writing your partner has done this year?*

### 2 Introduce Fiction

Show the covers of *Tea with Milk*, *The Bicycle Man*, *Wizzil*, and *Sylvester and the Magic Pebble*. Remind the students that they heard these fiction stories at the beginning of the year. Ask and briefly discuss:

Q *What do you think you know about fiction?*

**Students might say:**

"Fiction is made up. It's make-believe."

"Fiction has characters, and things happen to them."

"Sometimes things happen in fiction that can't happen in real life, like animals talking."

"Some fiction stories are based on the author's life."

Record the students' ideas on a sheet of chart paper titled "Notes About Fiction." Post the chart and tell the students that you will continue to add ideas to the chart as they learn more about fiction in the coming weeks.

Point out that fiction writers try to tell stories that capture the interest and imagination of their readers. Explain that by the end of the unit, the students will have learned and practiced different techniques for writing a good fiction story and will have published their own stories for the class library.

### 3 Read *Tar Beach* Aloud

Show the cover of *Tar Beach* and read the title and author's name aloud, pointing out that the author was also the illustrator. Invite the students to think as they listen about what it might be like to write such a story themselves.

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

#### Suggested Vocabulary

**floodlights:** very powerful lights (p. 7)

**hoisting cables:** lifting up the metal lines that hold up the bridge (p. 11)

**marvel:** be amazed (p. 13)

**steel girders:** horizontal pieces of strong metal used to build bridges (p. 15; refer to the illustration)

**union:** group that helps workers get what they need from their bosses (p. 16)

**half-breed:** (insulting term) mixed-race (p. 17)

#### ELL Vocabulary

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

**tracking:** watching (p. 7)

**skyscraper buildings:** very tall buildings (p. 8)

**my most prized possession:** my favorite thing (p. 9)

**I have claimed it:** I have said it is mine (p. 12)

#### Teacher Note

Save the "Notes About Fiction" chart to use in Day 2 and throughout the unit.

#### Teacher Note

Your students may be familiar with some of the read-alouds in this program. Encourage them to listen to the read-alouds as writers, noticing what the author is trying to do and thinking about what they could try in their own writing.

#### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8). For more information, view "Introducing Vocabulary During a Read-aloud" (AV30).



### Teacher Note

To review the procedure for “Turn to Your Partner,” see Unit 1, Week 1, Day 2 (page 12). To see an example, view “Using ‘Turn to Your Partner’” (AV11).



### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

### Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 32). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



### Teacher Note

Note that on Days 1 and 2 of this week, the students may write fiction or anything else they choose. On Day 3, after exposure to a couple more examples of fiction, all the students will be asked to begin writing in this genre.

Stop after:

- p. 17 “Then it won’t matter that he’s not in their old union, or whether he’s colored or a half-breed Indian, like they say.”

Ask:



Q *What has happened so far in the story? Turn to your partner.*

Have partners discuss the question; then signal for their attention. Without sharing as a class, reread the last line and continue reading to the end of the story.

## 4 Discuss the Story

Ask and briefly discuss the questions that follow. Remind the students to use the discussion prompts to help them listen and build on one another’s thinking. Be ready to reread from the text to help the students recall what they heard.

Q *What events in this story could happen in real life? What events could happen only in the imagination?*

#### Students might say:

“The girl is up on the roof with her family, and she thinks about flying. That could happen in real life.”

“In addition to what [José] said, she can only fly over buildings in her imagination. And flying over them won’t make them hers in real life.”

“I agree with [Melanie]. But other things in the story could happen in real life, like the dad working on the union building or people not letting him in the union.”

Use “Think, Pair, Share” to discuss:



Q *What things could you write about that could happen only in the imagination? [pause] Turn to your partner.*

Have volunteers share their thinking.

#### Students might say:

“You could write about animals talking.”

“You could write about having superhuman powers, like being able to fly.”

“A story that takes place on another planet could only happen in the imagination.”

Point out that some fiction could happen in real life and some could happen only in the imagination. Invite the students to think about both kinds of events as they write freely today.

## WRITING TIME

### 5 Write Independently

Have the students get their notebooks and pencils, sit at desks with partners together, and write silently for 20–30 minutes. During this time, they may write about anything they choose. Remind them that they should write double-spaced in their notebooks and that there should be no talking, whispering, or walking around.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. After a moment, signal for their attention and ask questions such as:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when you were talking and sharing your writing?*

### ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or their partners about their drawings. If necessary, write down key words and phrases they want to use so they can copy them into their writing.

## Exploring Fiction

## Day 2

### In this lesson, the students:

- Cultivate a relaxed attitude toward writing
- Hear and discuss fiction
- Informally explore the elements of fiction
- Write freely about things that interest them

### THE IMPORTANCE OF ATTITUDE IN WRITING

To get enough practice writing during the elementary school years, it is extremely important that students learn to start writing fairly quickly after they sit down, and to write freely, abundantly, and without fear. This requires a relaxed attitude, free from inhibitions, especially during the early drafting stages. In this lesson, the students hear a very imaginative fantasy story. The intent is to inspire their imaginations and help them know that writing can be lighthearted and about *anything*.

### Materials

- *Night of the Gargoyles*
- “Notes About Fiction” chart from Day 1
- “Inanimate Objects That Come to Life” chart (WA1)
- “Class Assessment Record” sheet (CA1)

Regularly remind the students that they are writing primarily for themselves. Encourage them to be willing to write something that is less than perfect. The important thing is to repeatedly practice getting their ideas on paper.

## GETTING READY TO WRITE

### 1 Add to “Notes About Fiction” Chart

Gather the class with partners sitting together, facing you. Review that yesterday the students began exploring fiction, or invented stories. Remind the students that *some fiction could happen in real life* and *some fiction could happen only in the imagination*. Add this to the “Notes About Fiction” chart.

Explain that today they will hear another example of fiction and do more writing.

### 2 Discuss Writing Attitude

Point out that learning to write is like learning any new sport, musical instrument, or skill; you must practice over and over to become good at it. Ask:

**Q** *What can be hard about starting to write or continuing to write for the whole Writing Time?*

**Students might say:**

“It’s hard to start writing when I don’t know what to write.”

“I stop writing if I don’t know how to spell something.”

Explain that you expect the students’ writing to have spelling errors and to be imperfect and incomplete. This is natural for young writers. Assure them that practicing by writing many, many imperfect pieces is more important than writing just a few perfect pieces.

Encourage the students to try to bring a fun, relaxed attitude to their writing today.

### 3 Read *Night of the Gargoyles* Aloud

Show the cover of *Night of the Gargoyles* and read the title and the names of the author and illustrator aloud. Show the opening page and read it aloud, clarifying vocabulary as you read.

#### Suggested Vocabulary

**waterspout:** hole that directs rainwater off of a roof onto the street below

**grotesque:** ugly or monsterlike

Ask and briefly discuss:

**Q** *Have you ever before seen a gargoyle on a building? What did it look like?*

Explain that in this story, the gargoyles come to life. Invite the students to think as they listen about whether they might like to try writing such a story themselves.

Read *Night of the Gargoyles* aloud slowly and clearly, showing the illustrations and stopping as described. Clarify vocabulary as you read.

### Suggested Vocabulary

**squat:** sit (p. 3)

**gape:** stare with an open mouth (p. 9)

**pockmarked:** scarred or dented (p. 10)

**torrents:** huge rushing streams of water (p. 14)

**perch:** sit (p. 17)

**lap:** drink (p. 18)

**show their scorn:** show that they are laughing at him (p. 23)

### ELL Vocabulary

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

**creep:** walk in a quiet, secret way (p. 6)

**peer:** look (p. 6)

**gargoyle-hunch around the rim:** sit around the edge of the fountain (p. 12)

**gaping:** wide open (p. 14)

**snort his disbelief:** make a sound with his nose showing he didn't believe him (p. 20)

Stop after:

**p. 9** "... as bloodless as their own."

Ask:



**Q** *What kind of building might these gargoyles be peering into? Turn to your partner.*

Without stopping to discuss as a class, reread the last line and continue reading to the next stopping point:

**p. 25** "The watchman hunches down and hurries on."

Ask:



**Q** *How do the gargoyles feel about humans, and why do they feel that way? Turn to your partner.*

Have partners discuss the question briefly; then signal for their attention. Without stopping to discuss as a class, reread the last line and continue reading to the end of the story.

### ELL Note

If necessary, simplify this question by asking:

**Q** *The gargoyles are looking into a building. What kind of building are they looking into?*

## 4 Discuss the Story and Generate Ideas

Explain that something that is *realistic* is something that could happen in real life. Briefly discuss:

- Q *What events in this story are realistic?*
- Q *What events could happen only in the imagination?*
- Q *What other stories have you read or heard where inanimate (lifeless) objects come to life?*

### Students might say:

"Gargoyles come to life only in the imagination."

"In addition to what [Tracey] said, they talk to each other about their day! That can't happen in real life."

"But there is a watchman in the story. That part is realistic. It could really happen."

Ask and briefly discuss:

- Q *If you were going to write about an inanimate object that comes to life, what might you write about?*

Display the "Inanimate Objects That Come to Life" chart (WA1) and record the students' ideas on the chart as they generate them.

### Inanimate Objects That Come to Life

- All the food in the grocery store starts moving around at night.
- The toys in somebody's room come to life.
- One day the chairs in our classroom get up and walk away.

WA1

Explain that during Writing Time today, the students may write about objects coming to life or anything else they choose. Encourage them to relax and write as freely and imaginatively as possible.

## WRITING TIME

### 5 Write Independently

Ask the students to return to their seats and write silently for 20–30 minutes. They may write about the objects that come to life or anything else they choose. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Are they double-spacing their writing?
- Do they seem to be writing with a relaxed and free attitude?

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class's attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 54 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing Attitude

Talk briefly as a class about the students' attitudes as they wrote today. Ask questions such as:

- Q *Were you able to relax and write freely today without getting stuck? If so, what happened? If not, what made you feel stuck? What did you do to try to get unstuck?*

Explain that the students will continue to focus on developing a relaxed attitude toward their writing practice.



## TECHNOLOGY EXTENSION

### Use a Class Blog for Reflection

Create a class blog and invite the students to reflect on their writing attitude as they draft and revise their stories in the coming weeks. Post reflection questions such as those in Step 6 above. After discussing the questions as a class, have interested students post their comments. Review the comments periodically and, with the respondents' permission, discuss comments with the class.



### Technology Tip

For information about setting up and maintaining a class blog, view the "Creating a Class Blog" tutorial (AV76).



# Day 3

## Drafting Fiction

### Materials

- *Miss Rumphius*
- “Notes About Fiction” chart from Day 2
- “Writing Time” chart (WA2)
- “Class Assessment Record” sheet (CA2)

### Teacher Note

The pages of *Miss Rumphius* are unnumbered. For easy reference, pencil in page numbers beginning with the number 1 on the right-hand title page that includes the author’s name. (Page 4 starts “The Lupine Lady lives in a small house . . .” and page 6 begins “Now he worked in the shop . . .”) This system is used throughout the program for all read-alouds with unnumbered pages.

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Informally explore the elements of fiction
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Read the First Half of *Miss Rumphius* Aloud

Gather the class with partners sitting together, facing you. Review that the students are hearing examples of fiction and thinking about ideas for fiction stories. Review that yesterday they heard a story in which inanimate objects come to life. Add *inanimate objects come to life* to the “Notes About Fiction” chart.

Explain that today they will hear another story and begin drafting a fiction story.

Show the cover of *Miss Rumphius* and read the title and author’s name aloud, pointing out that the author was also the illustrator. Explain that the students will hear the first half of the book today and the second half tomorrow. Explain that you will stop during the reading to have partners talk about their thinking.

Read pages 4–18 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**lupine:** kind of flower (p. 4; refer to the illustration on the book cover)

**wharves:** places where ships can tie up to load or unload (p. 4)

**figureheads:** carved wooden figures (p. 6)

**conservatory:** indoor space for growing flowers and plants (p. 12)



### ELL Vocabulary

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

**masts:** tall, straight poles that hold the sails of a ship (p. 4; refer to the illustration on p. 5)

**cockatoos:** parrots with colorful feathers on top of their heads (p. 15)

**cross the heavens:** go across the sky (p. 18)

**set in glory:** set beautifully (p. 18)

Stop after:

p. 12 “‘But not quite.’”

Ask:



**Q** *What has happened so far? Turn to your partner.*

Have partners discuss the question briefly; then signal for their attention and continue reading. Stop after:

p. 18 “‘But there is still one more thing I have to do,’ she said.”

Ask:



**Q** *What has happened up to this point in the story? Turn to your partner.*

Explain that you will read the second half of the story tomorrow.

## 2 Discuss the Story

Facilitate a brief class discussion using the question that follows. Be ready to reread from the story to help the students recall what they heard.

**Q** *What’s interesting or unusual about Miss Rumphius?*

**Students might say:**

“She had a grandfather who was an artist and let her paint part of his pictures.”

“In addition to what [Jon] said, she went traveling to faraway places all by herself. I don’t think women did that much when she was young.”

“In addition to what [Jon and Sidra] said, Miss Rumphius stuck to her list of important things to do in her life. Not everyone does that.”

“Even her name makes her sound interesting. I’ve never heard the name ‘Miss Rumphius’ before.”

Explain that today you would like all the students to try writing a fiction story. They may make up a story about an interesting person they know outside of school, or they may write any other made-up story. Remind them to double-space their writing and to look at the “Notes About Fiction” chart to help them get more ideas.

## WRITING TIME

### 3 Begin Drafting Fiction Pieces

Have the students get their notebooks and pencils, and sit at desks with partners together. Display the “Writing Time” chart (WA2) and have the students write silently for 20–30 minutes.

#### Teacher Note

The students are just beginning to generate ideas for fiction. They are not expected to know or incorporate specific features of the genre into their writing at this point. They will build their understanding as they explore the genre over the coming weeks.

#### Teacher Note

The students will write all first drafts, double-spaced, in their notebooks. In Week 3, they will select one of the drafts to develop and publish. Double-spacing now allows space for revision later. The students will write their final versions in Week 6 on loose, lined paper (or on computers, if available).

### Writing Time

- Make up a story about an interesting person outside of school.
- Continue a fiction story you started earlier.
- Start a new fiction story.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Are they double-spacing their writing?
- Do they seem to be writing with a relaxed and free attitude?

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class's attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Writing Process and Attitude

Briefly discuss questions such as:

- Q *What did you write about today?*
- Q (Point to the "Notes About Fiction" chart.) *Which notes did you think about as you started writing today?*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to read and draft fiction for the next couple of weeks. They will eventually select one of their fiction drafts to develop and publish as a book for the class library.

## EXTENSION

### Conduct Interviews with Interesting People

Some students may be interested in learning more about the interesting people about whom they are writing. Have your students compose a list of questions to ask and then arrange to interview the people they have selected. Once the interviews are completed, have the students write stories based on the information they collected in the interviews. These stories may be fiction or nonfiction.

## Drafting Fiction

## Day 4

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Quick-write ideas for interesting people to write about
- Cultivate a relaxed attitude toward writing

### Materials

- *Miss Rumphius* from Day 3
- “Notes About Fiction” chart from Day 3
- “Writing Time” chart (WA3)

## GETTING READY TO WRITE

### 1 Read the Second Half of *Miss Rumphius* Aloud

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students heard the first half of *Miss Rumphius*. Ask and briefly discuss:

**Q** *What happened in the first half of the story?*

Explain that you will read the second half of the book today. Read pages 18–31 aloud slowly and clearly, showing the illustrations. Clarify vocabulary as you read.

### Suggested Vocabulary

**bushels:** huge bunches (p. 24)

**sowing lupines:** planting lupine seeds (p. 24)

### ELL Vocabulary

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

**satisfaction:** happiness, contentment (p. 21)

**delight:** joy (p. 22)

**seed house:** business that sells seeds (p. 24)

## 2 Briefly Discuss the Story and Quick-write: Interesting People

Facilitate a brief class discussion using the question that follows. Be ready to reread from the story to help the students recall what they heard.

**Q** *What else did you learn about Miss Rumphius that makes her interesting or unusual?*

### Students might say:

"It seems like she does whatever she wants and doesn't care what people think."

"She goes all over the place planting lupines. Most people don't do that."

"In addition to what [Phil and Lara] said, she can get really happy just seeing some flowers grow."

Use "Think, Pair, Share" to discuss:



**Q** *What interesting people do you know outside of school whom you could make up a story about? [pause] Turn to your partner.*

Scan the class as partners talk, providing sufficient time for them to discuss the question. Then signal for their attention and have a few volunteers share with the class.

Without discussing the question, have the students open their notebooks to the next blank page of the writing ideas section, label it "Interesting People I Know," and write a list of interesting people they know outside of school about whom they could write a story. Stop them after 3–4 minutes and have partners share and discuss their lists with each other. Then have them resume listing for a few more minutes.



Explain that during Writing Time the students may make up a story about an interesting person they know outside of school or they may write any other made-up story. Remind them to double-space their writing and to look at the "Notes About Fiction" chart to help them get more ideas.

## WRITING TIME

### 3 Begin Drafting Fiction Pieces

Ask the students to return to their seats. Display the "Writing Time" chart (WA3) and have the students write silently for 20–30 minutes.

### Writing Time

- Make up a story about an interesting person outside of school.
- Continue a fiction story you started earlier.
- Start any new fiction story.

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Writing Process and Attitude

Briefly discuss questions such as:

- Q *Were you able to make up a story about an interesting person you know? Tell us about it.*
- Q *What other fictional ideas did you write about today?*
- Q (Point to the “Notes About Fiction” chart.) *Which notes did you think about as you started writing today?*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Remind the students that they will continue to focus on developing a relaxed attitude toward their writing practice and that they will continue to read and draft fiction for the next couple of weeks.

## EXTENSION

### Discuss the Past Progressive Tense in *Miss Rumphius*

Show pages 20–21 of *Miss Rumphius* and review that after Miss Rumphius moves to her new house, her back starts to bother her. Reread the first two sentences on page 21.

### Skill Practice Note

For more practice with forming and using the progressive verb tenses, see Lesson 16 in the *Skill Practice Teaching Guide*.

# Day 5

## Drafting Fiction and Pair Conferencing

### Materials

- *Miss Rumphius* from Day 4
- *Student Writing Handbook* page 10
- “Notes About Fiction” chart from Day 4
- “Writing Time” chart (WA4)
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

Write the sentence *Her back was bothering her again, and she had to stay in bed most of the time where everyone can see it, and underline the words was bothering*. Explain that the words are the past progressive tense of the verb *bother*. Explain that writers use the past progressive tense to show that action was continuing over a period of time. If Barbara Cooney had written “Her back bothered her,” it might suggest that Miss Rumphius’s back bothered her just one time. Barbara Cooney wrote “was bothering” to show that Miss Rumphius’s back continued to bother her for a while.

Explain that writers also use the past progressive tense to show that one thing was happening when something else happened. Write the following sentence on the board: *Marcy was reading when she heard a loud crash*. Underline the words *was reading* and explain that this is the past progressive tense of the verb *read*. Explain that in this sentence, *was reading* is used to show that Marcy was in the process of reading when something else happened: she heard a loud crash.

Write the following sentence on the board: *Fred \_\_\_\_\_ when the alarm clock went off*. Explain that a verb in the past progressive tense is needed to complete the sentence. Ask:

Q *What was Fred doing when the alarm clock went off?*

Have a few volunteers share their thinking with the class. If necessary, follow up by asking questions such as:

Q *How do we know that [“was sleeping”] is in the past progressive tense?*

### In this lesson, the students:

- Review a story they heard earlier
- Explore speech as a way to reveal character
- Draft fiction
- Practice procedures for pair conferences
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Review *Miss Rumphius*

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind the students that

they heard the second part of *Miss Rumphius* yesterday. Review the story by asking the question that follows. Be ready to reread from the story to help the students recall what they heard.

**Q** *What happens in the second part of the story?*

Tell the students that you will reread a passage from the story. Ask them to think about what they learn about Miss Rumphius’s personality in this passage. Read pages 21–22 aloud; then ask:

**Q** *What do we find out about Miss Rumphius’s personality from this passage?*

**Students might say:**

“Miss Rumphius loves lupines. She wants to plant more.”

“I agree with [Mae]. You can tell because she says, ‘I have always loved lupines the best.’”

“In addition to what [Lawrence] said, she had to stay in bed because her back was hurting her.”

### Teacher Note

If necessary, remind the students to use the discussion prompts to connect their ideas to those of others.

## 2 Explore Speech as a Way to Reveal Character

Explain that one way readers learn about the personalities of story characters is by thinking about what the characters say—both to themselves and to other characters. Ask the students to open to *Student Writing Handbook* page 10, where the passage you just reread is reproduced. Have partners reread the passage together and talk about anything else they learn about Miss Rumphius’s personality from her speech.



After providing sufficient time for partners to reread and discuss the excerpt, signal for their attention. Discuss:

**Q** *What else do you think about Miss Rumphius’s personality from what she says?*

**Students might say:**

“Miss Rumphius probably likes to be out in nature. She says, ‘I wish I could plant more seeds,’ but for a while she isn’t able to.”

“In addition to what [Liza] said, I think she is smart. She figures out that the wind and the birds must have brought the seeds from her garden.”

“I agree with [Terrell], and I also think Miss Rumphius is creative because this gives her an idea.”

Explain that good fiction writers like Barbara Cooney, the author of *Miss Rumphius*, often use speech and *dialogue* (speech between characters) to reveal the personalities of their characters. Invite the students to try giving their characters things to say as they write their fiction stories today. Remind them to double-space their writing and to look at the “Notes About Fiction” chart to help them get more ideas.

### Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 4.

### Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Fiction" (AV43).



## WRITING TIME

### 3 Draft Fiction Pieces

Have the students get their notebooks and pencils, and sit at desks with partners together. Display the "Writing Time" chart (WA4) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- If possible, include characters' speech and dialogue.

WA4

Join the students in writing for a few minutes; then begin conferring with individual students.



### TEACHER CONFERENCE NOTE

Over the next three weeks, confer with individual students to get an idea of their thinking as they write fiction drafts. Ask each student to show you a piece of her writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student's ideas about the story she is writing. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs About Fiction Drafts

Explain that partners will each read one of their fiction drafts to the other and confer about both partners' drafts today. Briefly review the procedure you established for pair conferring (see Unit 1, Week 3, Day 2,

Step 5 on page 56). Remind the students that *conferring* means not only reading their writing to each other but talking about it as well. Explain that today partners will tell each other one thing they like about the other's draft. Ask and briefly discuss:

**Q** *What would you like your partner to do to show that he or she is interested in your writing and your creative ideas?*

**Students might say:**

"I would like my partner to listen as I read my story."

"I would like my partner to ask me questions about the story."

"I would like my partner to tell me the part she likes."

"I would like my partner to say something nice about my story, like 'I really want to read your story.'"



Have partners share their writing. Scan the class without intervening, providing sufficient time for both partners to share their writing before you signal for their attention.

## 5 Reflect on Pair Conferences

Help partners reflect on their work together by asking:

**Q** *What did your partner do to show interest in your writing and creative ideas?*

**Q** *What did you like about your partner's writing?*

Explain that the students will continue to write fiction drafts during the coming two weeks. Remind the students that they will eventually select one of their fiction drafts to develop and publish as a book for the class library.

## WRITING ABOUT READING

### Write an Opinion Paragraph About the Character of Cassie in *Tar Beach*

Show the cover of *Tar Beach* and remind the students that they heard this story earlier. Ask:

**Q** *What do you remember about the story Tar Beach?*

Have a few volunteers share their thinking. Distribute the copies of "Excerpt from *Tar Beach*" and explain that the first part of *Tar Beach* is reproduced there. Point out that in *Tar Beach*, the narrator (the person telling the story) is Cassie. Remind the students that readers can figure out a lot about a story character's personality by paying attention to what the character says. Explain that as you read the first part of *Tar Beach* aloud, you want the students to follow along and think about what

### ELL Note

You might provide the prompt "I would like my partner to . . ." to your English Language Learners to help them verbalize their answers to this question.

### Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through the sharing time so partners can switch roles if they have not yet done so.

### Materials

- *Tar Beach* from Day 1
- Copy of "Excerpt from *Tar Beach*" (BLM2) for each student

### Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "Excerpt from *Tar Beach*" (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

they are learning about Cassie’s personality from what she says. Then read aloud pages 5–13 of the book. After reading, ask:

**Q** *What have you learned about Cassie’s personality from what she has said so far? What in the story makes you think that?*

**Students might say:**

“She has a wild imagination. She talks as if the stars really lifted her up above the George Washington Bridge.”

“She wants to be rich and powerful and free. She says sleeping on Tar Beach made her feel like she owned all she could see.”

“She cares about her baby brother. I think that because she tells him to lie still, she wants him to be safe.”

Explain that the students will write a paragraph of opinion about what kind of person Cassie is, based on things she says in the passage they just read. Tell the students that readers often have different opinions about a story, and that is fine. What is important is that they support their thinking with facts and details from the story. Ask the students to watch as you think aloud and model writing a paragraph about Cassie’s personality based on things she says. As you write, invite the students to suggest additional details to help you create a vivid picture of Cassie.

**You might say:**

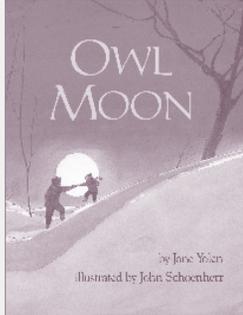
“I think the things Cassie says show that she is an ordinary girl with an extraordinary imagination. I’ll start by writing this: *The character Cassie in Tar Beach by Faith Ringgold lives an ordinary life, but she transforms it through her imagination into an extraordinary one.* Notice that I stated my opinion and put the title of the story and author’s name in the opening sentence. Now I need to explain my thinking using facts and details. I’ll write: *Some of the things Cassie tells us make her seem like an ordinary girl. We learn that she is a third grader who lives with her parents and baby brother, and that her parents like to play cards with their neighbors. She explains that her father worked on a bridge, hoisting cables.* Now I’ll write about things she says that reveal her big imagination. I’ll write: *But Cassie has an unusual imagination. She talks as if she can fly among the stars. She calls her rooftop ‘Tar Beach,’ as if it’s a special destination instead of just a cramped rooftop. And she pretends that the George Washington Bridge is a giant diamond necklace that belongs just to her.* Now I need a closing sentence. I’ll write: *The things Cassie says show that she uses her colorful imagination to transform her humdrum life into a special, magical one.*”

Explain that the students should each start their paragraphs with an opening sentence that states their opinions and includes the title and author of the story, give facts or details from the story to support their opinions, and provide a closing sentence that wraps up their writing. Have the students return to their seats and write in their notebooks. If time permits, invite the students to share their opinion paragraphs with the class.



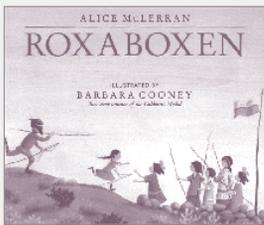
# Week 2

## OVERVIEW



### **Owl Moon**

by Jane Yolen, illustrated by John Schoenherr  
A father and child go owling late one winter night.



### **Roxaboxen**

by Alice McLerran, illustrated by Barbara Cooney  
Children create a special place in the desert using found objects and their imaginations.



## Online Resources

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

### **Whiteboard Activities**

- WA5–WA9

### **Assessment Forms**

- “Class Assessment Record” sheet (CA3)
- “Conference Notes: Focus 1” record sheet (CN1)

### **Reproducible**

- (Optional) “Excerpt from *Night of the Gargoyles*” (BLM3)

### **Professional Development Media**

- “Pacing Class Discussions” (AV20)
- “Guided Visualization and Quick-write” (AV45)
- “Using Web-based Teaching Resources” tutorial (AV75)

## TEACHER AS WRITER

*“There is only one trait that marks the writer. He is always watching.”*

— Morley Callaghan

This week, develop your powers of observation by sitting in a public place with your notebook. As you observe your setting, consider:

- What colors, textures, and shapes do you see?
- What information are you gathering through your other senses (hearing, smell, taste, touch)?
- What are people doing in this place?
- How does the setting seem to affect people’s behavior?

Describe what you observe in your notebook.

### Writing Focus

- Students hear, discuss, and draft fiction.
- Students explore character, setting, and plot.
- Students explore how setting is developed in stories.
- Students generate and quick-write ideas for fiction.
- Students cultivate creativity in their writing.

### Social Development Focus

- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another’s writing.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 56 of the *Assessment Resource Book*.

# Day 1

## Drafting Fiction

### Materials

- *Owl Moon*
- “Notes About Fiction” chart from Week 1
- “Writing Time” chart (WA5)

### Teacher Note

The pages of *Owl Moon* are unnumbered. For easy reference, pencil in page numbers beginning with the number 1 on the right-hand title page that includes the author’s name. (Page 5 starts “It was late one winter night,” and page 6 begins “I could hear it . . .”) This system is used throughout the program for all read-alouds with unnumbered pages.

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Become familiar with character, plot, and setting
- Explore how setting is developed in stories
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Briefly Review the Elements of Fiction

Gather the class with partners sitting together, facing you. Review that the students heard fiction stories last week and began drafting their own stories. This week they will continue to draft fiction pieces. Remind them that they will eventually select one of their drafts to develop and publish for the class library.

Direct the students’ attention to the “Notes About Fiction” chart and review the items on it. Explain that in fiction stories, something happens to someone somewhere in time. The terms *plot*, *character*, and *setting* are used to describe the different features of stories.

Add *something happens (plot) to someone (character) somewhere in time (setting)* to the chart. Encourage the students to try to notice things about the plot, characters, and setting as they listen to a story today.

### 2 Read *Owl Moon* Aloud

Show the cover of *Owl Moon* and read the title and names of the author and illustrator aloud. Read the story aloud slowly and clearly, showing the illustrations. Clarify vocabulary as you read.

### Suggested Vocabulary

**clearing:** space that has no trees (p. 18)

### ELL Vocabulary

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

**woods:** large area that has many trees growing close together (p. 6)

**shrugged:** raised up the shoulders to mean “I don’t know” (p. 12)

**stained:** made marks on (p. 16)

**an echo came threading its way through the trees:** a sound like the sound Pa had made came through the trees (p. 21)

### 3 Discuss the Setting in the Story

Facilitate a class discussion using the questions that follow, and be ready to reread from the story to help the students recall what they heard. Ask:

**Q** *Who is this story about? What happens? When and where does it happen?*

**Students might say:**

"The story is about a child and her father. They go looking for owls."

"In addition to what [Maxine] said, they find an owl at the end of the story."

"The story takes place at night in the forest."

"In addition to what [Dan] said, it takes place in the wintertime. There's snow, and it's cold."

**Q** *What did you imagine seeing as you listened to the story? What did you imagine hearing? Feeling?*

**Students might say:**

"I pictured the owl staring straight at the kid and the dad with big round eyes and then flying away."

"I could hear Pa making the owl call and then the owl hooting back."

"I imagined the freezing cold air on the part of their faces that wasn't protected by scarves."

"In addition to what [Alisha] said, I imagined feeling excited and a little scared when the owl finally appeared."

Use "Think, Pair, Share" to discuss:



**Q** *If you were going to write about an outdoor place, what place might you choose? What might it be like? [pause] Turn to your partner.*

Have volunteers share their thinking.

**Students might say:**

"I'd write about being on the African savannah and seeing a lion stalking some zebras."

"I'd write about walking through the jungle. There would be colorful birds screeching and monkeys swinging from vines."

"I'd write about a park like the one near here. I picture families having barbecues and dogs running around."

"I'd write about the beach. There might be people playing in the water and building sand castles, and the sound of waves crashing."

Explain that the students will continue to write fiction today. They may write about an outdoor place or anything else they wish.

#### Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques. To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just one or two students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV20).



## WRITING TIME

### 4 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA5) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write about an outdoor place.
- Work on a story you started earlier.
- Start a new story.

WA5

Join the students in writing for a few minutes; then confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask each student to show you a piece of his writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student’s ideas about the story he is writing. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing Process and Attitude

Briefly discuss the following question. Invite the students to read passages of their writing aloud to the class as they respond.

**Q** *What ideas came out of your imagination in your writing today?*

Help the students reflect on their attitudes toward writing by asking:

**Q** *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to hear, discuss, and draft fiction tomorrow.

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## EXTENSION

### Describe a Photo

Collect photos of different places from magazines, travel brochures, etc. Distribute the photos to the students, and ask them to imagine and write about the things they might see, hear, feel, smell, and taste in their places. Invite them to make up stories set in these places.

## Drafting Fiction

## Day 2

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Generate ideas for settings
- Visualize and quick-write about a setting
- Reflect on creativity in their own writing
- Ask one another questions about their writing

### THE IMPORTANCE OF CREATIVITY IN WRITING

It is important for students to understand that writing fiction requires them to reach into their imaginations and tell things in their own way. Children come to school with vivid imaginations, full of possibilities. Nurture these possibilities by consistently showing interest in their ideas, asking them questions, and encouraging them to develop their ideas further.

### Materials

- *Owl Moon* from Day 1
- “Notes About Fiction” chart from Day 1
- “Writing Time” chart (WA6)

The lessons in this program help to build a safe classroom environment in which students can take the risks necessary to develop their creativity. Further nurture their creativity by regularly sharing your own creative writing and ideas with them.

## GETTING READY TO WRITE

### 1 Briefly Review *Owl Moon* and Visualize the Setting

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that they heard *Owl Moon* yesterday and that in it, the author, Jane Yolen, describes a favorite outdoor place. Direct the students' attention to the "Notes About Fiction" chart and add *can be about an outdoor place*.

Review that Jane Yolen describes the setting of *Owl Moon* using sensory details, or details that help us imagine what is happening using our senses. Review the story by asking the question that follows. Be ready to reread from the story to help the students recall what they heard.

**Q** *What happens in the story?*

Point out that the setting (where and when the story takes place) of *Owl Moon* is in the woods on a winter night. Tell the students that you will reread a passage from the story and that you would like them to close their eyes and imagine as they listen. Reread page 5 of the book aloud. Ask:

**Q** *What do you imagine from this passage? What does this place look like? Sound like? Feel like?*

Repeat this procedure with page 16, starting with "We went into the woods" and ending with "in the middle of the night." Then repeat it again with page 18.

Point out that Jane Yolen includes many details to help us imagine this place. Explain that today the students will continue to write fiction stories. Encourage them to include sensory details to help the reader imagine their settings. Also remind them to look at the "Notes About Fiction" chart to help them get ideas.

### 2 Guided Visualization and Quick-write: A Favorite Place

Remind the students that Jane Yolen writes about the woods at night in *Owl Moon* in a way that helps the reader imagine being there. Ask the students to think of a place they like to be. Have them open their

#### Teacher Note

To see an example of this technique, view "Guided Visualization and Quick-write" (AV45).



notebooks to the next blank page and each write down the name of the place they are thinking of. Ask them to close their eyes and think as you ask the questions that follow one at a time, pausing between the questions to give the students time to think.

- Q *Imagine looking around your favorite place. What do you see? What is in front of you, behind you, above and below you? Notice the colors, shapes, and sizes of what you see.*
- Q *What do you hear in your favorite place? Are the sounds quiet or loud?*
- Q *Is this place outside or inside? How does your body feel in this place? Is it cold? Warm? Hot?*
- Q *What does it smell like in this place? Do the smells remind you of anything?*

Have the students open their eyes and write what they imagined as they listened to your questions. After several minutes, signal for their attention and ask a few volunteers to share what they wrote with the class.

Explain that today the students may continue writing stories about the places they imagined, or they may write any other fiction story. Assure them that at this point it is perfectly fine to leave drafts incomplete and start new ones.

## WRITING TIME

### 3 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA6) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on the story you began during the quick-write.
- Work on a story you started earlier.
- Start a new story.
- Try to include sensory details to help readers imagine the setting.

WA6

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share One Sentence and Reflect on Creativity

Explain that one of the most important things fiction writers do is tap into their creativity—their ability to use their imaginations to create something new or to re-create something familiar in their own way.

Ask the students to review the writing they did today and each choose one sentence to share with the class. Encourage them to choose sentences they like or that they believe show their creativity. Ask them to underline their sentences. After a moment, go around the room, having each student read his sentence aloud, without comment.

After the students have shared their sentences, facilitate a discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that everyone is creative and can become more creative by writing and doing other creative things, such as drawing, playing musical instruments, and solving interesting problems in their own way. Explain that the students will continue to develop their creativity throughout the year.

### Teacher Note

The intent of this activity is to hear one sentence from every student in the class. This lets the students hear what their classmates are writing and builds their accountability. After they underline their sentences, have them put their pencils away. Have them read their sentences in a loud voice, one after another, without stopping to comment. In the discussion afterward, they are not expected to remember every sentence they heard.

**In this lesson, the students:**

- Hear, discuss, and draft fiction
- Explore how setting is developed in stories
- Cultivate a relaxed attitude toward writing

**GETTING READY TO WRITE****1** Briefly Review *Owl Moon*

Gather the class with partners sitting together, facing you. Remind them that they heard *Owl Moon* and thought about ways to describe settings using sights, sounds, smells, and feelings. Explain that you will read another story aloud today, and encourage the students to imagine using their senses to visualize the setting.

**2** Read *Roxaboxen* Aloud

Show the cover of *Roxaboxen* and read the title and the names of the author and illustrator aloud. Explain that Roxaboxen is an imaginary town invented by the children in the story. Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

**Suggested Vocabulary**

**greasewood, thorny ocotillo:** types of plants that live in the desert (p. 4)

**ford:** cross (p. 5)

**mayor:** elected leader of the town (p. 12)

**desert glass:** bits of glass polished smooth by the sand (p. 14)

**amber:** orange or brownish yellow stone or color (p. 14)

**amethyst:** purplish stone or color (p. 14)

**raids:** battles (p. 23)

** ELL Vocabulary**

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

**broke the speed limit:** drove too fast (p. 18)

**bridle:** device that fits around a horse's head and is used to control the horse (p. 21)

**gallop:** run (like a horse) (p. 21)

**fort:** strong building where soldiers live (p. 22)

**bandits:** thieves (p. 22)

**Materials**

- *Roxaboxen*
- *Owl Moon* from Day 1
- “Notes About Fiction” chart from Day 2
- “Writing Time” chart (WA7)

Stop after:

p. 14 "... a house of jewels."

Ask:



**Q** *What are you imagining about Roxaboxen? Turn to your partner.*

Have partners discuss the question; then signal for their attention. Without sharing as a class, reread the last line and continue reading to the end of the story.

### 3 Discuss the Setting in the Story

Briefly discuss the questions that follow, and be ready to reread from the story to help the students recall what they heard.

**Q** *What did you imagine seeing in Roxaboxen as you listened? What did you imagine feeling? Smelling or tasting?*

**Students might say:**

"The kids made up houses out of stone and desert glass."

"I imagined the children riding around in pretend cars and on horses made out of sticks."

"In addition to what [Aiden] said, they had a jail and pretend shops, like a bakery."

"I agree with [Emily]. I imagined what the pretend bread tasted like."

Use "Think, Pair, Share" to discuss:



**Q** *If you were going to write about an imaginary place, what might it be like? [pause] Turn to your partner.*

**Students might say:**

"People would live in tree houses."

"They would ride around in flying cars."

"The school would be made of waffles."

"People would pay for things with flowers instead of money."

Direct the students' attention to the "Notes About Fiction" chart and add *can be about an imaginary place* to it.

Explain that the students will continue to write fiction today. They may write about an imaginary place or any other story they wish. Encourage them to think of ways to describe the setting as they write.

## WRITING TIME

### 4 Draft Fiction Pieces

Ask the students to return to their seats. Display the "Writing Time" chart (WA7) and have the students write silently for 20–30 minutes.

#### ELL Note

You might provide the prompt "I imagined [seeing/feeling/smelling/tasting]..." to your English Language Learners to help them verbalize their responses to these questions.

#### Teacher Note

The students will explore developing settings in more depth during Weeks 4 and 5 of this unit.

### Writing Time

- Write about an imaginary place using sensory details.
- Work on a story you started earlier.
- Start a new story.

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as the ones that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about an imaginary place? Tell us about it.*
- Q *What other topics did you write about? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

### Materials

- *Roxaboxen*
- “Notes About Fiction” chart from Day 3
- *Student Writing Handbook* page 11
- “Writing Time” chart (WA8)
- “Class Assessment Record” sheet (CA3)

### In this lesson, the students:

- Explore how setting is developed in stories
- Draft fiction
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Visualize the Setting in *Roxaboxen*

Have the students bring their *Student Writing Handbooks* and pencils and gather with partners sitting together, facing you.

Remind the students that they heard *Roxaboxen* yesterday and thought about how to describe settings using sights, sounds, smells, tastes, and feelings. Add *includes sensory details (descriptions of what you see, hear, smell, taste, and feel)* to the “Notes About Fiction” chart.

Ask the students to close their eyes and imagine the setting as you reread a passage from the story. Reread page 10 aloud, skipping the sentences “Charles made his of the biggest stones. After all, he was the oldest.” Then ask:



**Q** *What did you imagine? Turn to your partner.*

Without sharing as a class, repeat this procedure with page 14, and then with page 27, skipping the sentences “But it didn’t matter; Roxaboxen was always waiting. Roxaboxen was always there,” and stopping after “. . . jeweled windows.”

### 2 Analyze an Excerpt from *Roxaboxen*



Ask the students to open to *Student Writing Handbook* page 11, where the passages you just read are reproduced. Ask partners to read through the passages together and underline words or phrases that helped them imagine this place.

After several minutes, signal for the students’ attention. Briefly discuss as a class:

**Q** *What words or phrases did you underline? How does that help you imagine Roxaboxen?*



### ELL Note

You might provide the prompts “I underlined . . .” and “I imagine . . .” to your English Language Learners to help them verbalize their responses to these questions.

**Students might say:**

"I underlined 'bits of amber, amethyst, and sea-green.' It helps me imagine houses that were sparkly with all the colored glass."

"My partner and I underlined 'the old wooden boxes.' We could imagine having a whole pretend house with those boxes."

"We underlined 'everybody sucked the honey from its flowers.' We imagined the sweet taste."

Explain that fully describing the setting in a story makes the story seem real and helps readers imagine where it takes place. Encourage the students to continue to think of ways to describe the settings of their stories as they write today.

## WRITING TIME

### 3 Draft Fiction Pieces

Ask the students to return to their seats. Display the "Writing Time" chart (WA8) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Continue to include sensory details to help a reader imagine the setting.

WA8

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



#### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?
- If they seem overly cautious or inhibited, do they eventually start writing freely?

Support any student who is still struggling to start after about 10 minutes by asking her questions such as:

- Q** *Who is an interesting person you know who you can make up a story about?*

*(continues)*

## CLASS ASSESSMENT NOTE *(continued)*

- Q *What makes this person happy? Unhappy?*
- Q *Let's say this person feels unhappy because of what you just described. What unusual thing could happen to help him or her feel better?*
- Q *Where do you imagine this story takes place? What is this place like? How does it [look/sound/smell/feel]?*

As the student responds to the questions, have the student write her responses in her notebook and continue to write what happens. Record your observations on the "Class Assessment Record" sheet (CA3); see page 56 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as the ones that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about an imaginary place? Tell us about it.*
- Q *Who wrote about an interesting thing that happened to a character? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Encourage the students to take a relaxed attitude toward their writing practice as they continue to draft fiction.

### Technology Tip

For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).



## TECHNOLOGY EXTENSION

### Listen to Audiobook Versions of Stories

Some of the fiction stories from this unit, including *Tar Beach*, *Miss Rumphius*, *Owl Moon*, and *Roxaboxen*, may be available online as audiobooks. To find an audiobook version of a story, search online with the book title and the keyword "audiobook." You might play the audiobook for the class and discuss with the students what they found interesting, enjoyable, or surprising about the reader's rendition of the story. Alternatively, you might invite interested students to listen to the audiobook and share their reactions to it with the class.

## In this lesson, the students:

- Explore how setting is developed in stories
- Draft fiction
- Express interest in and appreciation for one another's writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Review How Settings Are Developed in Stories

Have the students remain at their seats. Remind the students that this week they heard two stories that have interesting settings, *Roxaboxen* and *Owl Moon*. Review that fully describing the setting in a story helps the reader imagine it and understand where the story takes place. Encourage the students to continue to think of ways to describe the settings of their stories as they write today, and to refer to the “Notes About Fiction” chart for writing ideas.

## WRITING TIME

### 2 Draft Fiction Pieces

Display the “Writing Time” chart (WA9) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Continue to include sensory details to help a reader imagine the setting.

WA9

Join the students in writing for a few minutes; then confer with individual students.

## Materials

- “Notes About Fiction” chart from Day 4
- “Writing Time” chart (WA9)
- “Questions for My Partner About My Draft” chart from previous units

## Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 3.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Confer in Pairs About Fiction Drafts

Have students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that the students will read one of their fiction drafts to their partner and confer about it today. If necessary, briefly review the procedure for pair conferring and remind the students that *conferring* means not only reading their writing to each other but talking about it as well.

Direct the students’ attention to the “Questions for My Partner About My Draft” chart you started in Unit 2, Week 1, Day 3 (see page 80) and review the questions on it. Ask:

- Q *What other questions might you want to ask your partner about your draft?*

#### Students might say:

“I want to ask my partner if he can picture the setting.”

“I want to ask my partner what she’s learning about the main character.”

“I want to find out which part my partner likes the best and why.”

Add any new questions to the chart and encourage the students to use the questions in their pair conferences today.



Have partners share their writing. Scan the class, without intervening, providing sufficient time for both partners to share their writing before signaling for their attention.

#### 4 Reflect on Pair Conferences

Help partners reflect on their work together by asking questions such as:

- Q *What questions did you ask your partner about your story? What did your partner say?*
- Q *What did you do to show interest in your partner's writing?*
- Q *Why is it important that we ask other people questions about our own writing?*

#### 5 Share One Sentence and Reflect on Creativity

As you did earlier in the week, ask each student to review the writing he did today and choose a sentence he likes or that shows her creativity. Give the students a moment to select and underline their sentences; then go around the room and have each student read his sentence aloud to the class, without comment.

After the students have shared their sentences, facilitate a class discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else's writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to explore and draft fiction next week.

## WRITING ABOUT READING

### Write About the Setting in *Night of the Gargoyles*

Show the cover of *Night of the Gargoyles* and remind the students that they heard this story earlier. Ask:

- Q *What do you remember about the story *Night of the Gargoyles*?*

Have a few volunteers share their thinking. Remind the students that good writers include sensory details in their writing that help readers imagine the setting. Distribute the copies of "Excerpt from *Night of the Gargoyles*" and explain that the first part of the story is reproduced there. Explain that, as you read the first part of *Night of the Gargoyles* aloud, you want the students to follow along and look for sensory details that help them

### Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so.

### Materials

- *Night of the Gargoyles* from Week 1
- Copy of "Excerpt from *Night of the Gargoyles*" (BLM3) for each student

### Teacher Note

Prior to doing this activity, you will need to visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "Excerpt from *Night of the Gargoyles*" (BLM3). Make enough copies for each student to have one; set aside a copy for yourself.

picture the setting in their minds. Then read aloud pages 3–12 of the book. After reading, ask:

- Q *What did you picture in your mind as you read this part of the story?*
- Q *What sensory details in the story helped you imagine the setting? Why?*

**Students might say:**

"I pictured big buildings in a town or a city with gargoyles at the tops of them. 'The gargoyles squat high on corners' helped me picture that."

"In addition to what [Sylvia] said, one of the buildings is probably a museum because it has mummies and a suit of armor."

"The very first part is about the daytime, but then the story says 'till night comes.' So most of the story is happening at night. It must be pretty dark because the story says 'shadowy corners.'"

"I pictured a city park with a big fountain that has a rim around it that you can sit on. The details that helped me picture that are 'a fountain splashes dark' and 'They gargoyle-hunch around the rim.'"

Explain that the students will write a paragraph about the setting they pictured in their minds as they read this passage. Tell the students that they need to support their thinking with facts and details from the story. Ask the students to watch as you think aloud and model writing a paragraph about the setting of *Night of the Gargoyles* based on the passage you read.

**You might say:**

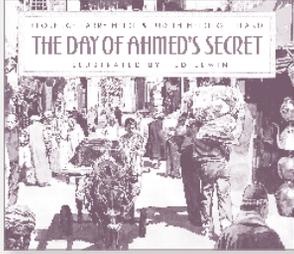
"When I read the passage, I get a picture of a town or city at night, so I'm going to write about that. I'll start by writing this: *In Night of the Gargoyles, Eve Bunting paints a picture of a town or city at night, after everyone has gone home—everyone except the gargoyles, that is.* Notice that I put the title of the book and author's name in the opening sentence. Now I need to support my thinking with facts and details. I'll write: *When the story begins, I picture the gargoyles stuck on the tops of tall buildings in the bright daylight. The language 'The gargoyles squat high on corners staring into space' paints that picture for me. But as the story says, 'night comes'—and that's when the gargoyles come to life. The words 'lick the stars' and 'feel the air move cool' help me picture a clear, calm night with a cool breeze, while the details 'fountain splashes dark' and 'gargoyle-hunch around the rim' create an image in my mind of an urban park with a big fountain in the middle of it, where the gargoyles gather.* Now I need a closing sentence. I'll write: *In this passage, Eve Bunting paints a picture of a deserted town center on a cool, clear night—the perfect playground for a bunch of gargoyles enjoying a few hours of freedom before the sun rises.*"

Explain that the students should start their paragraphs with an opening sentence that tells how they picture the setting and includes the title and author of the book. Explain that they should include facts or details from the story to support their opening sentences, and add a closing sentence that wraps up their writing. Have the students write in their notebooks. If time permits, invite the students to share their paragraphs with the class.



# Week 3

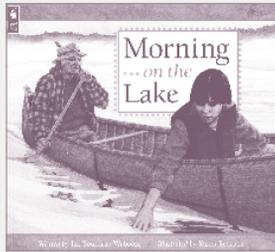
## OVERVIEW



### *The Day of Ahmed's Secret*

by Florence Parry Heide and Judith Heide Gilliland,  
illustrated by Ted Lewin

As young Ahmed works delivering fuel, he anticipates revealing a secret to his family.



### *Morning on the Lake*

by Jan Bourdeau Waboose, illustrated by Karen Reczuch

An Ojibway boy accompanies his grandfather to special places in the wilderness.



## Online Resources

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

### Whiteboard Activities

- WA10–WA14

### Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “Conference Notes: Focus 1” record sheet (CN1)

### Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Adapting Lessons for English Language Learners” (AV32)

## TEACHER AS WRITER

*“Don’t say the old lady screamed—bring her on and let her scream.”*

— Mark Twain

Twain, like most fiction writers, found ways to “show, not tell” a story. What might happen in a passage in which the old lady is “brought on and screams”? How might that compare to a passage in which we’re simply told she screams? This week, experiment with writing a fiction passage in which a reader can see, hear, smell, taste, or feel what is happening.

### Writing Focus

- Students hear, discuss, and draft fiction.
- Students explore how setting is developed in stories.
- Students generate and quick-write ideas for fiction.
- Students cultivate creativity in their writing.

### Social Development Focus

- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another’s writing.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA4) on page 57 of the *Assessment Resource Book*.

# Day 1

## Drafting Fiction

### Materials

- *The Day of Ahmed's Secret*
- “Notes About Fiction” chart from Week 2
- “Writing Time” chart (WA10)

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Explore how setting is developed in stories
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you.

Review that over the past two weeks the students heard fiction stories and drafted their own stories. This week they will continue to draft fiction pieces. Remind them that they will eventually select one of their drafts to develop and publish for the class library.

Direct the students’ attention to the “Notes About Fiction” chart and review the items on it. Ask:

**Q** *What else are you learning about fiction that we could include on this chart?*

Add the students’ ideas to the chart and encourage the students to keep these things in mind as they listen to and write stories this week.

### 2 Read *The Day of Ahmed's Secret* Aloud

Show the cover of *The Day of Ahmed's Secret* aloud and read the title and the names of the authors and illustrator aloud. Encourage the students to listen for the ways the authors describe the setting of this story. Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

### Suggested Vocabulary

**tangled:** mixed (p. 7)

**mingle:** mix (p. 8)

**butagaz boy:** boy who delivers gas for use in gas stoves (p. 10)

**fuel:** gas or oil (p. 12)

**caravans:** long lines that travel together (p. 20; refer to the illustration)

**rosewater man:** man who sells water flavored with rose petals (p. 25)

**lanterns:** lamps that are lit with a match (p. 29)



## ELL Vocabulary

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

**woven into the harness of my donkey are my own good-luck ones:** the straps that help my donkey carry things are made of my lucky colors (p. 10)

**sundown:** evening (p. 10)

**ashamed:** embarrassed (p. 17)

**desert:** dry, hot, sandy land (p. 19)

### 3 Discuss the Setting in the Story

Facilitate a class discussion using the following questions and be ready to reread from the story to help the students recall what they heard.

- Q *Who is this story about? What happens? When and where does it happen?*
- Q *What did you imagine about the places in this story as you listened?*
- Q *Which sensory details in the story helped you imagine the setting? Tell us about it.*

Encourage the students to use sensory details to help their readers imagine the settings of their stories as they write today. Also remind them to look at the “Notes About Fiction” chart to help them get ideas.

## WRITING TIME

### 4 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA10) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Include sensory details to help a reader imagine the setting.

WA10

Join the students in writing for a few minutes; then confer with individual students.



## Facilitation Tip

Continue to focus on  **pacing class discussions**  so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use “Turn to Your Partner” if many students want to speak. Then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

## Teacher Note

The Writing Time routine established early in the year helps students settle quickly into focused writing. To learn more, view “Predictable Structure of the Writing Lessons” (AV3).





## TEACHER CONFERENCE NOTE

Continue to confer with individual students. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing Process and Attitude

Briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud to the class as they respond.

- Q *What writing ideas came out of your imagination today?*
- Q *Who used sensory details to describe a setting? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to hear, discuss, and draft fiction tomorrow.

**In this lesson, the students:**

- Hear, discuss, and draft fiction
- Generate ideas for settings
- Visualize and quick-write a setting
- Reflect on creativity in their own writing
- Ask one another questions about their writing

**Materials**

- *The Day of Ahmed's Secret* from Day 1
- "Notes About Fiction" chart from Day 1
- "Writing Time" chart (WA11)

**GETTING READY TO WRITE****1** Briefly Review *The Day of Ahmed's Secret* and Visualize the Setting

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Remind the students that they heard *The Day of Ahmed's Secret* yesterday and thought about how the authors describe the setting using sights, sounds, and feelings. Review the story by asking the question that follows. Be ready to reread from the story to help the students recall what they heard.

**Q** *What happens in the story?*

Point out that the setting for *The Day of Ahmed's Secret* is a city in the desert. Tell the students that you will reread a passage from the story and that you would like them to close their eyes and imagine as they listen. Read the first paragraph on page 7 aloud. Ask:

**Q** *What do you imagine when you hear this passage? What does this place look like? Sound like? Feel like?*

Repeat the procedure with page 15, skipping the first paragraph and stopping after the sentence "There are many old buildings, many old walls like the one I lean against, in this city." Then repeat the procedure with page 18, skipping the words "Now as I lean against the old building."

Point out that the authors of *The Day of Ahmed's Secret* include many sensory details to help us imagine what this place is like. Explain that today the students will continue to write fiction stories. Encourage them to include sensory details to help the reader imagine their settings. Also remind them to look at the "Notes About Fiction" chart to help them get ideas.

## 2 Guided Visualization and Quick-write: Another Favorite Place

Explain that the students will do another quick-write, describing a place where they like to be. Encourage them to select an indoor place to write about today if they chose an outdoor one last week, and vice versa. Have them open to the next blank page in their notebooks and write down the name of the place they are thinking of.

Ask the students to close their eyes and think as you ask the questions that follow one at a time, pausing between the questions to give the students time to think.

- Q *Imagine looking around your favorite place. What do you see? What is in front of you, behind you, above and below? Notice the colors, shapes, and sizes of what you see.*
- Q *What do you hear in your favorite place? Are the sounds quiet or loud?*
- Q *Is this place outside or inside? How does your body feel in this place? Is it cold? Warm? Hot?*
- Q *What does it smell like in this place? Do the smells remind you of anything?*

Have the students open their eyes and write down what they imagined as they listened to your questions. After several minutes, call for their attention and ask a few volunteers to share what they wrote with the class.

Explain that today the students may continue writing a story about the places they imagined, or they may write any other fiction story. Encourage them to use sensory details to help their readers imagine the settings of their stories.

## WRITING TIME

### 3 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA11) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue the story you began during the quick-write.
- Work on a story you started earlier.
- Start a new story.
- Try to include sensory details to help readers imagine the setting.

WA11

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share One Sentence and Reflect on Creativity

As you did last week, ask the students to review the writing they did today and each choose one sentence to share with the class. Encourage them to choose sentences that they believe show their creativity. Ask them to underline their sentences. After a moment, ask each student to read his sentence aloud to the class, without comment.

After the students have shared their sentences, facilitate a discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Remind the students that everyone is creative and can become more creative by writing and doing other creative things, such as drawing, playing musical instruments, and solving interesting problems in their own way. Review that the students will continue to develop their creativity throughout the year.

# Day 3

## Drafting Fiction

### Materials

- *Morning on the Lake*
- *The Day of Ahmed's Secret* from Day 2
- "Notes About Fiction" chart from Day 2
- "Writing Time" chart (WA12)

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Explore how setting is developed in stories
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Briefly Review *The Day of Ahmed's Secret*

Gather the class with partners sitting together, facing you. Remind them that they heard *The Day of Ahmed's Secret* and thought about how to describe settings using sights, sounds, smells, and feelings. Explain that you will read another story aloud today, and encourage them to listen for sensory details that help them imagine the setting.

### 2 Introduce and Read the First Two Chapters of *Morning on the Lake*

Show the cover of *Morning on the Lake* and read the title and the names of the author and illustrator aloud. Explain that the setting of the story is somewhere in the northern United States or Canada, where a Native American tribe called the Ojibway live. The person telling the story is a young Ojibway boy. Tell the students that the story is divided into three chapters titled "Morning," "Noon," and "Night," and that today you will read aloud the first two chapters.

Read the first two chapters of the story aloud slowly and clearly, showing the illustrations and stopping as described. Clarify vocabulary as you read.

### Suggested Vocabulary

**his large silhouette:** the shape of his large body (p. 2)

**loons:** type of bird (p. 6; refer to the illustration on p. 7)

**yodel:** loud cry (p. 8)

## ELL Vocabulary

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

**mist:** water in the form of very small drops in the air (p. 2)

**moccasins:** flat shoes made of soft leather (p. 2)

**canoe:** long, narrow boat (p. 4; refer to the illustration on p. 5)

**ancestors:** people who lived before us (p. 8)

**talons:** claws (p. 18)

**messenger:** someone who brings a message (p. 20)

Stop after:

**p. 6** "I wonder if I should be."

Ask:



**Q** *What has happened so far in the story? Turn to your partner.*

Have partners discuss the question; then signal for their attention. Without sharing as a class, reread the last line and continue reading. Follow this procedure at the next three stopping points:

**p. 10** "Just like Grandfather."

**p. 16** "Flying free, high above our world."

**p. 20** "And so, I too am proud, just like Grandfather."

Make the book available for the students to finish reading on their own, if they wish.

### **3** Discuss the Setting in the Story

Ask and briefly discuss the questions that follow. Be ready to reread from the story to help the students recall what they heard.

**Q** *What did you imagine about the places in this story as you listened?*

**Q** *Which sensory details in the story helped you imagine the setting? Tell us about it.*

Explain that the students will continue to write fiction today. Encourage them to use sensory details to describe their settings as they write. Also remind them to look at the "Notes About Fiction" chart to help them get ideas.

#### Teacher Note

You might read aloud the third chapter, "Night," and discuss the setting at another time. See the extension "Discuss the Setting in the Third Chapter of *Morning on the Lake*" on page 263.

#### ELL Note

You might provide the prompt "I imagined [seeing/hearing/feeling] ..." to your English Language Learners to help them verbalize their responses to these questions. To learn more, view "Adapting Lessons for English Language Learners" (AV32).



## WRITING TIME

### 4 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA12) and have the students write silently for 20–30 minutes.

WA12

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Try to include sensory details to help readers imagine the setting.

Join the students in writing for a few minutes; then confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

Q *What ideas came out of your imagination in your writing today?*

Q *Who used sensory details to describe a setting? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Encourage the students to take a relaxed attitude toward their writing practice as they continue to draft fiction pieces.

## Drafting Fiction

## Day 4

### In this lesson, the students:

- Explore how setting is developed in stories
- Draft fiction
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Visualize the Setting in *Morning on the Lake*

Have the students bring their *Student Writing Handbooks* and pencils and gather with partners sitting together, facing you.

Remind the students that they heard the first two chapters of *Morning on the Lake* yesterday and thought about how to describe settings using sights, sounds, smells, tastes, and feelings. Refer to *includes sensory details (descriptions of what you see, hear, smell, taste, and feel)* on the “Notes About Fiction” chart.

Ask the students to close their eyes and imagine as you read two passages from the story. Read aloud the third and fourth paragraphs on page 4 without discussion; then read aloud the first paragraph on page 10.

### Materials

- *Morning on the Lake* from Day 3
- “Notes About Fiction” chart from Day 3
- *Student Writing Handbook* page 12
- “Writing Time” chart (WA13)
- “Class Assessment Record” sheet (CA4)

### **ELL Note**

You might provide the prompts “I underlined . . .” and “I imagined . . .” to your English Language Learners to help them verbalize their responses to these questions.

## **2** Analyze an Excerpt from *Morning on the Lake*



Ask the students to open to *Student Writing Handbook* page 12, where the passages you just reread are reproduced. Ask partners to read through the passages together and underline words or phrases that helped them imagine this place.

After several minutes, signal for the students’ attention. Ask and briefly discuss as a class:

**Q** *What words or phrases did you underline? How does that help you imagine this place?*

Remind the students that when an author fully describes the setting in a story using sensory details, it helps the reader imagine it and understand where the story takes place. Encourage the students to continue to think of ways to describe the settings of their stories as they write today.

## **WRITING TIME**

### **3** Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart ( WA13) and have the students write silently for 20–30 minutes.

#### **Writing Time**

- Work on a story you started earlier.
- Start a new story.
- Try to include sensory details to help readers imagine the setting.

WA13

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



### **CLASS ASSESSMENT NOTE**

Observe the students and ask yourself:

- Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?
- If they seem overly cautious or inhibited, do they eventually start writing freely?

Support any student who is still struggling to start after about 10 minutes by asking him questions such as:

**Q** *Who is an interesting person you know who you can make up a story about?*

*(continues)*

## CLASS ASSESSMENT NOTE *(continued)*

- Q *What makes this person happy? Unhappy?*
- Q *Let's say this person feels unhappy because of what you just described. What unusual thing could happen to help him or her feel better?*
- Q *Where do you imagine this story takes place? What is this place like? How does it [look/sound/smell/feel]?*

As the student responds to the questions, have him write the responses in his notebook and continue to write what happens. Record your observations on the "Class Assessment Record" sheet (CA4); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as the ones that follow. Invite the students to read passages of their writing aloud as they share.

- Q *What ideas came out of your imagination in your writing today?*
- Q *Who used sensory details to describe a setting? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Encourage the students to take a relaxed attitude toward their writing practice as they continue to draft fiction pieces.

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## EXTENSION

### Discuss the Setting in the Third Chapter of *Morning on the Lake*

Read aloud the third chapter of *Morning on the Lake*. Then reread the descriptions of setting in the second and third paragraphs on page 22 and the second paragraph on page 24. Have the students visualize the setting as you read. Invite them to share sensory details from the passages that helped them imagine the setting. Remind the students that describing a setting using details helps it come alive for the reader.

# Day 5

## Drafting Fiction and Pair Conferencing

### Materials

- “Notes About Fiction” chart from Day 4
- “Writing Time” chart (WA14)
- “Questions for My Partner About My Draft” chart from Week 2

### Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 3.

### In this lesson, the students:

- Explore how setting is developed in stories
- Draft fiction
- Express interest in and appreciation for one another's writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Briefly Review Writing About Setting

Have partners get their notebooks and pencils and sit together at desks. Remind the students that they have been listening to stories that have interesting settings. Review that when an author fully describes the setting in a story using details, it helps the reader imagine it and understand where the story takes place. Encourage the students to continue to think of ways to describe the settings of their stories as they write today. Also remind them to look at the “Notes About Fiction” chart to help them get ideas.

## WRITING TIME

### 2 Draft Fiction Pieces

Display the “Writing Time” chart (WA14) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Continue to include sensory details to help a reader imagine the setting.

WA14

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Confer in Pairs About Fiction Drafts

Explain that partners will now each read one of their fiction drafts to the other and confer about both partners’ drafts. If necessary, briefly review the procedure for pair conferring and remind the students that *conferring* means not only reading their writing to each other but talking about it as well.

Direct the students’ attention to the “Questions for My Partner About My Draft” chart and review the questions on it. Ask:

- Q *What other questions might you want to ask your partner about your draft?*

#### Students might say:

“I want to ask my partner if she can imagine what’s happening.”

“I want to ask my partner if he can picture the setting.”

“I want to find out whether anything is confusing to my partner.”

Add any new questions to the chart and encourage the students to use the questions in their pair conferences today.



Have partners share their writing. Scan the class, without intervening, providing sufficient time for both partners to share their writing before signaling for their attention.

#### Teacher Note

If necessary, signal about halfway through sharing time so partners can switch roles, if they have not yet done so.

## 4 Reflect on Pair Conferences and Writing Attitude

Help partners reflect on their work together by asking:

*Q What questions did you ask your partner about your story? What did your partner say?*

*Q What did you do to show interest in your partner's writing?*

Help the students reflect on their attitudes toward writing by asking:

*Q How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to explore and draft fiction next week.



# Week 4

## OVERVIEW

An icon for an excerpt, featuring a purple square with a white border and the word "Excerpt" in white text. The background of the square is a faded image of text from a book.

### Excerpt

#### “About Jane Yolen”

excerpted from [janeyolen.com](http://janeyolen.com) and [pbs.org](http://pbs.org)  
(see page 289)

Jane Yolen shares about her life as an author.



### Online Resources

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

#### Whiteboard Activities

- WA15–WA23

#### Assessment Forms

- “Class Assessment Record” sheets (CA5–CA7)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Professional Development Media

- “Planning a Lesson” (AV33)
- “Using Web-based Teaching Resources” tutorial (AV75)

## TEACHER AS WRITER

*“Before I write down one word, I have to have the character in mind through and through. I must penetrate into the last wrinkle of his soul . . . down to the last button, how he stands and walks, how he conducts himself, what his voice sounds like. Then I do not let him go until his fate is fulfilled.”*

— Henrik Ibsen

Review the characters you have created in your drafts and select one who intrigues you. Write a detailed description of that character. Consider:

- What was this character like as a youngster?
- How does he or she dress?
- What physical movements does he or she do unconsciously?
- What is he or she unusually good or bad at?

### Writing Focus

- Students review their fiction drafts, and each selects one to develop, revise, proofread, and publish.
- Students learn about a professional author’s writing process.
- Students analyze their drafts and think of ways to develop characters and plot.
- Students explore transitional words and phrases.
- Students explore endings that bring a story’s events to a close.
- Students confer with one another and the teacher.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students express interest in and appreciation for one another’s writing.
- Students make decisions and solve problems respectfully.

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA5) on page 58 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA6) on page 59 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare a sheet of chart paper titled “Transitional Words and Phrases.” Add the headings *Connect events in a story* and *Connect ideas in a story*. Under the first heading, list the following: *one time, one day, when, a few days later, yet, from that day on, and then*. Under the second heading, list the following: *but, also, again, besides, especially, particularly, for example, for instance, and in other words*. If you already prepared such a chart for use in the Personal Narrative unit, simply locate that chart.
- ✓ Prior to Day 3, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 68 of the *Assessment Resource Book*.

(continues)

## DO AHEAD *(continued)*

- ✓ Prior to Day 5, create a chart titled “Questions About My Partner’s Draft” with the following questions written on it:

*Am I getting to know the character’s personality? How?*

*Does something interesting or important happen to the character?*

*Can I follow what is happening in the story? Am I confused at any point?*

*Are there transitional words and phrases that help me connect events and ideas?*

*Does the ending bring the story’s events to a close?*

- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA7) on page 60 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 2, review the fiction pieces you have written and select a single page to use to model adding details to a draft. Prepare your sample writing to display. Alternatively, you can use the “Sample Fiction Draft” chart (WA17). To learn more, view “Planning a Lesson” (AV33).



## In this lesson, the students:

- Learn about a professional author’s writing process
- Review their fiction drafts and each selects one to develop and publish
- Reread their writing critically
- Complete the first drafts of their selected fiction pieces

## DEVELOPING AND PUBLISHING FICTION STORIES

In Weeks 4–6 of this unit, each student selects one fiction draft written in the prior three weeks to develop for publication for the class library. Each student takes this piece through guided analysis (in which you help look for specific ways to improve their stories) and revision, writing a second draft before publication. They learn important writing skills and conventions as they proofread their drafts.

While students usually select pieces that are appropriate for class publication, you may occasionally have students who want to publish pieces containing content you feel is questionable (such as excessive violence or inappropriate language). Work with these students individually to help them understand that they may write about whatever they wish in their notebooks but that they should select pieces for publication that everyone will want to read and that will be appropriate for the class library.

## GETTING READY TO WRITE

### 1 Introduce the Writing Focus for the Coming Three Weeks

Gather the class with partners sitting together, facing you. Remind them that over the past three weeks they have been drafting fiction pieces. Explain that today they will review their drafts, and each student will select one piece to develop into a published story for the classroom library.

Remind the students that so far this year they have learned about several professional authors and how they devote a lot of time to rethinking, revising, and improving their writing. Explain that today the students will learn about another professional author’s writing process before they begin their work.

## Materials

- “About Jane Yolen” (see page 289)
- *Owl Moon* from Week 2
- “Writing Time” chart (WA15)
- “Class Assessment Record” sheet (CA5)

## 2 Learn About Jane Yolen

Show the cover of *Owl Moon* and remind the students that they heard this book by Jane Yolen earlier in the unit. Ask and briefly discuss:

**Q** *Based on her story, what kind of person do you think Jane Yolen might be? Why?*

Explain that you will read some information about Jane Yolen aloud. Read about “About Jane Yolen” (page 289) aloud, clarifying vocabulary as you read.

### Suggested Vocabulary

**I've become aware:** I've learned to notice

**something I've adopted:** something I now do on my own

**adapt:** get used to

### ELL Vocabulary

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

**bat them away:** (idiom) make them go away

### Facilitation Tip

Continue to focus on  **pacing class discussions** by scanning the class and using techniques such as the following:

- Call on just a few students to respond to each question.
- Use “Turn to Your Partner” if many students want to speak. Then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

Ask and briefly discuss:

**Q** *What did you find out about Jane Yolen?*

**Q** *Jane Yolen says that her husband took her “to look at nature, and he taught [her] to see.” How might knowing “how to see” help her in her writing?*

#### Students might say:

“I found out that her husband is the father in *Owl Moon*.”

“I think she means that her husband taught her to look closer at all the things in nature.”

“I agree with [Melia]. Like, maybe she noticed what the woods were like in the winter when she wrote *Owl Moon*.”

Point out that Jane Yolen says she “constantly reshape[s] and revision[s]” her work and that this is the fun part of writing. Explain that, like her, the students will “reshape and revision” stories they have written to make into books for the class library.

## 3 Prepare to Review Fiction Drafts

Explain that during Writing Time the students will reread all their fiction drafts and each student will select one to revise and publish as a book. The drafts they select can be pieces they have started but not finished. Encourage them to choose pieces that they can imagine making changes to and that they think their classmates will enjoy.

Ask:

**Q** *As you're looking through your drafts, what might you want to look for to help you decide on one to develop?*

**Students might say:**

"I want to look for a draft that I really like or have some strong feelings about."

"I will look for drafts that have characters I like."

"I want my story to be different from everyone else's, so I'm going to look for a draft that is unique."

## 4 Reread Drafts and Select One to Develop

Have the students return to their seats, reread all their fiction drafts, and each select one to develop and publish. Students who select drafts before the time is up can start thinking about what they can add, change, or improve.

As the students review their drafts, circulate around the room and support them by asking questions such as:

**Q** *Why did you choose this piece to revise?*

**Q** *What can you imagine adding or changing in this piece to make it more interesting?*

If you notice any students selecting pieces with limited potential for revision (for example, pieces they feel are already "perfect," very long or very short pieces, or pieces that are not double-spaced), gently guide them toward more workable pieces.

## WRITING TIME

### 5 Complete First Drafts of Selected Pieces

Display the "Writing Time" chart (WA15) and have the students write silently for 20–30 minutes.

#### Writing Time

- Finish writing your draft.
- Use speech to reveal things about your main character's personality
- Use sensory details to make your setting come to life.

WA15

Join the students in writing for 5–10 minutes, and then circulate around the room and observe, assisting students as needed.

#### Teacher Note

If a student wants to publish a piece that is already very long, encourage him to identify one section of it to develop and publish for the class library. He may continue to work on other parts of the story on his own at another time.



## CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will the students have finished drafts that they can start revising tomorrow?

If you notice that many students need more time to complete their drafts, make time for them to do so before going on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA5); see page 58 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Help the students reflect on their work today by asking:

- Q *What draft did you choose to revise?*
- Q *Why did you choose that piece to revise?*

Explain that the students will begin revising their drafts tomorrow.



## TECHNOLOGY EXTENSION

### Watch or Read an Interview with Jane Yolen

Jane Yolen, the author of *Owl Moon*, has written more than 300 books for children, teenagers, and adults. To learn more about the author and her work, have the students watch a video of her speaking about her writing or read an interview with her. To find a video or print interview with the author, search online with her name and the keyword “video” or “interview.” After the students watch the video or read the interview, have them discuss what they learned about the author’s life and her thoughts about writing.



### Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



## In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts where characters are revealed through actions, thoughts, or speech
- Begin revising their drafts
- Reflect on creativity in their own writing

## GETTING READY TO WRITE

### 1 Facilitate Guided Rereading of Drafts

Have the students stay at their seats today. Ask them to open their notebooks to the fiction draft they each selected yesterday. Explain that today you will help them think about how they might revise and improve their drafts in preparation for publishing them. Ask the students to reread their drafts quietly and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Display the “Revising to Develop Characters” chart (WA16) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

#### Revising to Develop Characters

- How does your main character act? Find a place in your draft where you describe, or could describe, your main character’s actions. Mark the margin next to that place with a self-stick note and write *actions* on it.
- What does your main character say or think? Find a place in your draft where you describe, or could describe, your character’s speech or thoughts. Mark the margin next to that place with a self-stick note and write *speech* or *thoughts* on it.

WA16

### 2 Model Revising to Develop Characters

Without sharing as a class, explain that during Writing Time today the students will look at the places they marked with self-stick notes and revise those places. Explain that they will each incorporate their revisions into a second draft next week.

## Materials

- Pad of small (1½" × 2") self-stick notes for each student
- “Revising to Develop Characters” chart (WA16)
- Your sample writing OR the “Sample Fiction Draft” chart (WA17)
- “Writing Time” chart (WA18)
- “Class Assessment Record” sheet (CA6)

## Teacher Note

The purpose of the guided rereading is to give the students experience reading their drafts critically *before* they begin to revise.

## Teacher Note

Plan to have pads of self-stick notes available for the students to use during the revision phase of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so it marks the text without covering it up.

## Teacher Note

You might review that speech between characters is called *dialogue*.

**TEKS 12.A.ii**  
Student/Teacher Narrative  
Step 2 (all, beginning on  
page 275 and continuing on  
to page 276)

Display your own writing or the “Sample Fiction Draft” chart (📄 WA17) and read it aloud. If you are using your own writing, begin by writing *actions* in the margin next to a place where you could describe your main character’s actions, and *thoughts* or *speech* next to a place where you could add your character’s thoughts or speech. Ask the students to watch as you model adding information about a character. Think aloud about a place you want to revise. Model using a caret (arrow) to insert new text and crossing out text to delete.

**You might say:**

“I want to add some information about why Lucy likes to skate fast. I will delete ‘to go fast on her skates more than anything’ and add: *the wind in her face when she skated really fast*. I also want to describe what she is thinking, so at the end of the first paragraph I’ll add: *‘I wish I could find a way to go faster,’ thought Lucy.*”

**Sample Fiction Draft**

Lucy loved to roller skate. Everyone in the neighborhood knew that she loved ~~to go fast on her skates~~ *the wind in her face when she skated really fast.* *actions*  
~~more than anything.~~ Every day she skated up and down her block as fast as she could. *“I wish I could find a way to go faster,” thought Lucy.* *thoughts*  
 It was never fast enough.  
 Every day the milkman would steer his horse-drawn cart down Lucy’s block to deliver bottles of milk. He would always call out, “Have you skated fast enough yet?”  
 She would respond, “Not yet!” and watch as he trotted on.

WA17

**Teacher Note**

Save the revised “Sample Fiction Draft” chart to use on Day 3.

**TEKS 11.C.i**  
**TEKS 12.A.i**  
**TEKS 12.A.ii**  
 Student/Teacher Activity  
 Step 3 (all, beginning on  
 page 276 and continuing on  
 to page 277)

Using the same procedure, model one or two more examples of adding actions, thoughts, or speech to your draft. Explain that the students will follow the same procedure to revise their own drafts today.

**WRITING TIME**

**3** **Revise First Drafts**

Display the “Writing Time” chart (📄 WA18) and have the students work silently on the charted tasks for 20–30 minutes.

**Writing Time**

- Add actions, thoughts, and speech to your draft to tell about your character.
- Remove the self-stick notes when you finish revising.
- If you finish, work on another piece of writing.

WA18

Join the students in writing for a few minutes; then walk around the class and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem engaged in thinking of ways to develop their drafts?
- Are they focusing on developing their characters?
- Do they have ideas for actions, speech, and thoughts they could write to reveal character?

Support any student who is having difficulty by asking her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What kind of personality does your character have?*
- Q *What could your character do or say at this point to show his or her personality?*

Record your observations on the “Class Assessment Record” sheet (CA6); see page 59 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to work on their drafts tomorrow.

## SHARING AND REFLECTING

### 4 Reflect on Writing and Creativity

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

- Q *What ideas did you have for describing your character today?*
- Q *What ideas did you have that you feel were creative or original today? Tell us about them.*

Remind the students how important it is to use their imaginations, both while writing drafts and during revision. Encourage them to strive to make their stories as creative and interesting as they can.

# Day 3

## Analyzing and Revising Drafts

### Materials

- “Transitional Words and Phrases” chart, prepared ahead
- “Notes About Fiction” chart from Week 3
- “Revising for Plot” chart (WA19)
- Your revised sample writing OR revised “Sample Fiction Draft” chart (WA17) from Day 2
- “Writing Time” chart (WA20)
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

### Teacher Note

If you have already taught the Personal Narrative genre unit, direct the students' attention to the “Transitional Words and Phrases” chart you made for use during that unit and review it with your students.

#### TEKS 11.C.viii

##### Student/Teacher Narrative

Step 2 (all, beginning on page 278 and continuing on to page 279) and Step 4 (all, beginning on page 279 and continuing on to page 280)

### In this lesson, the students:

- Reread their writing critically
- Explore transitional words and phrases
- Mark places in their drafts where they can add to the plot
- Revise their drafts
- Reflect on creativity in their own writing

## GETTING READY TO WRITE

### 1 Briefly Review Purpose of Revision

Have the students stay at their desks today. Ask them to open their notebooks to the stories they are developing. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their stories as interesting and readable as possible before they publish them for their classmates.

Explain that today you will ask them to think about ways they might strengthen the plots (what happens) in their drafts.

### 2 Explore Transitional Words and Phrases

Explain that one way the students might make their plots clearer and easier to follow is by adding *transitional words and phrases*. Explain that these are words and phrases that help readers connect events and ideas in a story. Direct the students' attention to the “Transitional Words and Phrases” chart. Read aloud the words and phrases listed under the heading *Connect events in a story*. Ask:

Q *What other transitional words and phrases might you use in a story to help readers connect events?*

Add the students' ideas to the chart. Then explain that other transitional words and phrases help readers connect ideas in a story by comparing and contrasting them. Read aloud the words and phrases under the heading *Connect ideas in a story by comparing and contrasting them*. Ask:

Q *What other transitional words and phrases might you use in a story to help readers connect ideas?*

Add the students' ideas to the chart.

Direct the students' attention to the "Notes About Fiction" chart and add *transitional words and phrases help the reader connect ideas or events* to the chart.

### 3 Continue Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Have them get out their self-stick notes, and explain that you will ask them to look for and think about several specific things in their drafts.

Display the "Revising for Plot" chart (📄 WA19) and read the prompts aloud one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

#### Revising for Plot

- Find a place where you use, or could use, a transitional word or phrase to help readers connect events. Put a self-stick note in the margin next to that place and write *connect events* on it.
- Find a place where you use, or could use, a transitional word or phrase to help readers connect ideas. Put a self-stick note in the margin next to that place and write *connect ideas* on it.
- Find the place in your draft where the most interesting or important thing happens, or could happen, to your character. Mark the margin next to that place with a self-stick note and write *most important* on it.
- Will your readers be able to follow what happens from the beginning to the end of your story? If you think a place might be confusing, mark the margin next to that place with a self-stick note and write *confusing* on it.

WA19

### 4 Model Revising to Develop the Plot

Without sharing as a class explain that, as they did yesterday, the students will look at the places they marked with self-stick notes and make revisions to their stories. Remind them that they will incorporate these revisions into a second draft next week.

Display your own writing or the "Sample Fiction Draft" chart (📄 WA17) and read it aloud. If you are using your own writing, begin by writing *connect events* or *connect ideas* in the margin next to a place where you could add a transitional word or phrase, *most important* in the margin next to the most interesting or important thing that happens to your main character, and *confusing* next to a place that might confuse your reader.

#### Teacher Note

For more transitional words and phrases, you might search online using the keywords "transitional words and phrases."

#### Teacher Note

Developing the plot of a story is a focus of fiction study at grade 5 of the program and thus is treated with a lighter touch in grade 4. (See "Development Across the Grades" on page 206.)

#### TEKS 12.A.i

Student/Teacher Narrative  
Step 4 (all, beginning on page 279  
and continuing on to page 280)

Ask the students to watch as you model revising to make your plot (what happens in your story) as interesting as possible. Model adding and, if necessary, deleting text.

**You might say:**

"I think I could connect the part where Lucy yelled 'Stop!' and the part about the milkman not hearing her. So at the beginning of the sentence I'll add a transitional word: *But*. I think it would be funny to add a sentence that tells how innocent Lucy looks before she grabs the cart. I'll add: *Lucy waved at him innocently*. My reader might be confused about what exactly Lucy grabbed hold of. I'll add: *of the rear of the cart*."

One day Lucy heard the milkman's cart and got an idea.

He stopped in front of her house, climbed down, and carried two bottles of milk to her door. <sup>*Lucy waved at him innocently.*</sup> When he climbed back up and snapped the reins, Lucy grabbed hold <sup>*of the rear of the cart*</sup> and took off!

"Wheeeee!" she screamed, skating faster than she had ever skated before. The cart went faster and faster, bumping over cobblestones and splashing through old mud puddles.

<sup>*connect events*</sup> "Oof! Ugh!" yelled Lucy, and then, "Stop!" <sup>*But*</sup> The milkman couldn't hear. She clung to the cart with

WA17

Using this same procedure, model one or two more examples of adding transitional words or phrases and adding to the plot. Explain that the students will follow the same procedure to revise their own drafts today.

## WRITING TIME

### 5 Continue Revising Drafts

Display the "Writing Time" chart (WA20) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Add transitional words and phrases to help readers connect events and ideas.
- Add information about what happens to make your plot more interesting.
- Remove the self-stick notes as you finish revising.
- If you finish, work on another piece of writing.

WA20

TEKS 11.C.viii  
TEKS 12.A.i  
Student/Teacher Activity  
Step 5 (all, beginning  
with 280 and continuing  
on to page 281)

Join the students in writing for a few minutes; then begin conferring with individual students about the pieces they are developing for publication.



## TEACHER CONFERENCE NOTE

Over the next two weeks, confer again with individual students, this time talking with them about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read some of his writing aloud to you. As you listen, consider:

- Does this student's story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 68 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing and Creativity

Help the students reflect on their work during Writing Time today by asking:

- Q *How did you add to or revise the events in your story to make the plot more interesting?*
- Q *What ideas did you have that you feel were creative or original today? Tell us about them.*

Explain that the students will continue revising their stories tomorrow.

### Materials

- *Student Writing Handbook* page 13
- “Closing Sentences from Three Stories” chart (WA21)
- “Notes About Fiction” chart from Day 3
- “Writing Time” chart (WA22)

### In this lesson, the students:

- Explore endings that bring a story’s events to a close
- Reread their writing critically
- Revise their drafts
- Express interest in one another’s writing

## GETTING READY TO WRITE

### 1 Analyze Closing Sentences

Have the students gather their notebooks, *Student Writing Handbooks*, and pencils, and sit at desks with partners together. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their pieces as interesting and readable as possible before they publish them for their classmates. Explain that today you will ask them to think about an important feature of all narratives: endings that bring a story’s events to a close.

Point out that the closing sentences of a piece of writing need to wrap up the piece. Explain that you will read the closing sentences from some stories they heard earlier. Ask them to think as they listen about how the authors bring each story’s events to a close.

Have the students open their *Student Writing Handbooks* to page 13, where the closing sentences are reproduced. At the same time, display the “Closing Sentences from Three Stories” chart (WA21). Together, read the first passage, from *Owl Moon*, and ask:

**Q** *What does the author do to wrap up this story?*

**Q** *What words or phrases show you that the story has reached an end?*

#### Students might say:

“It stops telling about the event and talks about what owling is like. It says ‘When you go owling you don’t need words or warm or anything but hope.’ The author is leaving you with a big idea to think about.”

“I agree with [Jesse]. The author is saying that this story isn’t just about owling. It’s about hope.”

“In addition to what [Stacia and Jesse] said, when you hope, you feel excited about the future. So even though the story is over, she makes you look forward.”

“The words sound grand and poetic: ‘The kind of hope that flies on silent wings under a shining Owl Moon.’ That helps you know it’s the end because it’s not ordinary story language.”

As volunteers respond, underline the words and phrases they mention on the chart.



Have the students work in pairs to read the remaining closing sentences and underline words and sentences that they feel are especially effective at wrapping up the pieces.

After several minutes, signal for the students' attention. Ask volunteers to report what they talked about for each of the closings, and underline words and phrases they mention on the chart. As they report, ask:

**Q** *How does that [word/sentence] help wrap up the story?*

## 2 Review Closing Sentences in Drafts

Direct the students' attention to the "Notes About Fiction" chart and add *an ending brings the story's events to a close*. Have the students reread the last few sentences of their own fiction drafts. Ask and have the students think to themselves about:

**Q** *How might you revise your closing sentences to wrap up your story?*

Without discussing as a class, explain that the students will revise their closing sentences today.

# WRITING TIME

## 3 Revise Closing Sentences

Display the "Writing Time" chart (🗨️ WA22) and have the students write silently for 20–30 minutes.

### Writing Time

- Revise your closing sentences to end your story in a satisfying way.
- Make any other revisions or additions so your piece is complete and as interesting as it can be.
- If you finish, work on another piece of writing.

WA22

Join the students in writing for a few minutes; then confer with individual students.

### Teacher Note

Words or phrases the students might report include:

- "'Look,' I say. 'Look, I can write my name,'" "I think of my name now lasting longer than the sound of it," and "maybe even lasting . . . a thousand years" (from *The Day of Ahmed's Secret*)
- "More than fifty years later, Frances went back," "Roxaboxen was still there," and "the desert glass still glowed—amethyst, amber, and sea-green" (from *Roxaboxen*)

**TEKS 11.B.vii**

**TEKS 11.B.viii**

**TEKS 11.B.ix**

Student/Teacher Activity  
Step 3 and Step 4 (all, beginning on page 283 and continuing on to page 284)



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read some of her writing aloud to you. As you listen, consider:

- Does this student's story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?
- Does the ending draw the story's events to a close?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q *What [did/could] you write to bring the story to a close?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 68 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Closing Sentences as a Class

Have a few volunteers share the closing sentences from their fiction stories. As students share, encourage discussion by asking the class questions such as those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *What words did you hear in [Dana's] closing sentence(s) that wrapped up the piece for you?*
- Q *What ideas, if any, does this give you for your own closing sentences?*

Explain that partners will confer about their stories tomorrow.

## In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Anticipate and solve problems that arise in their work together
- Share their partners' thinking with the class

## GETTING READY TO WRITE

### 1 Prepare for Pair Conferences

Have the students bring their notebooks and pencils, and gather with partners sitting together, facing you. Explain that today partners will meet to confer about their drafts. Remind the students that in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. Ask and briefly discuss:

- Q *What have you learned about giving feedback respectfully?*
- Q *What problems can arise when you are conferring with a partner? How will you avoid those problems today?*

### 2 Prepare to Give Feedback About Character and Plot

Tell the students that during pair conference time today, partners will read and tell each other about their stories, including their revisions, and receive feedback about character and plot.

Explain that, as the students listen to their partners' stories, you would like them to ask themselves five questions. Direct the students' attention to the "Questions About My Partner's Draft" chart and read the questions aloud. Then project your revised writing from Day 3 or the revised "Sample Fiction Draft" chart (WA17) and read it aloud, along with any revisions. Use "Think, Pair, Share" to have the students discuss your draft using the charted questions.

After a few moments, signal for the students' attention and have a few volunteers give you feedback about your draft using the five questions.

### 3 Confer in Pairs

Encourage partners to listen carefully to each other and be ready to report to the class what each other said.

Give the students ample time to confer in pairs.

## Materials

- "Questions About My Partner's Draft" chart, prepared ahead
- Your revised sample writing OR revised "Sample Fiction Draft" chart (WA17) from Day 3
- "Class Assessment Record" sheet (CA7)
- "Writing Time" chart (WA23)





## CLASS ASSESSMENT NOTE

Circulate among conferring pairs and observe without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they giving each other specific feedback about the questions related to character development and plot?
- Are they giving feedback in a helpful way?

Note any difficulties you observe to discuss with the students during the reflection discussion.

Record your observations on the “Class Assessment Record” sheet (CA7); see page 60 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, call for the class’s attention.

### 4 Reflect on Feedback

Gather the class and briefly discuss:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Remind the students that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

Explain that during Writing Time today the students will revise their drafts based on their partners’ feedback.

## WRITING TIME

### 5 Revise Drafts Based on Conference Feedback

Ask the students to return to their seats. Display the “Writing Time” chart (WA23) and have the students work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Revise your draft based on partner feedback.
- Finish writing and revising your story.
- If you finish, work on another piece of writing.

During Writing Time, confer with individual students about their writing.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read some of his writing aloud to you. As you listen, consider:

- Does this student's story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?
- Does the ending draw the story's events to a close?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q *What [did/could] you write to bring the story to a close?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 68 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Help the students reflect on their work today by briefly discussing:

**Q** *What feedback from your partner did you incorporate into your revision today? Tell us about it.*

Explain that the students will start writing a second draft of their story in the coming week.



## About Jane Yolen

excerpted from [janeyolen.com](http://janeyolen.com) and [pbs.org](http://pbs.org)

### What kind of a family do you have?

I have three children (Adam, Jason, Heidi); though they're all grown up now, they still gave me ideas. And now that I have five granddaughters and a grandson, I am sure they will give me ideas as well!

### What do you do in your spare time?

I love to read and walk, I love traveling to foreign countries, I love to watch movies. I love to listen to music on tape and hear live music as well.

### Where do you get your ideas?

I am always asked where I get my ideas from. That is a very difficult question to answer, since I get my ideas from everywhere: from things I hear and things I see, from books and songs and newspapers and paintings and conversations—and even from dreams. The storyteller in me asks: what if? And when I try to answer that, a story begins.

### Do you ever have an idea and then lose it?

Every time I get an idea, I write it down and file it in my Idea File. There is no organization to it; all the ideas are jumbled together.

### Can you tell me a little bit about the process you go through in writing?

I start with an idea, of course. I have so many ideas that the problem is that I have to bat them away to focus on one at a time. I work every day in my office with my fingers on the keyboard—probably about 360 days a year. I am focused because I love writing to find out what will happen. People—and often kids—make the mistake of thinking that once it's on the page, it's done, but that's only the beginning. I constantly reshape and revision my work. I dream it again, imagine it again—that's the exciting part of writing.

### Many of your books celebrate nature in one way or another. How did you become interested in nature?

I grew up in Manhattan, across from Central Park. Birds to me were pigeons and not-pigeons. Then I married a West Virginian who grew up in the woods. He was a hunter and fisher, and now he is a birdwatcher. He is actually the character Pa in *Owl Moon*. When we first moved to Western Massachusetts, he took me out to look at nature, and he taught me to see. I've become aware of nature through my husband, but it's definitely something I've adopted. When we moved to the country, my friends were worried that I could not adapt to country life, but I've never looked back.

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# Week 5

## OVERVIEW

### Writing Focus

- Students analyze their drafts and think of ways to develop the setting.
- Students develop second drafts of their stories, integrating revisions.
- Students explore interesting adjectives.
- Students explore first- and third-person points of view.
- Students confer with one another and the teacher.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students make decisions and solve problems respectfully.



### Online Resources

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

#### Whiteboard Activities

- WA17, WA24–WA27

#### Assessment Forms

- “Class Assessment Record” sheets (CA8–CA10)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Professional Development Media

- “Building a Community of Writers” (AV1)
- “Pacing Class Discussions” (AV20)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

## DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA8) on page 61 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA9) on page 62 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, create a chart titled “Self-assessment Questions” with the following questions written on it:
  - In the story, does something interesting happen to someone somewhere in time?*
  - Does the main character act, think, and speak in a way that shows what he or she is like?*
  - Are there transitional words and phrases that help connect events and ideas?*
  - Does every sentence of the story make sense?*
  - Does the ending bring the story’s events to a close?*
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA10) on page 63 of the *Assessment Resource Book*.
- ✓ (Optional) If computers are available, you might have some students type and print out their drafts. You can also recruit parent volunteers to help the students do so. In addition, you might teach Technology Mini-lesson 10, “Creating Presentations,” in Appendix A to help the students learn how to incorporate visuals into their stories.

## TEACHER AS WRITER

*“The plot is the line on which I hang the wash, and the wash is what I care about.”*

— Robert B. Parker

Reread the description of the character you wrote in Week 4. Explore plot this week by having something interesting, important, or challenging happen to your character. Describe what happens to the character before and after the event. Consider:

- What makes the experience interesting, important, or challenging to your character?
- What is this character like before the situation? After?
- What does the character learn by going through this experience?

### Materials

- “Revising for Setting” chart (WA24)
- Your revised sample writing OR revised “Sample Fiction Draft” chart (WA17) from Week 4
- “Writing Time” chart (WA25)

### In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts to develop setting and descriptive language
- Revise their drafts
- Reflect on creativity in their own writing

## GETTING READY TO WRITE

### 1 Discuss Setting in Fiction

Have the students stay at their desks today. Ask them to get out their notebooks and pencils. Explain that today they will finish revising their fiction stories by thinking more about the setting of the story. Tomorrow they will begin writing the second drafts of their stories, incorporating all their revisions.

If necessary, remind the students that the *setting* of a story is the place and time in which the story occurs. Ask the students to think quietly for a moment about where and when their stories occur.

### 2 Continue Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Have them get out their self-stick notes and explain that you will ask them to look for and think about several specific things in their drafts.

Display the “Revising for Setting” chart (WA24) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

#### Revising for Setting

- Where and when does your story take place? Find a place in your draft where you describe, or could describe, the setting. Put a self-stick note in the margin next to that place and write *setting* on it.
- What might someone see or hear in your setting? Find places where you could add words to describe how it looks or sounds. Put a self-stick note in the margin next to that place and write *look* or *sound* on it.
- What might someone smell or feel in your setting? Find places where you could add words to describe how it smells or feels. Put a self-stick note in the margin next to that place and write *smell* or *feel* on it.

WA24

### 3 Model Revising to Develop the Setting

Without sharing as a class, explain that, as they did last week, the students will look at the places in their drafts that they marked with self-stick notes and make revisions to their stories. They will revise directly on their first drafts, writing on self-stick notes if they run out of room on the paper. Remind them that they will incorporate these revisions into their second drafts.

Display your own writing or the “Sample Fiction Draft” chart (🗨️ WA17) and read it aloud. If you are using your own writing, begin by writing *setting* in the margin next to a place where you describe, or could describe, the setting; *look* or *sound* next to a place where you describe, or could describe, the look or sound of something; and *smell* or *feel* next to a place where you describe, or could describe, the smell or feel of something. Ask the students to watch as you model revising to more clearly describe the setting. Model adding text using a caret and, if necessary, deleting text.

#### You might say:

“I want to add a description about what Lucy’s neighborhood looks like. After “It was never fast enough,” I’ll add: *Her block was flat, and there were no hills nearby to help her go faster.* I also want to add some details to help readers feel what Lucy feels. So, I’ll add this phrase: *Yanking off her warm scarf.* Now my sentence is: *Yanking off her warm scarf, she would respond, ‘Not yet!’*”

#### Sample Fiction Draft

Lucy loved to roller skate. Everyone in the neighborhood knew that she loved ~~to go fast on her skates~~ <sup>the wind in her face when she skated really fast.</sup> *actions*

~~more than anything.~~ Every day she skated up and down her block as fast as she could. <sup>“I wish I could find a way to go faster,” thought Lucy.</sup> *thoughts*

It was never fast enough. <sup>Her block was flat, and there were no hills nearby to help her go faster.</sup> *setting, looks*

Every day the milkman would steer his horse-drawn cart down Lucy’s block to deliver bottles of milk. He would always call out, “Have you skated fast enough yet?”

<sup>Yanking off her warm scarf,</sup> *feels*

She would respond, “Not yet!” and watch as he trotted on.

WA17

## WRITING TIME

### 4 Revise to Develop the Setting

Display the “Writing Time” chart (🗨️ WA25) and have the students write silently for 20–30 minutes.

### Writing Time

- Revise your draft to make the setting come to life using sensory details.
- Make any other revisions or additions so your piece is complete and as interesting as it can be.
- If you finish, work on another piece of writing.

During Writing Time, confer with individual students about their writing.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read some of her writing aloud to you. As you listen, consider:

- Does this student's story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?
- Does the ending draw the story's events to a close?
- Does the student use sensory details to convey the setting?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q *What [did/could] you write to bring the story to a close?*
- Q *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 68 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing and Creativity

Help the students reflect on their work by asking:

- Q *What ideas did you have for describing your setting today?*
- Q *What ideas did you have that you feel are creative or original? Tell us about them.*

Remind the students that it is important to use their imaginations, both when writing drafts and during revision. Help the students reflect on their participation in this discussion by asking:

- Q *What did you do during sharing time today to show you were interested in what your classmates said?*

Remind the students that they will begin to work on their second drafts tomorrow.

#### **ELL Note**

Questions like this help to create a sense of community that benefits everyone. English Language Learners in particular rely on having a supportive environment in which they can take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



## Writing Second Drafts

## Day 2

### In this lesson, the students:

- Generate ideas for improvements to make while writing second drafts
- Begin writing second drafts

### WRITING SECOND DRAFTS

Over the next several days, the students write second drafts of their stories. In the process, they add interesting adjectives to make their writing descriptive, explore first- and third-person points of view, learn how to punctuate speech and punctuate for effect, and practice correcting run-on sentences.

It is important that the students understand that a second draft is an improved, more interesting, and more complete version of the first draft. If you observe students who are copying their first drafts without making further revisions, work with these students individually to help them identify ways to revise and improve their writing.

## GETTING READY TO WRITE

### 1 Prepare to Write Second Drafts

Have the students get their notebooks and pencils and sit at desks with partners together. Tell the students that during Writing Time they will make revisions to the places they marked with self-stick notes and then

### Materials

- Your revised sample writing OR revised “Sample Fiction Draft” chart (WA17) from Day 1
- Two pieces of chart paper (one with lines) and a marker
- Loose, lined paper for second drafts
- “Class Assessment Record” sheet (CA8)

begin writing their second drafts on loose, lined paper. Explain that they will write on every other line because this will give them space to make corrections as they get ready to write a final version later on.

Point out that a second draft should be an improved, more interesting, and more complete version of the story they began in their first draft. If the students find themselves copying their first draft onto the lined paper without any revisions, they are probably not writing true second drafts and should ask for help.

## 2 Model Beginning to Write a Second Draft

Ask the students to watch as you model beginning to write a second draft. Display your own writing or the “Sample Fiction Draft” chart (WA17). Read the first sentence aloud and model writing that sentence, with revisions, on every other line of the lined chart paper. Repeat this process until you have modeled incorporating several revisions into your second draft.

### You might say:

“I think my first sentence is fine as is so I’ll copy that exactly as it appears in my first draft. In my second sentence, I replaced the words “to go fast on her skates more than anything.” Instead, I wrote ‘the wind in her face when she skated really fast.’ Before the phrase “the wind in her face,” I’ll add: *the feeling of*. I’ll add those words as I recopy the sentence. The next two sentences seem strong as they are. Now I need to add the two new sentences about Lucy’s neighborhood and her inner thoughts. I’ll leave the next sentence as it is, but I want to describe what the milkman’s voice sounded like. I’m going to add: *in a voice that sounded like a bassoon.*”

### Second Draft

Lucy loved to roller skate. Everyone in the  
neighborhood knew that she loved the feeling of  
the wind in her face when she skated really fast.  
Every day she skated up and down her block as  
fast as she could. It was never fast enough. Her

(continues)

(continued)

block was flat, and there were no hills nearby to

help her go faster. "I wish I could find a way to

go faster," thought Lucy.

Every day the milkman would steer his horse-

drawn cart down Lucy's block to deliver bottles

of milk. He would always call out, in a voice that

sounded like a bassoon, "Have you skated fast

enough yet?"

After you have written several sentences, ask:

**Q** *What kinds of changes did you notice I made as I started writing my second draft?*

As the students respond, write their observations on a sheet of chart paper titled "Things We Can Revise in Our Second Drafts." Use "Think, Pair, Share" to discuss:



**Q** *What other kinds of changes might you make while writing your second draft? [pause] Turn to your partner.*

Have volunteers share their thinking.

**Students might say:**

"You made it clearer by adding *the feeling of*."

"In addition to what [Kevin] said, you added a sensory detail about how the milkman's voice sounded."

"We can look for other places where we can add transition words."

"We can make sure we show what the characters think and feel."

Add the students' ideas to the chart. Encourage the students to refer to the chart while they are working on their second drafts.



### Technology Tip

If the students write their second drafts on computers, they should double-space the drafts and print them out.

### Teacher Note

Save the “Things We Can Revise in Our Second Drafts” chart to use on Day 3 and throughout the process of writing second drafts.

You will need a complete, charted second draft of your story to use on Day 5 of this week. You might wish to create a projectable chart of the draft. For more information about whiteboard activities in the *Being a Writer* program, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



## WRITING TIME

### 3 Begin Writing Second Drafts

Distribute lined paper and have the students work silently on their revisions and second drafts for 20–30 minutes.

Join the students in writing for a few minutes, and then walk around and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students incorporate their revisions into a second draft?
- Are the second drafts improvements on their first drafts?

Support any student who is having difficulty by asking her questions such as:

- Q *I notice that you marked this part of your draft for revision. What were you thinking about when you marked it?*
- Q *Read this passage aloud with the new sentence you want to add. Does that make sense? If not, how can you change it so it does make sense?*

Record your observations on the “Class Assessment Record” sheet (CA8); see page 61 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Writing Second Drafts

Briefly discuss questions such as the following:

- Q *What was challenging about writing a second draft?*
- Q *Who made a further revision to your story as you were writing your second draft? Tell us about it.*
- Q *What other ideas can we add to the “Things We Can Revise in Our Second Drafts” chart?*

Add any revision ideas the students have to the chart. Explain that tomorrow the students will continue to work on their second drafts.

## In this lesson, the students:

- Explore using adjectives to make writing descriptive
- Continue to write second drafts
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Explore Adjectives

Have the students get their notebooks, *Student Writing Handbooks*, and pencils, and sit at desks with partners together. Explain that the students will continue to work on their second drafts today and that they will make their writing as descriptive as possible so readers will be able to imagine what is happening in their stories. Explain that one way writers make their writing descriptive is by using interesting adjectives.

Briefly review that an *adjective* is a word that describes a noun and that a *noun* is a word for a person (or any living thing), place, or thing. Write several nouns (such as *girl, forest, trees, snow*) where everyone can see them and, together as a class, add adjectives before or after the nouns. Underline each adjective (see diagram below).

- small girl
- dark forest
- trees, tall and pointy
- white snow

### 2 Analyze Adjectives in an Excerpt from *Morning on the Lake*

Show the cover of *Morning on the Lake* and remind the students that they heard this story earlier in the unit. Briefly review the story using the question that follows, and be ready to reread from the text to help the students remember the story. Ask:

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

Have the students open their *Student Writing Handbooks* to page 14. At the same time, display the “Excerpt from *Morning on the Lake*”

## Materials

- *Morning on the Lake*, from Week 3
- *Student Writing Handbook* page 14
- “Excerpt from *Morning on the Lake*” chart (WA26)
- “Things We Can Revise in Our Second Drafts” chart from Day 2
- Loose, lined paper for second drafts
- “Class Assessment Record” sheet (CA9)

## Skill Practice Note

If the students need more practice using nouns and adjectives, take time to review these skills (see Lesson 7 and Lesson 22 in the *Skill Practice Teaching Guide*).

## ELL Note

You might provide the prompt “I remember that . . .” to your English Language Learners to help them verbalize their answers to this question.

### Skill Practice Note

You might point out that the author writes “big orange ball” and not “orange big ball.” Explain that when we use adjectives (describing words) for size and color, the size comes before the color. Explain that “an orange big ball” sounds wrong because the words *orange* and *big* are in the wrong order. For more practice with ordering adjectives within sentences according to conventional patterns, see Lesson 22 in the *Skill Practice Teaching Guide*.

(WA26) chart. Explain that this is a passage from *Morning on the Lake* in which the author uses adjectives to help us imagine what is happening in the story. Read the passage aloud to the class and ask:



**Q** *What adjectives does the author use in this passage? Turn to your partner.*

Have partners discuss the question for a moment and underline any adjectives they notice in their *Student Writing Handbooks*; then signal for their attention. Call on a few volunteers to share adjectives they found, and underline these on the chart. As the students report, ask follow-up questions such as:

**Q** *How do the adjectives [slow, quiet] make us feel about [the grandfather’s voice]?*

**Q** *[The boy sees his grandfather as a “large silhouette against the pink morning sky.”] What do you picture when you read those words?*

#### Students might say:

“The words ‘gray blanket’ made me imagine the mist lying on top of the lake like a gray blanket. It made the scene seem gentle.”

“The adjectives ‘slow, quiet’ make the grandfather sound peaceful and calm.”

“I picture the grandfather looking like a black shadow against the pink sky. It almost looks like a painting.”

## 3 Review Drafts for Adjectives

Ask the students to look closely at their own drafts and find places where they used, or could use, adjectives to describe nouns in their stories. Ask and discuss as a class:

**Q** *Who found an adjective that they like? Read us that sentence.*

**Q** *If you did not find an adjective, where might you add one to make a sentence more interesting?*

Explain that you would like the students to think about adjectives they could add to make their stories more descriptive as they write today. Encourage them to refer to the “Things We Can Revise in Our Second Drafts” chart for other revision ideas.

## WRITING TIME

### 4 Continue to Write Second Drafts

Have the students work silently on their second drafts for 20–30 minutes, paying attention to adjectives in their stories. Make sure they have access to more lined writing paper if they need it.

Join them in writing for a few minutes; then walk around the class and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to use adjectives to enrich their descriptions?
- Are they able to incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking him to reread his writing and by asking questions and offering suggestions such as:

- Q *Does your story make sense? What part doesn't make sense? How can you rewrite it so it makes sense?*
- Q *Can you find a place in your story where you used an adjective you liked? Let's see whether we can find places in your story to add adjectives.*
- Q *What adjective could you add to help us imagine what the [snake] in your story is like?*

Record your observations on the "Class Assessment Record" sheet (CA9); see page 62 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Revisions and Reflect

Have a few volunteers share passages they revised by reading the original and revised passages. As the students share, probe their thinking by asking:

- Q *[Kael], how do you think your revision improves your piece?*
- Q *What questions can we ask [Kael] about his revision?*

Ask and briefly discuss:

- Q *Who made revisions to the adjectives in your story today? Tell us about it.*

Explain that the students will continue to work on their second drafts tomorrow.

### Facilitation Tip

As you continue to focus on  **pacing class discussions**  this week, consider:

- Do most students stay engaged for the duration of most discussions?
- What do the students look like when they are engaged? What do they look like when they become disengaged?
- What contributes to loss of focus on the part of the students?
- Are the students getting used to you not calling on every student with a hand up?

Continue to practice the techniques listed in the previous Facilitation Tip for speeding up or deepening a discussion. To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV20).



# Day 4

## Writing Second Drafts

### Materials

- *The Day of Ahmed's Secret* from Week 3
- "Point of View in Two Stories" chart (WA27)
- *Student Writing Handbook* page 15
- *Night of the Gargoyles* from Week 1
- Loose, lined paper for second drafts

## EXTENSION

### Continue to Explore Descriptive Language

Give the students more experience with descriptive language by occasionally having them share passages in books they are reading independently. Discuss questions such as:

- Q *How does the language in that passage help you imagine [what is happening/where the story takes place]?*
- Q *What adjectives does the author use? What do those adjectives make you imagine?*

### In this lesson, the students:

- Explore first- and third-person points of view
- Explore pronouns and practice writing consistently from a single point of view
- Continue to write second drafts
- Ask one another questions about their writing

### ABOUT POINT OF VIEW

In this lesson, the students learn to recognize the first-person point of view (the *I* narrator) and learn that when there is no *I* narrator, stories are usually being told from a third-person point of view. They look closely at the pronouns in the writing to determine the point of view, and they explore writing from a single point of view. The work in this lesson lays the foundation for continued instruction in later grades on the first- and third-person points of view, including maintaining a consistent point of view for any particular piece of writing.

## GETTING READY TO WRITE

### 1 Explore First- and Third-person Points of View

Have the students stay at their desks today. Have them get out their notebooks, *Student Writing Handbooks*, and pencils. Explain that the students will continue to work on their second drafts today. Tell them that you would like them to pay close attention to the point of view of their stories as they write.

Explain that *point of view* refers to who is telling the story. Some authors use an *I* narrator to tell the story; this is called the *first-person point of view*. When there is no *I* narrator, the author is usually writing from the *third-person point of view*.

Write the following where everyone can see it:

“I” = first person  
no “I” = third person (usually)

Explain that the book *The Day of Ahmed’s Secret* is written from the first-person point of view. Show and reread pages 3–4; then ask:

**Q** *Who is I in this story? How do you know?*

Display the “Point of View in Two Stories” chart (WA27) as you have the students open their *Student Writing Handbooks* to page 15, where the opening sentences of *The Day of Ahmed’s Secret* and *Night of the Gargoyles* are reproduced. Read the first excerpt together as a class. Ask:

**Q** *What words tell us that this is written from a first-person point of view?*

**Students might say:**

“I have a secret”

“My secret will be like a friend to me”

“My donkey pulls the cart I ride on”

“I have many stops to make”

As volunteers respond, underline the pronouns on the chart. Explain that the underlined words are pronouns and that a *pronoun* is a word that takes the place of a noun. Explain that the pronouns *I*, *me*, *my*, and *mine* are called *first-person pronouns*.

Show the cover of the book *Night of the Gargoyles*, and explain that this story has no *I* narrator—the person telling the story is not a character in the story. *Night of the Gargoyles* is told from a third-person point of view. Together, read the second excerpt on the “Point of View in Two Stories” chart. Point out that one helpful clue to recognizing a story told from the third-person point of view is that first-person pronouns do not appear in it.

Ask the students to look closely at their own drafts and determine whether they are telling their stories using the first-person or third-person point of view. Discuss as a class:

**Q** *If you are using the first-person point of view, read us a sentence in which the I narrator is speaking.*

**Q** *If you don’t have an I telling your story, read us the first couple of sentences in your story so we can hear what the third-person point of view sounds like.*

### Skill Practice Note

For more practice with pronouns, see Lesson 8 and Lesson 9 in the *Skill Practice Teaching Guide*.

### Teacher Note

You may wish to point out that if a story is written using a third-person point of view, characters' thoughts and speech may still be in the first person. You might provide an example such as, "Every day she skated up and down her block as fast as she could. 'I wish I could find a way to go faster,' thought Lucy."

Explain that once the students have determined whether they have an *I* narrator or not, they should continue to write their entire story using this same point of view so that their readers are not confused about who is telling the story.

Encourage the students to pay attention to point of view as they work on their second drafts today.

## WRITING TIME

### 2 Continue to Write Second Drafts

Have the students work silently on their second drafts for 20–30 minutes, paying attention to using a single point of view. Make sure they have access to more lined writing paper.

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read some of his writing aloud to you. As you listen, consider:

- Does this student's story have a character with distinct traits that are shown through action, speech, or thought?
- Does something interesting or important happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use transitional words and phrases?
- Does the ending draw the story's events to a close?
- Does the student use sensory details to convey the setting?
- Does the student use adjectives to make the writing more descriptive?
- Does the student use the first- or third-person point of view consistently?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q *What [did/could] you write to bring the story to a close?*
- Q *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*
- Q *What adjective(s) could you add before the word [desert] to describe what it's like there?*
- Q *Which point of view, first- or third-person, [did/could] you use in your story?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 68 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Share Revisions and Reflect

Have a few volunteers share passages they revised by reading the original and the revised passages. As the students share, probe their thinking by asking:

- Q *[Alexi], how do you think your revision improves your piece?*
- Q *What questions can we ask [Alexi] about her revision?*

Explain that partners will confer about their stories tomorrow.

# Day 5

## Self-assessing and Pair Conferencing

### Materials

- “Notes About Fiction” chart from Week 4
- “Self-assessment Questions” chart, prepared ahead
- Your charted second draft from Day 2
- “Questions for My Partner About My Draft” chart from Unit 3, Week 4
- “Class Assessment Record” sheet (CA10)

### In this lesson, the students:

- Assess their own writing
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Write and confer responsibly during Writing Time

## GETTING READY TO WRITE

### 1 Prepare to Self-assess

Have the students get their notebooks and pencils and sit at desks with partners together. Remind the students that in the past few weeks they have learned about character, setting, and plot in fiction stories. Briefly review the “Notes About Fiction” chart and ask:

**Q** *What else have you learned about fiction that we can record on the chart?*

Add any suggestions to the chart. Then direct the students’ attention to the “Self-assessment Questions” chart (see “Do Ahead” on page 291). Explain that you would like the students to ask themselves these questions as they reread their drafts today. Read the questions aloud.

Show your revised second draft and briefly model rereading it, asking yourself the questions, and thinking aloud about the answers.

#### You might say:

“In my story, my character Lucy goes for a wild ride on her roller skates and ends up headfirst in a haystack. I think the detail about the horse-drawn cart tells the reader that the story takes place in the past. The phrase ‘bumping over cobblestones and splashing through old mud puddles’ describes the setting. Transitional words like ‘One day,’ ‘then,’ and ‘But’ help the reader connect events and ideas. As I reread the story, I can tell that there isn’t anything that doesn’t fit with the rest of the story. My ending wraps up the piece in an interesting and satisfying way.”

### 2 Self-assess and Think About What to Ask Partners

Ask the students to reread their own drafts and ask themselves the “Self-assessment Questions.” After most students have had time to finish, signal for their attention and have a few volunteers share their thinking with the class. As they share, follow up by asking:

**Q** *What will you add to or change in your story to make your [character/setting/plot] more [believable/interesting/descriptive]?*

Ask and briefly discuss:

**Q** *What questions do you want to ask your partner today about your draft?*

As the students report questions, record them on the “Questions for My Partner About My Draft” chart. Remind the students that they started this chart earlier in the year, and review the questions on it. Ask:

**Q** *What other questions on this chart do you want to ask your partner today?*

**Students might say:**

“I want to ask my partner if she can imagine what’s happening.”

“I want to ask my partner if he can tell what I learned from what I wrote.”

“I want to find out whether anything is confusing to my partner.”

Explain that partners will read their drafts aloud to each other, including their revisions, and then ask each other questions about their own drafts.

### 3 Prepare to Write and Initiate Pair Conferences

Explain that today the students will make the revisions they are thinking about and then work on finishing their second drafts. When they finish their second drafts, they will initiate a conference with a partner to get feedback before starting to work on their final versions.

Remind the students of the procedure for initiating their own pair conferences by reviewing that you will give a signal about halfway through Writing Time, after which the students may confer in pairs if they are ready. The students should ask their assigned partner first. If their own partner is busy writing and would rather not stop to confer, they may ask another student. Ask and briefly discuss:

**Q** *If someone asks you to confer, but you would rather keep writing, how will you respond to the person respectfully?*

**Q** *What problems can arise when you are initiating a pair conference? What will you do to avoid those problems today?*

Redirect the students’ attention to the “Self-assessment Questions” chart and explain that you would like partners to discuss both pieces of writing during the pair conferences using the questions on the chart.

## WRITING TIME

### 4 Write Independently and Confer



Have the students work silently on their second drafts. After about 15 minutes of writing, signal that the students may confer in pairs if they are ready. Remind them to discuss the “Self-assessment Questions” during the conference. Assure students who are still working on their second drafts that they will have other opportunities in the coming week to confer with a partner.

#### Teacher Note

Not all of the students will be ready to confer today. Those who need to continue working on their second drafts should do so during Writing Time into Week 6 and confer about the drafts when they are finished.



## CLASS ASSESSMENT NOTE

Observe the students as they initiate and participate in pair conferences, and ask yourself:

- Are the students able to find a partner and begin pair conferences with minimal disruption to the class?
- What problems are they having initiating pair conferences?
- Are they giving each other feedback about the questions on the chart?

Support any pair that is having difficulty by asking questions such as:

- Q *What difficulties are you having in your conference?*
- Q *What are you trying to accomplish during this conference? What is preventing you from accomplishing that?*
- Q *What can you do to solve that problem? If that doesn't work, what else can you try?*

Record your observations on the "Class Assessment Record" sheet (CA10); see page 63 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing and Pair Conference Time

Gather the students to discuss how they did writing and conferring during Writing Time today. Remind them that in the writing community the goal of giving feedback is to help each person create the best possible piece of writing. Ask:

- Q *If you participated in a pair conference today, what feedback did you receive from your partner that was helpful to you?*
- Q *If you continued to write while pair conferences were happening, were you able to concentrate? Why or why not?*
- Q *What problems arose today during the pair conference time? What effect did those problems have on our writing community? How can we avoid those problems next time?*

Explain that the students will complete their second drafts next week and proofread and publish their stories.

### Teacher Note

Save the "Self-assessment Questions" chart to use in Week 6.



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## TECHNOLOGY EXTENSION

### Publish Student Writing Online

Next week the students will publish their fiction stories for the class library. Some students might also be interested in publishing their writing online. There are a number of websites where students can do so. Search for them using the keywords “publishing student writing online.” Publishing online allows family members and friends to easily access and enjoy students’ writing.



# Week 6

## OVERVIEW

### Writing Focus

- Students proofread their second drafts for spelling and punctuation.
- Students learn how to punctuate speech and punctuate for effect.
- Students write their final versions and publish them as books.
- Students present their books to the class from the Author’s Chair.
- Students confer with one another and the teacher.

### Social Development Focus

- Students work in a responsible way.
- Students help one another improve their writing.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another’s writing.



### Online Resources

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

#### Whiteboard Activities

- WA28–WA35

#### Assessment Forms

- “Class Assessment Record” sheets (CA11–CA13)
- “Conference Notes: Focus 3” record sheet (CN3)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Fiction genre unit family letter (BLM1)

#### Professional Development Media

- “Social Reflection” (AV14)

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA11) on page 64 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a class set of the “Conference Notes: Focus 3” record sheet (CN3) on page 70 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA12) on page 65 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, decide on how you would like the students to make their books. Gather any materials they will need (for example, construction paper for covers, drawing paper for illustrations, markers, staples).
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA13) on page 66 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their final versions.

## TEACHER AS WRITER

*“By the time I am nearing the end of a story, the first part will have been reread and altered and corrected at least one hundred and fifty times. I am suspicious of both facility and speed. Good writing is essentially rewriting. I am positive of this.”*

— Roald Dahl

Reread the drafts you have written and select one to develop. Consider:

- Who is telling this story?
- What actions, thoughts, or speech could you add to reveal character traits or relationships among characters?
- What event or action that is both surprising and believable could you add to this plot?
- Where and when does this story take place? What descriptive language could you add to help the reader see, hear, smell, or feel this setting?

# Day 1

## Completing Second Drafts and Proofreading

### Materials

- *Student Writing Handbook* page 16
- “Speech Punctuation in Two Stories” chart (WA28)
- “Writing Time” chart (WA29)
- “Self-assessment Questions” chart from Week 5
- “Class Assessment Record” sheet (CA11)

### Teacher Note

You might review that speech between characters is called *dialogue*.

### In this lesson, the students:

- Explore and practice punctuating speech
- Begin proofreading their drafts
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Write and confer responsibly during Writing Time

## GETTING READY TO WRITE

### 1 Explore Speech Punctuation

Have the students remain at their seats. Have them get out their notebooks, *Student Writing Handbooks*, and pencils.

Remind the students that earlier they learned that good writers often include speech in a fiction story to help readers better understand a character’s personality. Explain that today they are going to learn how writers punctuate speech.

Display the “Speech Punctuation in Two Stories” chart (WA28) and ask the students to open their *Student Writing Handbooks* to page 16, where the chart is reproduced.

Explain that the first excerpt is from *Miss Rumphius*. Read the excerpt together as a class. Ask:

- Q *Who are the characters that are speaking in this passage? How can you tell?*
- Q *How can you tell the difference between the words they are actually saying—the dialogue—and the other words in the story?*

#### Students might say:

“Alice and her grandfather are speaking because it says ‘Alice would say’ and ‘said her grandfather.’”

“The words each character is saying have quotation marks around them.”

Underline words and quotation marks on the chart as the students report them. If necessary, point out that authors use quotation marks to let the reader know which words the characters are saying or thinking. Quotation marks surround what the characters say, marking the start and end of each piece of dialogue. Explain that there are several ways to correctly punctuate dialogue but that end punctuation in speech always goes inside the quotation marks.

Explain that the second excerpt is from *The Day of Ahmed's Secret*. Read the excerpt together as a class. Ask:

- Q *Who is speaking in this passage? How can you tell?*
- Q *What do you notice about the way speech is punctuated in this passage, compared to the passage from Miss Rumphius?*

**Students might say:**

"Ahmed is speaking. I can tell because the story is about Ahmed's secret, and in this part he's telling his secret."

"I notice that the sentence with the quotation marks can start at the beginning of a paragraph or in the middle of a paragraph."

"I notice Ahmed speaks and then there's a little break that says 'I say' and then he speaks some more."

Again, underline words and quotation marks on the chart as the students report them.

## 2 Review Drafts for Speech Punctuation

Ask the students to look closely at any speech they included in their own drafts to see whether they punctuated it correctly. Have them compare their punctuated speech to the passages on *Student Writing Handbook* page 16 to make sure they are using one of the correct methods.

Explain that the students will continue working on their second drafts today. Those who have completed their second drafts and conferred with partners may begin proofreading their stories. Remind the students to use their word banks and proofreading notes, which they learned to use at the beginning of the year, to check spelling and correctness in their drafts.

## WRITING TIME

### 3 Write Independently and Confer in Pairs

Display the "Writing Time" chart (WA29) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Try to finish your second draft.
- Check to make sure you punctuate speech correctly throughout your story.
- Begin proofreading your second draft for publication.

WA29

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their drafts. Direct their attention to the "Self-assessment Questions" chart and remind partners to give each other feedback using these questions today.

### Skill Practice Note

For more practice with punctuating speech, see Lesson 29 in the *Skill Practice Teaching Guide*.

### Teacher Note

You will review using the word bank and proofreading notes with the whole class tomorrow. If any of the students need help using them today, review briefly with individual students or with a small group.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to correctly punctuate the speech in their stories?
- Do they incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

Q *What are some of the things your character says in your story?*

Q *Are the quotation marks and commas in the right places? How do you know?*

Q *How can you change the word [said] to a more interesting word?*

Record your observations on the "Class Assessment Record" sheet (CA11); see page 64 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Revisions and Reflect

Ask a few volunteers to share passages they revised by reading the original and revised passages. As the students share, probe their thinking by asking:

Q *[Andre], how do you think your revision improves your piece?*

Q *What questions can we ask [Andre] about his revision?*

Ask and briefly discuss:

Q *Did you make any revisions today to speech punctuation in your story? Tell us about it.*

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## EXTENSION

### Continue to Explore Speech and Dialogue in Fiction

Continue to raise the students' awareness of the use of speech and dialogue in fiction by occasionally having them share dialogue in books they are reading independently.

Discuss questions such as:

- Q *Who is speaking in the passage you read? What do you find out about the characters from this [speech/dialogue]?*
- Q *What other words does the author use to mean [said]? Why might the author have chosen to use those words instead of [said]?*

## Proofreading

# Day 2

### In this lesson, the students:

- Review punctuating speech
- Listen for run-on sentences as they read their drafts aloud
- Proofread for spelling, grammar, and punctuation
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Review Punctuating Speech and Record in Proofreading Notes

Have the students remain at their seats. Have them get out their notebooks, *Student Writing Handbooks*, and pencils. Remind them that they learned about punctuating speech yesterday and thought about the speech in their own stories. Ask and briefly discuss:

- Q *What did you learn about some of the ways to punctuate speech correctly?*

Remind the students that they learned to proofread their drafts using the proofreading notes in the *Student Writing Handbook* (see Unit 2, Week 2, Day 3 on page 103). They will use this resource to proofread their fiction drafts.

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section as you display the “Proofreading Notes” chart (WA30). Write the notes in the diagram below on the chart and ask the students to copy them into their proofreading notes.

### Materials

- *Student Writing Handbooks*
- “Proofreading Notes” chart (WA30)
- “Run-on Fiction Sentences” chart (WA31)
- “Writing Time” chart (WA32)
- Loose, lined paper for final versions
- “Self-assessment Questions” chart from Day 1
- Class set of “Conference Notes: Focus 3” record sheets (CN3)

### Proofreading Notes

Rule	Example	Notes
Punctuating speech	See examples on <u>Student Writing Handbook</u> page 16.	End-of-sentence punctuation for sentence being spoken goes inside quotation marks.

Encourage the students to refer to their proofreading notes and other *Student Writing Handbook* pages to remind them about speech punctuation and to help them use it correctly in their stories.

## 2 Discuss Proofreading for Run-on Sentences

Explain that the students will proofread their second drafts today to make sure they have corrected all errors before publishing the stories. In addition to using their word bank and proofreading notes, they will also look for any run-on sentences. Explain that a *run-on sentence* is usually made of two or more complete sentences that have been “run together” without a joining word (a conjunction) such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences.

Display the “Run-on Fiction Sentences” chart (WA31). Ask the students to watch and listen as you read the first passage aloud, pausing only at the comma and the period at the end. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What run-on sentences do you notice in the passage?*

#### Students might say:

“It doesn’t sound right.”

“In addition to what [Alyssa] said, some of the sentences sound funny—like they go on too long.”

“I noticed a sentence that sounded like it might be two sentences squished together. It was confusing.”

If necessary, point out that right now the passage does not sound right when it is read aloud because it contains several run-on sentences. Model rereading the passage while thinking aloud about how to split the run-ons into two or more complete sentences, capitalizing the first word in each new sentence and adding a period at the end.

**You might say:**

"The first sentence, 'Every day she skated up and down her block as fast as she could,' sounds right. It's a complete thought and a complete sentence all by itself, so I'll leave it alone. I think the second sentence might be a run-on. I can hear it when I read 'It was never fast enough every day the milkman would steer.' That sounds like the end of one sentence and the beginning of another sentence squished together. I'll put a period between *enough* and *every*, remembering to capitalize the *E* in *Every*. Next there's a complete sentence, 'He would always call out, 'Have you skated fast enough yet?'" I think the last sentence might be a run-on because it's really long and sounds funny. I'll try putting a period after *on* and capitalizing *One*. Now I'll read my new sentence aloud: *One day, Lucy heard the milkman's cart and got an idea.* That sounds better, and the sentence has both a subject (*Lucy*) and a predicate (*heard the milkman's cart and got an idea*)."

Follow this same procedure with the second passage on the "Run-on Fiction Sentences" chart.

Explain that you would like the students to read their drafts aloud to listen for run-on sentences. Encourage the students to split any run-on sentences into two or more complete sentences. Remind them to capitalize the first word of each complete sentence and add a period at the end.

### 3 Review Proofreading for Spelling and Conventions

Remind the students that they learned how to use the word bank and proofreading notes to help them proofread their drafts for spelling and correctness (see Unit 2, Week 2, Day 2 on page 98 for review). Briefly review these procedures by reminding the students to:

- Circle words that they are unsure how to spell and look them up in the word bank. If necessary, the students will add words to their word banks after looking up the correct spelling in a dictionary or other resource.
- Use their proofreading notes as a checklist of things to look for in their drafts. They will correct errors in their drafts by crossing them out and writing the corrections next to or above them.

Explain that the students will work toward finishing their second drafts and proofreading them today. Any students who have completed their proofreading may begin writing the final version of their stories by copying their revised second drafts in their best handwriting on loose, lined paper. They may single-space their final versions.

#### Skill Practice Note

For more practice producing complete sentences and correcting run-on sentences, see Lesson 1 and Lesson 5 in the *Skill Practice Teaching Guide*.

#### Teacher Note

You may have students who have not yet finished their second drafts. Assure them that they will have time to finish their drafts and confer with their partners before moving on to proofreading. Ask all the students to pay attention as you review proofreading, so they will be able to do this step when they are ready.

## WRITING TIME

### 4 Complete Second Drafts and Confer in Pairs

Display the “Writing Time” chart (WA32) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Read your draft aloud and check for periods.
- Proofread for run-on sentences.
- Proofread your draft for spelling and correctness.
- Begin writing your final version on loose, lined paper.

WA32

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs when they are ready. Remind them to give feedback using the questions on the “Self-assessment Questions” chart.

Join the students in writing for a few minutes; then confer with individual students.



#### TEACHER CONFERENCE NOTE

Confer with individual students who seem to need extra support in preparing their second drafts for publication. Consider:

- What does this student need to work on to be ready to publish her story?

Discuss questions such as:

- Q *What are you working on right now?*
- Q *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*
- Q *What else do you need to do to be ready to write your final version?*

Document your observations for each student on a “Conference Notes: Focus 3” record sheet (CN3); see page 70 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect as a Class

Gather the students to discuss how they did during writing and pair conference time today. Discuss questions such as:

- Q *If you worked on proofreading your draft for spelling today, how did that go? What words did you find in your word bank? How did you check on words that were not in your word bank?*
- Q *If you participated in a pair conference today, how did you help your partner? How did your partner help you?*
- Q *What did you do to take responsibility for yourself during Writing Time today?*

### Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).



## Proofreading

## Day 3

### In this lesson, the students:

- Explore and practice punctuating for effect
- Continue proofreading their drafts
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Write and confer responsibly during Writing Time

### Materials

- *Student Writing Handbook* page 17
- "Punctuation for Effect in Three Stories" chart (WA33)
- "Writing Time" chart (WA34)
- "Self-assessment Questions" chart from Day 2
- "Class Assessment Record" sheet (CA12)

## GETTING READY TO WRITE

### 1 Explore Punctuation for Effect

Have the students remain at their seats. Have them get out their notebooks, *Student Writing Handbooks*, and pencils.

Remind the students that earlier they discussed how writers punctuate speech in a story. They also read their second drafts aloud to listen for run-ons and corrected them by splitting them into two or more complete sentences. Explain that today the students are going to learn about another way that writers use punctuation to make their stories more interesting for readers.

Project the "Punctuation for Effect in Three Stories" chart (📄 WA33) and ask the students to open to *Student Writing Handbook* page 17, where the chart is reproduced. Point out that the first passage, from *Miss Rumphius*, has two exclamation points. Ask the students to listen to how your voice changes when you read the sentences ending in

## Teacher Note

You might explain that an ellipsis usually indicates that words are missing or a thought is incomplete. You might explain that parentheses are used here to show that a thought or idea has been added.

## Teacher Note

You will review the procedures for publishing stories with the whole class tomorrow. Support students who are ready to begin publishing today by reviewing procedures briefly with individuals or with a small group.

exclamation points. Read the excerpt aloud, using an exclamatory tone when you read the second paragraph. Ask:

**Q** *What did you notice about how my voice changed when I read the sentences ending in exclamation points? How did the change in my voice make you feel?*

### Students might say:

"Your voice got louder and more excited when you read the sentences with the exclamation points. It made me feel excited."

Follow the same procedure to read the second passage and discuss the use of the series of dots called an *ellipsis* and to read the third passage and discuss the use of parentheses.

### Students might say:

"You stopped when you got to the dots. Stopping added a lot of suspense. It made me wonder what was going to happen next."

"Your voice got softer when you read the sentence in the parentheses. It felt like you were stepping outside the main story to tell us a little side comment."

Point out that authors use punctuation marks to affect the way we read and react to stories. Punctuation guides us to read stories loudly or softly, or to pause in our reading to create suspense. Explain that authors choose punctuation for effect carefully; for example, if every sentence in a story ended in an exclamation point, the punctuation mark would lose its power to signal excitement or loudness.

## 2 Review Drafts for Punctuation for Effect

Ask the students to read their drafts and see whether there are any places where they use, or could use, exclamation points, ellipses, or parentheses. Have them compare their punctuated speech to the passages on *Student Writing Handbook* page 17 to make sure they are using one of the correct methods.

Explain that the students will continue working on their second drafts today. Those who have completed their second drafts and conferred with partners may begin proofreading their stories. Remind the students to use their word bank and proofreading notes to check spelling and correctness in their drafts.

## WRITING TIME

### 3 Write Independently and Confer in Pairs

Display the "Writing Time" chart (WA34) and have the students work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Try to finish your second draft.
- See if there are places in your story where you can add punctuation for effect.
- Begin proofreading your second draft for publication.

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their drafts. Direct their attention to the “Self-assessment Questions” chart and remind partners to give each other feedback using these questions today.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to correctly punctuate the speech in their stories?
- Are they able to use punctuation for effect?
- Do they incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students’ writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

- Q *What are some of the things your character says in your story?*
- Q *Are the quotation marks and commas in the right places? How do you know?*
- Q *How can you use punctuation to make this part more [suspenseful/exciting]?*

Record your observations on the “Class Assessment Record” sheet (CA12); see page 65 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

# Day 4

## Publishing

### Materials

- “Writing Time” chart (WA35)
- Loose, lined paper for final versions
- Materials for publishing stories
- (Optional) Computers for typing and printing final versions

**TEKS 11.E.1**  
Student/Teacher Narrative  
Step 1 (all, beginning on page  
322 and continuing on to  
page 323)

## SHARING AND REFLECTING

### 4 Share Revisions and Reflect

Have a few volunteers share passages they revised by reading the original and revised passages. As the students share, probe their thinking by asking:

- Q *[Anita], how do you think your revision improves your piece?*
- Q *What questions can we ask [Anita] about her revision?*

### In this lesson, the students:

- Finish writing and proofreading their second drafts
- Write their final versions and make them into books
- Share materials and equipment fairly
- Handle materials and equipment responsibly
- Act considerately toward others

## GETTING READY TO WRITE

### 1 Prepare to Publish Stories

Have the students remain at their desks. Explain that today they will finish writing and proofreading their second drafts and then begin writing their final versions and making them into books. Review any procedures you would like the students to follow to make their books (for example, how to handle art supplies, how to share computers, and where to place published stories for Author’s Chair sharing tomorrow).

Briefly discuss how the students will share materials and equipment fairly and act considerately toward one another as they work on their books. Ask questions such as:

- Q *What will you do today to take care of our book-making materials? Why is that important?*
- Q *If you want to use something that someone else is using, like the computer or the hole-punch, what can you do to share it fairly?*
- Q *If you’re using something that someone else wants to use, what can you do to share it fairly?*
- Q *What else can we do to act considerately toward one another as we publish our books today?*

Explain that you will check in with the students at the end of the lesson to see how they did sharing the materials fairly and acting considerately toward one another.

## WRITING TIME

### 2 Write Final Drafts and Confer in Pairs

Display the “Writing Time” chart (🗨️ WA35) and have the students write silently for 20–30 minutes.

#### Writing Time

- Finish proofreading your draft for spelling and correctness.
- Write your final version on loose, lined paper.
- Gather your final pages into a book with a cover (and include illustrations, if you wish).

WA35

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their second drafts. Join them in writing for a few minutes; then confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue to confer with individual students who seem to need extra support in preparing their second drafts for publication. Consider:

- What does this student need to work on to be ready to publish his story?

Discuss questions such as:

- Q *What are you working on right now?*
- Q *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*
- Q *What else do you need to do to be ready to write your final version?*

Document your observations for each student on a “Conference Notes: Focus 3” record sheet (CN3); see page 70 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

TEKS 11.E.i  
Student/Teacher Activity  
Step 2 (all)

# Day 5

## Publishing

### Materials

- “Notes About Fiction” chart from Week 5
- Loose, lined paper for final versions
- Materials for publishing books from Day 4
- “Class Assessment Record” sheet (CA13)
- A chair to use as the Author’s Chair
- Copy of this unit’s family letter (BLM1) for each student

### Teacher Note

If necessary, refer the students to the “Notes About Fiction” chart.

## SHARING AND REFLECTING

### 3 Reflect on Sharing Materials Fairly and Being Considerate

Gather the students and help them reflect on how they did sharing materials fairly and acting considerately toward one another by discussing:

- Q *What did you do today to use our materials fairly? What problems did you have? How can we avoid those problems next time?*
- Q *What other considerate behaviors did you notice today? How did those help our writing community?*

Explain that the students will begin sharing their published books from the Author’s Chair tomorrow.

### In this lesson, the students:

- Reflect on writing fiction
- Write their final versions and make them into books
- Present their books from the Author’s Chair
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Reflect on Writing Fiction

Gather the class with partners sitting together, facing you. Remind the students that over the past six weeks, they learned about fiction and each took a piece of fiction through the writing process, from a first draft to a published book. Ask:

- Q *What have you learned about how to write a good fiction story?*

#### Students might say:

“I learned that a good fiction story has an interesting character.”

“I learned that if you describe the setting really well, it helps people imagine your story.”

“I learned about using punctuation to affect how my readers feel when they read my story.”

“I learned that you can use adjectives to make your story more interesting.”

Use “Think, Pair, Share” to have partners discuss each of the following questions. For each question, have a few volunteers share their thinking with the class.



- Q *What is one way your final story has turned out better than your first draft?* [pause] *Turn to your partner.*
- Q *What is one thing you are glad you learned about writing fiction?* [pause] *Turn to your partner.*
- Q *What did you find challenging about writing fiction?* [pause] *Turn to your partner.*

Remind the students that writers become better writers as they practice writing over and over. Encourage students who feel particularly drawn to fiction to continue to write fiction during their free time.

Explain that the students will continue to work on publishing their stories today and begin sharing their stories from the Author’s Chair.

## WRITING TIME

### 2 Write Independently and Confer in Pairs

Ask the students to return to their seats. Have them finish writing their final versions and making them into books. Remind them that you will signal after 10–15 minutes of silent writing that they may confer in pairs. Join them in writing for a few minutes; then walk around and observe.



### CLASS ASSESSMENT NOTE

Observe the students without intervening and ask yourself:

- Have most students had time to complete, or nearly complete, a fiction story for the class library?
- Have I conferred with every student twice during this unit?
- Which students would benefit from another conference with me to help them finish their stories?
- What evidence do I see that the students have learned something about character, plot, setting, and the other elements of fiction covered in this unit?
- Are the students bringing a relaxed, creative attitude to their writing?

Record your observations on the “Class Assessment Record” sheet (CA13); see page 66 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.



### Facilitation Tip

Reflect on your experience over the past weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students’ participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

## SHARING AND REFLECTING

### 3 Review Sharing Writing from the Author's Chair

Gather the class with partners sitting together, facing the Author's Chair. Explain that in the coming days the students will read their published stories aloud and hear and enjoy one another's stories.

Remind the students of the procedure you have established for presenting books from the Author's Chair. If necessary, review the procedures you established for Author's Chair sharing in Unit 2, Week 2 (see "Do Ahead" on page 95).

### 4 Review Speaking Clearly and Expressing Interest in One Another's Writing

Before asking a student to share from the Author's Chair today, discuss how the students will act, both as presenting authors and as members of the audience. Ask and discuss:

- Q *Why is it important to speak in a loud, clear voice when you're sharing your book with the class?*
- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you're interested in his or her story? Why is it important to express interest in one another's writing?*

Encourage the students to be attentive audience members, and tell them that you will check in with them afterward to see how they did.

### 5 Conduct Author's Chair Sharing

Ask a student who has completed her story to read it aloud from the Author's Chair. At the end of the reading, facilitate a discussion using questions like the ones that follow, and give the author an opportunity to respond to the class's comments and questions.



- Q *What was interesting to you about [Janice's] story? Turn to your partner.*
- Q *What kind of character has [Janice] created? What clues did you hear that told you that?*
- Q *What did you hear in the story that was creative?*
- Q *What sensory details did you hear as you listened to the story? What did they make you imagine?*
- Q *What questions can we ask [Janis] about her story?*

Follow this same procedure to have other students share from the Author's Chair, as time permits.

## 6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared a book today, how did the audience make you feel? What did the audience members do that made you feel [relaxed/nervous/proud]?*

Assure the students that everyone will have a chance to share published stories from the Author's Chair in the coming days. After they are read aloud, the stories will be placed in the class library so the students can read them during independent reading time.

## EXTENSION

### Write Letters Home About Fiction

Provide letter-writing practice for the students by having them write a letter home about what they have learned about fiction writing. Stimulate their thinking by reviewing the "Notes About Fiction" chart and discussing questions such as:

- Q *What's special about fiction writing?*
- Q *What steps did you go through to develop and publish your own fiction story?*
- Q *What is one thing you're proud of about your published fiction story?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student's letter to a copy of his own published story and send it home.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of the Fiction unit. You will need to reassign partners before you start the next unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on this page.

### Teacher Note

Make time in the coming weeks for the students to share their published fiction stories from the Author's Chair until everyone has had a chance to do so.

### Skill Practice Note

For practice with using commas in the dates, addresses, greetings, and closings of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.

## Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 72 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 71 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 114.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Narrative Writing unit on page 1 of the *Writing Performance Task Preparation Guide*. For more information, see "Teaching the Units" on page vi of the preparation guide.

# Being a Writer™

SECOND EDITION

## The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

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Students of *Being a Writer* demonstrate:

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*“As we practice collaboration, we are building community. It has changed our school climate and helped our students academically. They now have the language to work together differently and resolve problems quickly. We have reduced interruptions during academic instruction and don’t lose important learning time. We have increased student engagement, which ensures increased academic achievement and gains.”*

—Eve Cheung, principal, K-6 elementary school



1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
800.666.7270  
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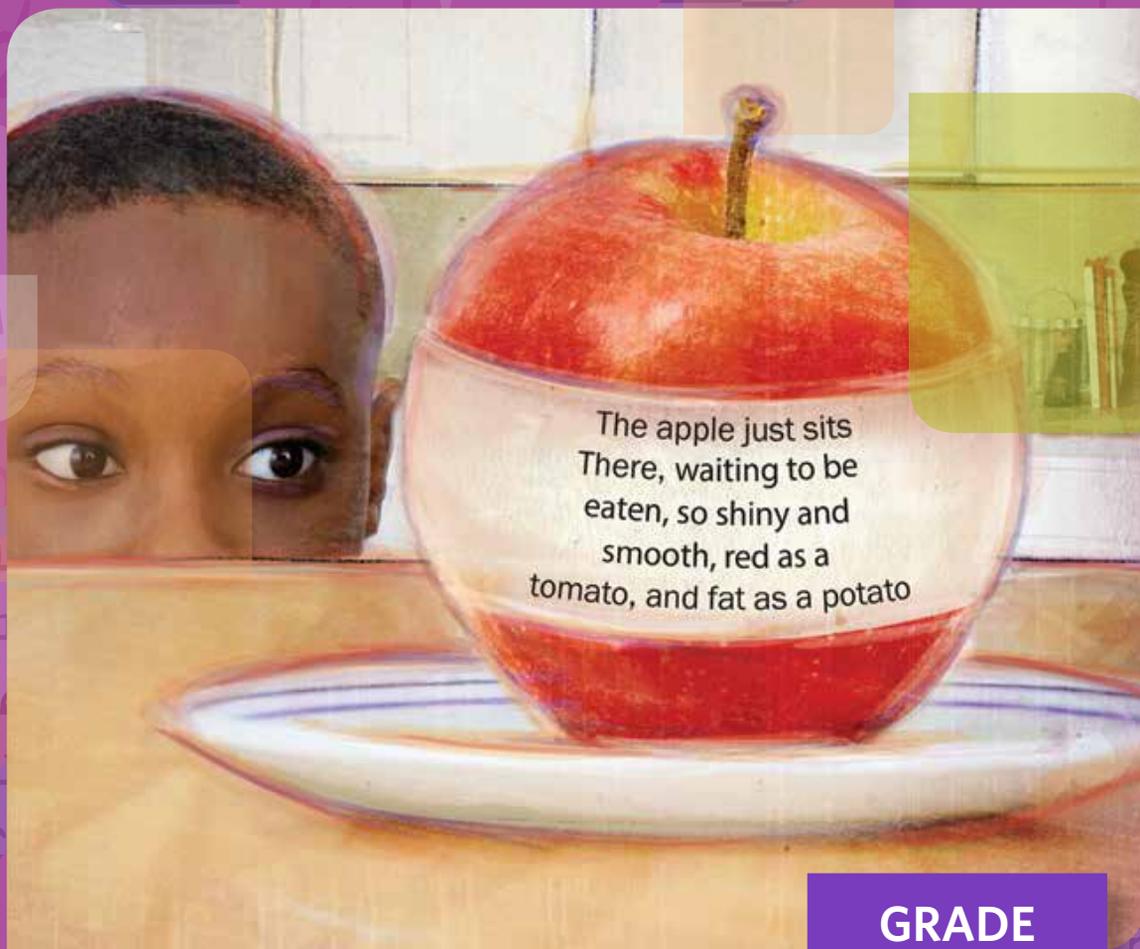
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GRADE

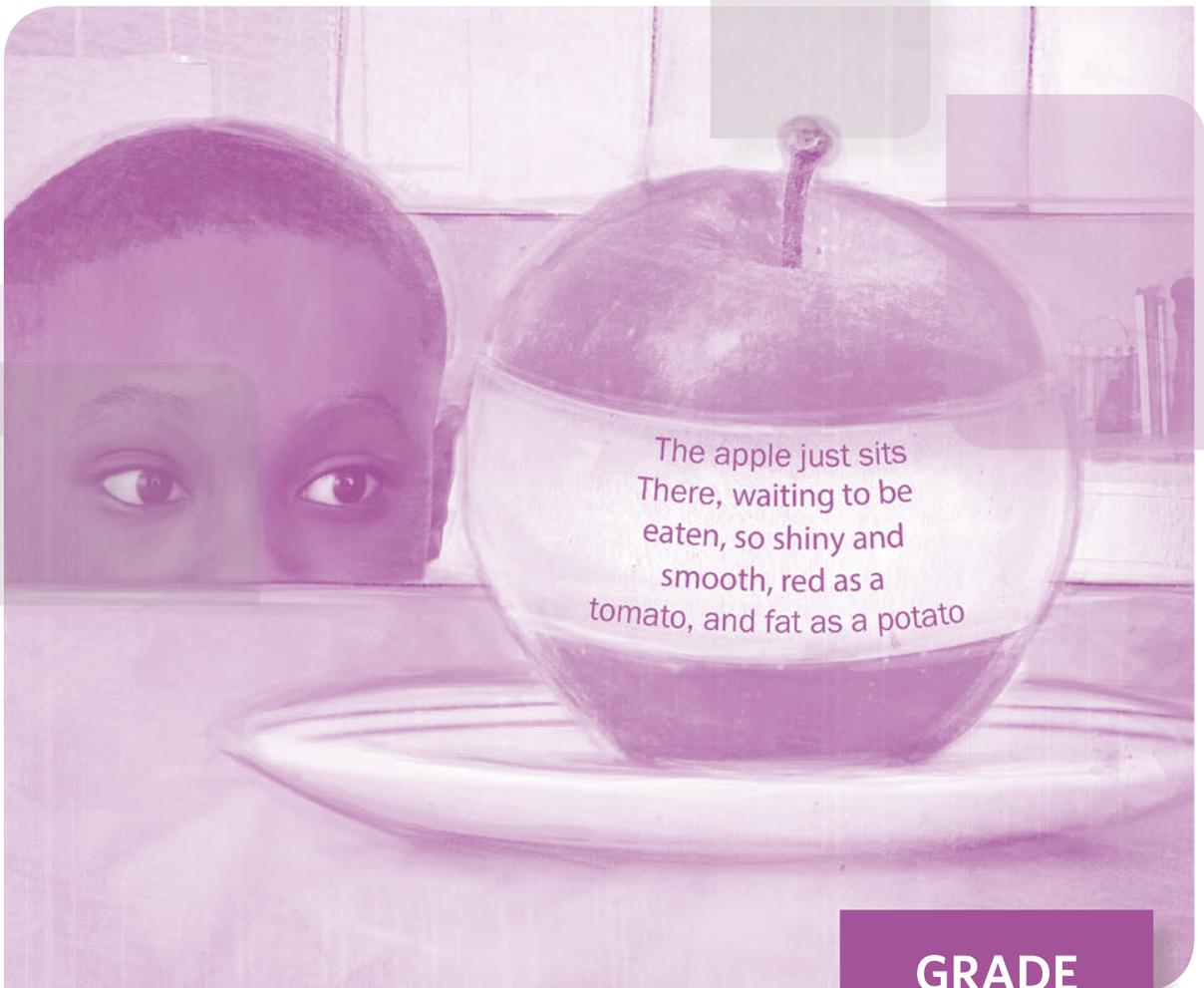
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CCC Collaborative Literacy

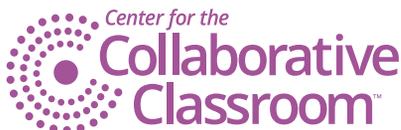
# Being a Writer™

SECOND EDITION



GRADE

4



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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270; fax: (510) 464-3670  
collaborativeclassroom.org

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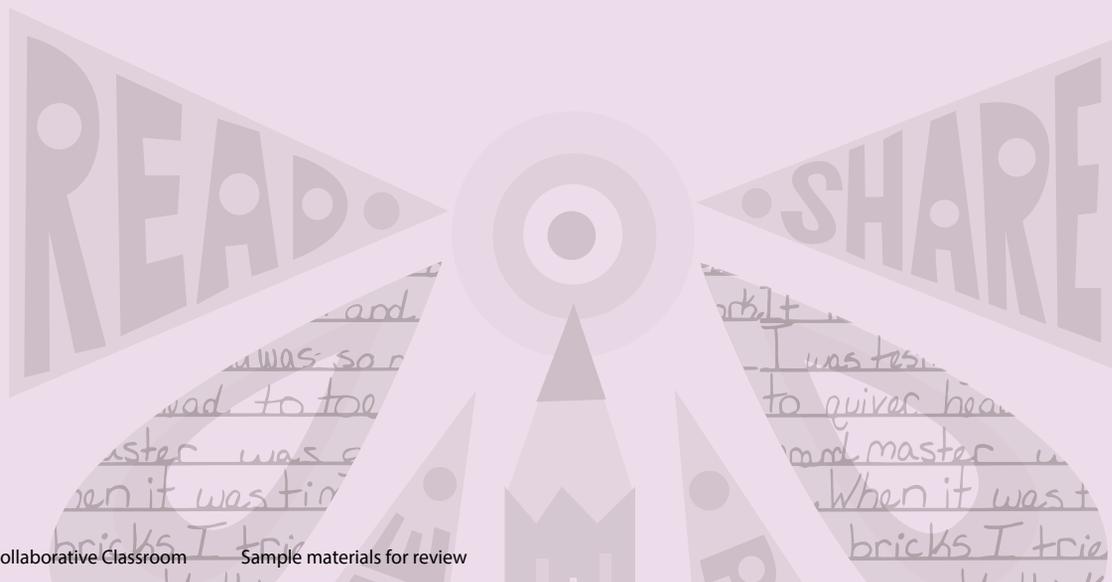
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# Genre

# Expository Nonfiction

During this six-week unit, the students immerse themselves in nonfiction texts about countries. Then partners select a country to research together. Each pair of students writes, revises, and publishes an informational report about that country. The students learn research skills, such as taking notes, categorizing information by subtopic, and conducting effective Internet searches. They learn about features of expository text, such as author biography sections and tables of contents. They write an introduction to their report that captures the reader's interest. Partners use facts and examples to add substance to their writing, transitional words and phrases to link ideas, and conclusions that bring a report to a close. The students practice relevant skills and conventions, such as correcting run-on sentences and fragments. Partners share resources fairly, make decisions together, and take responsibility for their own part of the work.



## RESOURCES

## Read-alouds

- *Australia*
- *Kenya: A Question and Answer Book*
- *Mexico*
- *A Visit to Italy*
- *The Ultimate Fact Book*
- *A Visit to Japan*

## Writing About Reading Activities

- “Write Opinions About a Nonfiction Text”
- “Write Persuasive Paragraphs About Countries”



## Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”
- Mini-lesson 3, “Showing Respect Online”
- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Using Filters to Narrow Results”
- Mini-lesson 7, “Evaluating Research Sources”
- Mini-lesson 8, “Citing Online Sources”
- Mini-lesson 9, “Creating Documents”
- Mini-lesson 10, “Creating Presentations”



## Online Resources

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

## Whiteboard Activities

- WA1–WA22

## Assessment Forms

- “Class Assessment Record” sheets (CA1–CA10)
- “Conference Notes” record sheets (CN1–CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

## Reproducible

- Expository Nonfiction genre unit family letter (BLM1)

## Professional Development Media

- “Building a Community of Writers” (AV1)
- “Predictable Structure of the Writing Lessons” (AV3)

- “Managing Pair Conferences” (AV8)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Asking Facilitative Questions” (AV22)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Adapting Lessons for English Language Learners” (AV32)
- “Conferring About Expository Nonfiction” (AV46)
- “Cultivating Curiosity in Expository Writing” (AV47)
- “Supporting Note-taking and Partner Work” (AV48)
- “Creating a Class Blog” tutorial (AV76)
- “Using Presentation Tools” tutorial (AV77)

## RESOURCES *(continued)*



### Technology Extensions

- “Use a Class Blog for Reflection”
- “Create Multimedia Presentations”

### Extensions

- “Read More About Andrew Wojtanik”
- “Continue Research During Other Times of the Day”
- “Discuss Elements of Nonfiction Across the School Day”
- “Explore Strong Opening Sentences for Subtopics”
- “Teach Cooperative Structures for Group Work”
- “Cite Print Sources in a Bibliography”
- “Write Letters Home About Nonfiction”

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 4, “Sentence Fragments”
- Lesson 5, “Run-on Sentences”
- Lesson 28, “Commas in Letters”

### Assessment Resource Book

- Expository Nonfiction genre unit assessments

### Writing Performance Task Preparation Guide

- Informative/Explanatory Writing unit

### Student Writing Handbook

- “Closing Sentences from Three Informational Reports”
- “Excerpt from *Mexico*”
- Word Bank
- Proofreading Notes



## DEVELOPMENT ACROSS THE GRADES

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>▪ Writing observations and facts about a topic</li> <li>▪ Exploring text features (e.g., tables of contents, labels)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Conducting interviews to gather information about both a person in the school and a partner</li> <li>▪ Examining objects to determine facts about them</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring writing and punctuating sentences</li> <li>▪ Using question words</li> <li>▪ Approximating spelling</li> <li>▪ Using the word wall</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>▪ Exploring characteristics and features of nonfiction text (e.g., tables of contents, chapters)</li> <li>▪ Writing facts, questions, and other true information</li> <li>▪ Writing about themselves, the class, a place in the school, partners, and favorite objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Conducting interviews to gather information about partners</li> <li>▪ Examining objects to determine facts about them</li> <li>▪ Writing opening and closing sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capitalizing the beginnings of sentences and using ending punctuation</li> <li>▪ Using question marks</li> <li>▪ Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>▪ Writing questions, observations, notes, facts, and other true information</li> <li>▪ Exploring text features (e.g., tables of contents, glossaries, illustrations, and diagrams)</li> <li>▪ Participating in shared research about <i>polar regions</i> and selecting a topic to write about</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Listening to short passages of text and reporting what was learned</li> <li>▪ Guided writing of brief notes about what was learned</li> <li>▪ Using temporal words</li> <li>▪ Writing opening and closing sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capitalizing the beginnings of sentences and using ending punctuation</li> <li>▪ Using question marks</li> <li>▪ Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>▪ Exploring Q&amp;A, ABC, and other nonfiction formats</li> <li>▪ Selecting an <i>animal</i> to research and write about</li> <li>▪ Exploring text features (e.g., tables of contents, illustrations, and captions)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Doing pre-research writing and generating questions</li> <li>▪ Identifying effective keywords for an Internet search</li> <li>▪ Taking notes and organizing information by subtopic</li> <li>▪ Employing facts, details, and definitions related to the topic</li> <li>▪ Using transitional words and phrases</li> <li>▪ Writing interesting introductions and endings</li> <li>▪ Writing tables of contents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizing and correcting run-on sentences</li> <li>▪ Recognizing and correcting sentence fragments</li> <li>▪ Proofreading for spelling, punctuation, and grammar</li> </ul>

*(continues)*

## DEVELOPMENT ACROSS THE GRADES *(continued)*

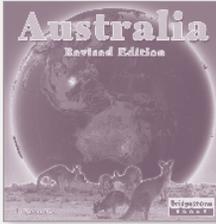
	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade 4	<ul style="list-style-type: none"> <li>Exploring Q&amp;A and other nonfiction formats</li> <li>Selecting a <i>country</i> to research and write about</li> <li>Exploring text features (e.g., maps and diagrams)</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and narrowing research focus</li> <li>Identifying effective keywords for an Internet search</li> <li>Taking notes and organizing information by subtopic</li> <li>Employing facts and examples related to the topic</li> <li>Using transitional words and phrases</li> <li>Writing interesting introductions and endings</li> <li>Writing author biography sections and tables of contents</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing languages, religions, and holidays</li> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Exploring different ways to communicate information</li> <li>Selecting <i>any nonfiction topic</i> to research and write about</li> <li>Exploring text features (e.g., sidebars and glossaries)</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and narrowing research focus</li> <li>Identifying effective keywords for an Internet search</li> <li>Taking notes and organizing information by subtopic</li> <li>Employing facts and examples related to the topic</li> <li>Using transitional words and phrases</li> <li>Creating text features</li> <li>Writing interesting introductions</li> <li>Writing author biography sections and bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>Citing resources</li> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Exploring different ways to communicate information</li> <li>Selecting <i>any nonfiction topic</i> to research and write about</li> <li>Exploring text features (such as labeled diagrams, photos, illustrations, captions, graphs, and tables) and various ways of organizing expository nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and narrowing research focus</li> <li>Evaluating the credibility of sources</li> <li>Taking notes and organizing information by subtopic</li> <li>Employing facts, examples, precise language, and quotations related to the topic</li> <li>Quoting or paraphrasing information while avoiding plagiarism</li> <li>Using transitional words and phrases</li> <li>Establishing and maintaining a formal style</li> <li>Creating text features</li> <li>Writing interesting introductions</li> <li>Writing conclusions that follow from the information presented</li> </ul>	<ul style="list-style-type: none"> <li>Citing sources correctly in a bibliography</li> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Topic Exploration</b>					
<b>Week 1</b>	<b>Exploring Nonfiction:</b> <i>Australia</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Countries of interest</li> </ul>	<b>Exploring Nonfiction:</b> <i>Kenya: A Question and Answer Book</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Generating questions about countries</li> </ul>	<b>Exploring Nonfiction:</b> <i>Mexico</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring countries</li> </ul>	<b>Exploring Nonfiction:</b> <i>A Visit to Italy</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Topics about countries</li> </ul>	<b>Exploring Nonfiction:</b> <i>A Visit to Italy</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Topics about countries</li> </ul>
<b>Week 2</b>	<b>Exploring Nonfiction:</b> <i>The Ultimate Fact Book</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Learning about an author</li> </ul>	<b>Exploring Nonfiction:</b> <i>A Visit to Japan</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>What I want to know about a country</li> </ul>	<b>Exploring Nonfiction:</b> <i>A Visit to Japan</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>What I want to know about a country</li> </ul>	<b>Exploring Nonfiction:</b> <i>The Ultimate Fact Book</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Facts about countries</li> </ul>	<b>Exploring Nonfiction and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Listing countries and narrowing choices</li> </ul>
<b>Topic Selection, Research, and Drafting</b>					
<b>Week 3</b>	<b>Selecting Topics</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Selecting a country to research; pre-research writing</li> </ul>	<b>Developing Research Questions</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Generating research questions and reviewing sources of information</li> </ul>	<b>Researching and Taking Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Choosing effective terms for Internet searches</li> </ul>	<b>Researching and Taking Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Taking notes</li> </ul>	<b>Researching and Taking Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Taking notes</li> </ul>
<b>Week 4</b>	<b>Researching and Taking Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Reviewing and adding to notes</li> </ul>	<b>Organizing Research</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Organizing information and researching further where necessary</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Developing the topic with facts and examples</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using transitional words and phrases</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Drafting</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 5</b>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Interesting introductions</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Endings that wrap up a report</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Checking for order, interest, and completeness</li> </ul>	<b>Group Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Does it all make sense?</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author biography sections</li> </ul>
<b>Week 6</b>	<b>Revising and Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Spelling, punctuation, and run-on sentences</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sentence fragments</li> </ul>	<b>Writing Final Versions</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Completing final versions and tables of contents</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>

# Week 1

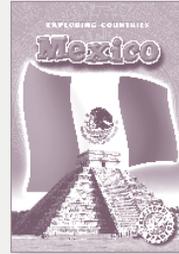
## OVERVIEW



### **Australia**

by Xavier Niz

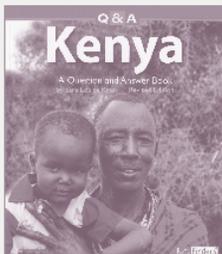
Learn interesting facts about the smallest continent in the world.



### **Mexico**

by Colleen Sexton

Learn fascinating facts about the United States' neighbor to the south.



### **Kenya: A Question and Answer Book**

by Sara Louise Kras

Kenya's geography, history, and culture are explored in a question-and-answer format.



### **A Visit to Italy**

by Rachael Bell

Interesting information about Italy is provided, including some Italian words and phrases.



## Online Resources

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

### **Whiteboard Activities**

- WA1–WA3

### **Assessment Form**

- “Class Assessment Record” sheet (CA1)

### **Professional Development Media**

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Cultivating Curiosity in Expository Writing” (AV47)

## Writing Focus

- Students hear and discuss expository nonfiction.
- Students explore different ways to organize and present information in nonfiction.
- Students begin reading and writing about countries that interest them.
- Students cultivate curiosity about nonfiction topics.

## Social Development Focus

- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 3, collect nonfiction books, magazines, articles, and other written materials about different countries and their geography, people, culture, and so on. Select texts that are informational (expository) and that represent a variety of nonfiction styles.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1) on page 84 of the *Assessment Resource Book*.



(continues)

## TEACHER AS WRITER

*“Curiosity urges you on—the driving force.”*

— John Dos Passos

Nonfiction writers aren’t necessarily experts on the topics they write about, but they are curious and ask themselves questions, conduct research, and communicate what they learn in an interesting way.

In this unit, the students write about countries that interest them. List some things you are curious to know about other countries. Consider:

- What interests you about traveling to other countries?
- What is a country you have visited? What do you know about that country? What do you want to know?
- What is a country you have not visited? What would you do if you visited there?

## ⌚ DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 3, you might teach the following Technology Mini-lessons: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 2, “Maintaining Privacy Online”; and Mini-lesson 3, “Showing Respect Online,” in Appendix A to help the students learn how to participate safely in online communities. For more information, see “About Digital Citizenship Lessons” on page 690.

## In this lesson, the students:

- Work with new partners
- Hear and discuss expository nonfiction
- Explore how information is organized and presented
- List countries and topics that interest them

## ABOUT TEACHING NONFICTION WRITING

There are three phases to the Expository Nonfiction genre unit in grade 4: Immersion and Topic Exploration; Topic Selection, Research, and Drafting; and Revision, Proofreading, and Publication. During each two-week phase, the students learn interesting ways information can be organized and presented in nonfiction, while letting their curiosity lead their exploration of information about countries of the world.

In Weeks 1 and 2, the students read many nonfiction resources about countries and write short pieces about what they are learning. This prepares them to select, in pairs, one country of interest to research and write an informational report about. During Weeks 3 and 4, pairs of students research their chosen countries and begin drafting their informational nonfiction reports. The last two weeks of the unit are spent exploring nonfiction craft and conventions and integrating these as appropriate into their final drafts.

The structure of this unit can be used as a model when having students research, write, and publish on topics other than countries, including states, animals, nature topics, and other social studies or science topics.

## GETTING READY TO WRITE

### 1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other's names (see "Do Ahead" on page 337). Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Explain that over the next six weeks partners will work together to explore writing nonfiction. They will hear and discuss nonfiction books and write about topics that interest them.



Have partners take a couple of minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

**Q** *What did you learn about the writing your partner has done this year?*

## Materials

- *Australia*
- *Everything Reptile* from Unit 1
- "Writing Time" chart (WA1)

## Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today's lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

## Teacher Note

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

### Teacher Note

If necessary, remind the students to use the discussion prompts to connect their ideas to those of others. The prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

### Teacher Note

You might point out that Australia is both a continent and a country. Explain that the United States is a country on the North American continent, along with Mexico and Canada. Point out the North American continent and indicate the rough location of each of the three countries.

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8). For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



All of the read-aloud books in this unit feature glossaries. Glossaries are introduced on Day 2 of this week.

## 2 Introduce Nonfiction

Show the cover of *Everything Reptile* from Unit 1. Remind the students that they heard this example of nonfiction earlier in the year. Ask and briefly discuss:

**Q** *What do you know about nonfiction?*

#### Students might say:

“Nonfiction is real. It’s about true things.”

“I agree with [Elias] because you can learn facts from nonfiction.”

“It’s not a made-up story.”

“In addition to what [Wendy] said, I think it can be about science, like animals or planets.”

Point out that nonfiction writers write about real things that they are curious about. They write about these topics in a way that helps readers become curious about them as well. Explain that in the coming weeks the students will hear different examples of nonfiction to help them get ideas for their own nonfiction writing.

## 3 Read Parts of *Australia* Aloud

Show the cover of *Australia* and read the title and author’s name aloud. Show page 4 and identify Australia on the map; then ask and briefly discuss:

**Q** *What do you think you know about Australia? What would you like to know?*

Explain that you will read parts of the book aloud, and invite the students to think as they listen about what kinds of information the author gives in this book.

Read pages 5–9, 12–13, and 16–19 slowly and clearly, showing the photographs and pointing out features (such as maps, headings, captions, and the graph on page 16) as you read them. Clarify vocabulary as you read.

### Suggested Vocabulary

**equator:** imaginary line around the middle of Earth halfway between the North and South Poles (p. 5)

**climate:** usual weather in a place (p. 5)

**tropical:** hot and rainy (p. 7)

**marsupials:** animals that carry their young in pouches (p. 13)



## ELL Vocabulary

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

**unique:** not like anything else (p. 5)

**coast:** land that is next to an ocean or a sea (p. 7)

**deserts:** very dry areas of land (p. 7)

**coral reef:** long line of hard material on the sea bottom (p. 13)

**population density:** how close together people live (p. 16)

**least populated continent:** continent with the fewest people (p. 17)

## 4 Discuss the Book

Ask:



**Q** *What are some things you learned about Australia from the parts I read? Turn to your partner.*

Have a few volunteers share what they learned.

Ask and briefly discuss:

**Q** *What else would you like to know about Australia?*

Show the table of contents and read some of the chapter headings aloud. Explain that interested students may read more chapters about Australia on their own later, if they wish.

## 5 Discuss Countries of Interest

Use “Think, Pair, Share” to discuss:



**Q** *What other country would you like to read about, and why? [pause] Turn to your partner.*

Have a few volunteers share their ideas with the class. As they report, follow up by asking:

**Q** *What do you want to know about the country you picked?*

Explain that during Writing Time today the students may make a list of countries that interest them, write things they would like to know about a country, or write about anything they choose. Make *Australia* available for the students to look at, if they wish.

## WRITING TIME

### 6 Write Independently

Have the students sit at desks with partners together. Display the “Writing Time” chart (WA1) and have them write for 20–30 minutes.

### Teacher Note

To review the procedure for “Turn to Your Partner,” see Unit 1, Week 1, Day 2 (page 11). To see an example, view “Using ‘Turn to Your Partner’ ” (AV11).



### Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 32). To see an example, view “Using ‘Think, Pair, Share’ ” (AV13).



### Teacher Note

Note that on Days 1 and 2 of the unit, the students may write nonfiction or anything else they choose. On Day 3, after exposure to a few more examples of nonfiction, they will all begin writing in this genre.

### Writing Time

- Write a list of countries that interest you.
- Write things you'd like to know about a country.
- Write about anything you choose.

If necessary, remind the students to double-space their writing. Also, review that during silent writing there should be no talking, whispering, or walking around. Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Encourage them to listen carefully, as they will be responsible for sharing what their partners wrote about with the class.

After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when talking and sharing your writing?*

### ELL Note

You might provide the prompt “My partner wrote about . . .” to your English Language Learners to help them verbalize their answers to this question.

# Day 2

## Exploring Nonfiction

### Materials

- *Kenya: A Question and Answer Book*
- *Australia* from Day 1
- World map
- “Writing Time” chart (WA2)

### In this lesson, the students:

- Hear and discuss expository nonfiction
- Explore how information is organized and presented
- Quick-write questions they could ask about other countries
- Cultivate curiosity

### ABOUT CULTIVATING CURIOSITY AS A WRITER

Curiosity is an important quality for students to cultivate, both as readers and as budding writers of nonfiction. We want them to learn that they do not need to know everything about a topic before they start writing about it; it is enough to be curious about it and know how to go about finding information. Writing is

a process of discovering what we do not know, finding out about those things, and communicating about them in a way that informs and/or makes others curious, too.

This is a good time of year to schedule field trips to stimulate the students' curiosity about topics that they can then research back in the classroom. Consider taking the students to diverse neighborhoods or cultural events.

## GETTING READY TO WRITE

### 1 Discuss Curiosity

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students began exploring nonfiction. They heard parts of the book *Australia* and thought about countries they are curious about. Ask and briefly discuss:

**Q** *Why might curiosity be an important quality for a writer to have?*

**Students might say:**

"It's good for writers to be curious so they can find out lots of interesting things and write about them."

"If writers aren't curious, they won't get interested in anything to write about."

Explain that writers do not need to know a lot about a topic when they begin writing about it, but they do need to be curious about it. By researching things they are curious about, they gather interesting information that they can share with others in their writing.

Explain that today the students will hear a nonfiction book that is also about a country but is written in a different style than *Australia*.

### 2 Read Aloud and Discuss Parts of *Kenya: A Question and Answer Book*

Show the cover of *Kenya: A Question and Answer Book* and read the title and author's name aloud. Tell the students that in this book, Sara Louise Kras writes some questions about a country called Kenya, and then answers these questions.

Locate Kenya on the classroom world map, and note that it is a country on the continent of Africa. Ask:



**Q** *What are you curious to know about this country? Turn to your partner.*

Have a few volunteers share what they would like to know.

Show the table of contents on page 3 and explain that it lists the questions that the author writes about. Read some of the questions aloud. Tell the students that the author includes some special features that give more information about Kenya. Read the list of features aloud.

#### Teacher Note

For more information about expository nonfiction, view "Cultivating Curiosity in Expository Writing" (AV47).



#### ELL Note

If necessary, define *curiosity* as "a wish to know more about something."

Show and read pages 4–5, pointing out the map and its legend. Explain the legend symbols, such as the star for the capital city, and locate those symbols on the map.

Read pages 6–7, 16–19, and 24–27 slowly and clearly, showing the photographs and pointing out features (such as headings, fact boxes, graphs, and captions) as you read them. Clarify vocabulary as you read.

### Suggested Vocabulary

**United Kingdom:** English-speaking country in Europe on an island near France (locate on a world map) (p. 6)

**ethnic:** having to do with a group of people who share a language, culture, and way of life (p. 24)

**livestock:** farm animals that are kept, raised, and used by people (p. 26)

### ELL Vocabulary

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

**merchants:** people who sell things (p. 24)

**herd cattle:** gather and move animals used for meat or milk (p. 24)

**crops:** plants that are grown and used by people (p. 26)

Show pages 28–32 and read the title and something on each page to acquaint the students with the features. (For example, on page 28 you might read the average temperatures in January and in July and compare these to the temperatures during those months where you live.) After you read the heading “Glossary” on page 30, explain that this is a list of words that the author defines for the reader. Point out that the words are listed in alphabetical order. Ask and briefly discuss:

**Q** *What is something you learned from this book about Kenya?*

**Q** *What is a question the author didn’t answer that you would like to know more about?*

Use “Think, Pair, Share” to discuss:

 **Q** *What are some different ways that the author provides information about Kenya in this book? [pause] Turn to your partner.*

Have volunteers share their thinking.

#### Students might say:

“She asks and answers questions.”

“She includes pictures with captions.”

“There are boxes with interesting facts.”

“I saw maps and graphs.”

### 3 Quick-write: Generating Questions About Countries

Have the students open their notebooks to the writing ideas section. Ask them to think quietly for a moment about the following questions:

Q *If you were going to write a question-and-answer book about another country, what country would you choose?*

Q *What questions could you write about?*



Have the students take 5 minutes to jot down their questions. Then have them discuss their questions in pairs.

Signal for the students' attention and give them a few minutes to write any additional questions they thought of while they were talking. Have a few volunteers share some of their questions with the class.

Explain that during Writing Time today the students may add to their lists of questions, add to the lists of countries that they started yesterday, write something they know about a country, or write about anything they choose. Make *Kenya: A Question and Answer Book* available for the students to look at, if they wish.

## WRITING TIME

### 4 Write Independently

Ask the students to return to their seats with partners sitting together. Display the "Writing Time" chart (WA2) and have them write silently for 20–30 minutes.

#### Writing Time

- Add to the list of questions you started in the quick-write.
- Add to the list of countries that you started yesterday.
- Write something you know about a country.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Writing and Reflect on Curiosity



Ask partners to talk briefly about what they wrote about today. Ask them to be ready to share with the class what their partners wrote about.



#### ELL Note

If necessary, simplify these questions by rephrasing them in the following way:

Q *What country do you want to know more about?*

Q *What do you want to know about that country? How can you write that as a question?*

#### Teacher Note

If you notice that students are experiencing difficulty writing questions, stop and have a few students share the questions they have written and/or suggest a few of your own. Then have the students resume writing for a few more minutes.

After a moment, signal for their attention and ask:

Q *What did your partner write about today?*

Q *What did your partner write that you are curious to know more about?*

Have a few volunteers share with the class.

# Day 3

## Exploring Nonfiction

### Materials

- *Mexico*
- *Kenya: A Question and Answer Book* from Day 2
- *Australia* from Day 1
- World map
- Chart paper and a marker
- Expository nonfiction books, magazine articles, and other written materials about a variety of countries, collected ahead
- “Writing Time” chart (WA3)
- “Class Assessment Record” sheet (CA1)

### In this lesson, the students:

- Hear, read, and discuss expository nonfiction about countries
- Explore how information is organized and presented
- Write about what they learned and what they are curious about
- Share materials fairly
- Discuss and solve problems that arise in their work together

## GETTING READY TO WRITE

### 1 Briefly Review

Gather the class with partners sitting together, facing you. Review that the students heard parts of two nonfiction texts this week. In *Australia*, the author used pictures and text to tell facts about the country. The author of *Kenya: A Question and Answer Book* used questions and answers to organize information.

Explain that today the students will hear a book about another country. Invite them to think about how this book presents information in a way that is similar to or different from the other two books.

### 2 Read Aloud and Discuss Parts of *Mexico*

Show the front cover of *Mexico* and read the title aloud. Show the photograph of the author on the back cover and read her name aloud. Then show and read the table of contents on page 3. After you read the “Glossary” heading, show page 30 and review that a glossary is a list of words that the author defines for the reader. Remind the students that glossaries list words in alphabetical order. Return to the table of contents and read the remaining headings aloud. After you read the

“Index” heading, show page 32 and read a few items in the index. Ask and briefly discuss:

**Q** *Why might it be helpful to a reader to have an index in a book?*

Explain that you will read a few of the chapters aloud and that you will use the glossary to define words as you read. Read pages 4–6, 10–13, and 22–25 aloud slowly and clearly, showing the photographs and pointing out features (such as headings, captions, maps, the chart on page 13, and the “fun fact” and “Did you know?” features) as you read them. Define each word in bold as you read by turning to the glossary on page 30 and showing and reading the definition.

Ask and briefly discuss:

**Q** *What were you surprised to learn about Mexico?*

**Q** *How is this book similar to Kenya: A Question and Answer Book? How is it different?*

Show the table of contents on page 3 again and ask:

**Q** *How did Colleen Sexton organize information about Mexico?*

**Students might say:**

“I was surprised to learn that there are so many wild animals in Mexico.”

“All the chapter titles in the book about Kenya are questions. In this book, only the first chapter title is a question.”

“The book about Kenya has boxes titled ‘Fact!’ that give extra information. The book about Mexico has boxes, too, but they’re titled ‘fun fact.’”

“Colleen Sexton thought of different kinds of information to include, like information about Mexico’s land and wild animals. She wrote a chapter about each kind of information.”

As the students report ideas, record them on a piece of chart paper titled “Ways to Present Nonfiction Information.”

### **3** Discuss Nonfiction Resources

Explain that the students have now heard three books about countries and that they will have a chance to learn and write about other countries as well. Later in this unit, each pair of students will select a country to research in detail, write about it, and share their writing with the class. To prepare, they will spend the rest of this week and next week exploring different countries they are curious about.

Emphasize that the students should not become attached to any particular country at this point; the goal for the next week is to explore many different countries rather than any one country in depth.

#### **Teacher Note**

Save the “Ways to Present Nonfiction Information” chart to use on Day 4 and throughout the unit.

## Teacher Note

Some options for distributing the nonfiction books and materials are:

- While the class is still gathered, read the titles of some of the books aloud and hand books to the students who show interest in those topics.
- Lay the materials out on a table and call table groups to come and browse.
- Expand the nonfiction area of the class library and invite the students to browse and help themselves.
- Place a selection of materials in several baskets and rotate the baskets among table groups over the coming days.



## ELL Note

Consider finding resources about countries written in your students' primary languages.

## Teacher Note

Note that the Writing Time is shortened for a few days to accommodate the reading of nonfiction texts.

Direct the students' attention to the nonfiction books and materials you have collected. Explain that they may explore these resources as well as any others they might find (for example, at the library or on the Internet) about countries that interest them. Explain that the students will need to share these resources over the coming weeks, and ask:

- Q *What will we need to do to share these books and materials fairly?*
- Q *If someone is reading a book you want to look at, what can you do?*
- Q *If you are reading a book someone else is interested in, what can you do to share it fairly?*

Encourage the students to try the methods they suggested for sharing the materials fairly. Tell them you will check in with them at the end of the lesson to see how they did.

Explain how you will distribute the materials, and then have partners sit together at desks.

## WRITING TIME

### 4 Read Nonfiction Texts About Countries

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about countries they are curious about. Interested students might visit the school library or search online during this period. Be ready to assist the students with finding information about countries and topics that interest them.

### 5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use “Think, Pair, Share” to discuss:



- Q *What did you find out from your reading today, and what are you curious about?* [pause] *Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

#### Students might say:

“I read about Japan. I found out that warriors in ancient times were called *samurai*. I'm curious to know what the samurai were like.”

“I read about Argentina. I found out that December is summer and June is winter in Argentina. I want to know what it's like to have New Year's Eve in the summer.”

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have them write silently for 5–10 minutes.

### Writing Time

- Write one or two interesting things you found out about a country.
- Write one or two things you are curious to know.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write about things they have learned or are curious about?

If you notice many students struggling to write, call for their attention and model writing as a class. Call on a volunteer to report what she read about, interesting things she learned, and things she is curious about. Record this information where everyone can see it. After modeling, have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 84 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to explore countries tomorrow.

Ask the students to return the nonfiction materials they read today so others can read them tomorrow. Remind them not to become attached to any particular book or country at this point; they will explore many different countries before choosing one to explore in depth.

## SHARING AND REFLECTING

### 6 Reflect on Sharing Materials Fairly

Ask and briefly discuss:

- Q *What did you do to share the books and materials fairly today?*
- Q *What problems did you have sharing the materials? What can we do tomorrow to avoid those problems?*

### Teacher Note

Keep the collection of expository nonfiction texts available for the students' use throughout this unit.

#### Students might say:

"I was waiting to look at the book about China, but the person who was reading it gave it to someone else when she was done."

"Maybe we could put a self-stick note on the front of the book with the names of the people who want to look at it."

"I agree with [Ron]. Then we can just pass the book to the next person on the list."

"In addition to what [Ron and Darlene] said, I think we should try not to take too long with a book if we know other people want to see it."

Explain that you will remind the students about their proposed solutions before they browse nonfiction books again tomorrow.

# Day 4

## Exploring Nonfiction

### Materials

- *A Visit to Italy*
- *Mexico* from Day 3
- World map
- "Ways to Present Nonfiction Information" chart from Day 3
- Chart paper and a marker
- Collected nonfiction texts
- "Writing Time" chart (WA3) from Day 3

### In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Explore how information is organized and presented
- Write about what they learned and what they are curious about
- Share materials fairly
- Assess how a solution is working and modify it, if necessary

## GETTING READY TO WRITE

### 1 Briefly Review

Gather the class with partners sitting together, facing you. Show the cover and table of contents of *Mexico*. Ask:

**Q** *What do you remember about the book Mexico?*

**Q** *How is the information organized and presented in this book?*

If necessary, remind the students that information in *Mexico* is organized into chapters by topic.

Explain that the students will hear another nonfiction book organized by topic today. Encourage them to think as they listen about what the topics are.

## 2 Read Aloud and Discuss the First Half of *A Visit to Italy*

Show the cover of *A Visit to Italy* and read the title aloud. Locate Italy on a world map and point out that it is a country on the continent of Europe. Show and read aloud the table of contents on page 3 and ask:

**Q** *What are some things we might learn from this book?*

Read the sentence under the table of contents, and then show the glossary on page 31. Explain that you will use the glossary to define words as you read the first half of the book aloud.

Read pages 4–17 aloud slowly and clearly, showing the photographs and pointing out features (such as headings and captions) as you read them. Define the words in bold type as you read by turning to the glossary on page 31 and showing and reading the definitions.

Ask and briefly discuss:

**Q** *What is something you learned about Italy from this book?*

**Q** *How is this book similar to the book Mexico? How is it different?*

**Q** (Show the table of contents on page 3.) *How did the author organize information about Italy?*

As the students report ideas, add them to the “Ways to Present Nonfiction Information” chart.

### Students might say:

“I learned that Italy is shaped like a boot.”

“Both books have lots of photos and captions.”

“Both have some of the same sections at the back of the book, like a glossary, an index, and a list of interesting facts.”

“Almost all of the chapter titles in *A Visit to Italy* are one word. Some of the chapter titles in the book about Mexico tell a little more, like ‘Going to School’ and ‘A Land of Contrasts.’”

Explain that you will read aloud the rest of the book tomorrow.

## 3 Brainstorm Topics

Point out that *A Visit to Italy* is organized by topics, such as homes, food, and clothes. Use “Think, Pair, Share” to discuss:



**Q** *If we were going to write a book like A Visit to Italy called A Visit to Our Country, what topics might we write about? [pause] Turn to your partner.*

After a moment, ask volunteers to report their suggestions and record them on a sheet of chart paper titled “A Visit to Our Country.”

## A Visit to Our Country

Where You'll Find Us

Our History

Our Food

Our Fashions

### Teacher Note

Save the “A Visit to Our Country” chart to use on Day 5.

Explain that during Writing Time today the students will continue to explore information about countries they are curious about. Encourage them, as they read, to notice how information is organized by topic. Remind them of your expectations regarding the handling of collected materials, and remind them of any solutions they proposed yesterday for sharing the materials more fairly. Tell them you will check in with them later to see how they did. Have partners sit together at desks.

## WRITING TIME

### 4 Read Nonfiction Texts About Countries

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about countries they are curious about. Interested students might visit the school library or search online. Be ready to assist the students with thinking about countries and topics and finding information about them.

### 5 Write About Nonfiction Reading

Call for the students’ attention and have them close their books and other materials. Ask and briefly discuss:

**Q** *When reading today, what did you notice about how the information is organized?*



**Q** *What did you find out from your reading, and what are you curious to know more about? [pause] Turn to your partner.*

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

### Teacher Note

As the students work, ask individuals what they notice about how information is organized in the sources they are reading.

### Writing Time

- Write one or two interesting things you found out about a country.
- Write one or two things you are curious to know.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

Ask the students to return the nonfiction materials they read today so others can read them tomorrow.

## SHARING AND REFLECTING

### 6 Reflect on Writing and Sharing Materials Fairly

Invite interested students to read aloud what they wrote today in their notebooks. Ask and briefly discuss questions such as:

- Q *What did you hear your classmates share that makes you curious?*
- Q *What did you do to share the materials fairly today? How did that work?*
- Q *What problems, if any, are we still having with sharing materials fairly? What else can we do to avoid those problems next time?*

### Materials

- *A Visit to Italy* from Day 4
- “A Visit to Our Country” chart from Day 4 and a marker
- Collected nonfiction texts
- “Writing Time” chart (WA3) from Day 4

### In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Explore how information is organized and presented
- Write about what they learned and what they are curious about
- Share materials fairly
- Assess how a solution is working and modify it if necessary

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Show the cover and table of contents of *A Visit to Italy*. Ask:

Q *What do you remember about A Visit to Italy?*

Q *How is the information organized and presented in A Visit to Italy?*

If necessary, remind the students that information in *A Visit to Italy* is organized into chapters by topic.

Explain that the students will hear the second half of *A Visit to Italy* today. Encourage them to pay attention to what the topics are as they listen.

### 2 Read Aloud and Discuss the Second Half of *A Visit to Italy*

Show the glossary on page 31 and explain that you will use the glossary to define words as you read the second half of the book aloud.

Read pages 18–29 aloud slowly and clearly, showing the photographs and pointing out features (such as headings and captions) as you read them. Clarify vocabulary in bold as you read by turning to the glossary on page 31 and showing and reading the definition.

Ask and briefly discuss:

Q *What is something you learned about Italy from the second half of this book?*

### 3 Brainstorm Topics

Remind the students that *A Visit to Italy* is organized by topics, such as language, school, and free time. Direct the students’ attention to the “A Visit to Our Country” chart and read aloud the topics listed on it. Use “Think, Pair, Share” to discuss:



Q *If we were going to write a book called A Visit to Our Country, what other topics might we write about? [pause] Turn to your partner.*

After a moment, ask volunteers to report their suggestions and add them to the chart.



Explain that during Writing Time today the students will continue to explore information about countries they are curious about. Encourage them, as they read, to notice how information is organized by topic. Remind them of your expectations regarding the handling of collected materials, and remind them of any solutions they proposed yesterday for sharing the materials more fairly. Tell them that you will check in with them later to see how they did.

Have the students get their notebooks and pencils and sit at desks with partners together. Make *A Visit to Italy* available for the students to look at, if they wish.

## WRITING TIME

### 4 Read Nonfiction Texts About Countries

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about countries they are curious about. Interested students might visit the school library or search online. Be ready to assist the students in thinking about countries and topics and finding information about them.

### 5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Ask and briefly discuss:

Q *When reading today, what did you notice about how the information is organized?*



Q *What did you find out from your reading, and what are you curious to know more about?* [pause] *Turn to your partner.*

#### Teacher Note

As the students work, ask individuals what they notice about how information is organized in the sources they are reading.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (C WA3) and have the students work silently on the charted tasks for 5–10 minutes.

WA3

### Writing Time

- Write one or two interesting things you found out about a country.
- Write one or two things you are curious to know.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing and Sharing Materials Fairly

Invite interested students to read aloud what they wrote in their notebooks today. Ask and briefly discuss questions such as:

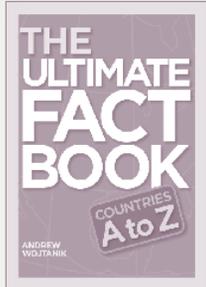
- Q *What did you hear your classmates share that makes you curious?*
- Q *What did you do to share the materials fairly today? How did that work?*
- Q *What problems, if any, are we still having with sharing materials fairly? What else can we do to avoid those problems next time?*

Explain that next week the students will continue to explore other countries they are curious about. Later in this unit, each pair of students will select a country to research in detail and then write about it and share their writing with the class.



# Week 2

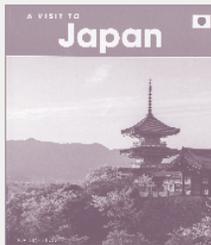
## OVERVIEW



### ***The Ultimate Fact Book***

by Andrew Wojtanik

Written by an eighth-grader, this book gives facts about all the countries of the world.



### ***A Visit to Japan***

by Peter and Connie Roop

Japan's language, history, people, and culture are explored.



## Online Resources

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

### **Whiteboard Activity**

- WA3

### **Assessment Forms**

- “Class Assessment Record” sheets (CA2–CA3)

### **Professional Development Media**

- “Asking Facilitative Questions” (AV22)
- “Adapting Lessons for English Language Learners” (AV32)

## Writing Focus

- Students hear and discuss expository nonfiction.
- Students think about different ways to organize and present information in nonfiction.
- Students read and write about countries that interest them.
- Students cultivate and express curiosity.

## Social Development Focus

- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another's writing.

## DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 85 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, collect globes, atlases, and maps to help the students identify countries they might wish to research and write about.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA3) on page 86 of the *Assessment Resource Book*.

## TEACHER AS WRITER

*“Writing is like exploring. . . . As an explorer makes maps of the country he has explored, so a writer’s works are maps of the country he has explored.”*

— Lawrence Osgood

Choose one of the topics you listed last week and write that topic at the top of a blank page in your notebook. Then write five questions you have about that topic and five places you could go to look for answers. For example, you might write:

### The Netherlands

- What languages are spoken there?
- What are the major industries?
- How is the country governed?
- What famous people come from there?
- What will I want to see and do if I visit?

Places to look for answers might include a world atlas, library books, the Internet, a globe, and travel books.

# Day 1

## Exploring Nonfiction

### Materials

- *The Ultimate Fact Book*
- Collected nonfiction texts from Week 1
- “Writing Time” chart (WA3) from Week 1
- “Ways to Present Nonfiction Information” chart from Week 1

### In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Write about what they learned and what they are curious about
- Share materials fairly

## GETTING READY TO WRITE

### 1 Briefly Review Nonfiction

Gather the class with partners sitting together, facing you. Remind the students that last week they began exploring nonfiction writing, or writing that gives true information about real things. Explain that they will continue to hear, read, and discuss nonfiction this week in preparation for selecting a country to research and write about next week.

### 2 Read Aloud Parts of *The Ultimate Fact Book* and Discuss

Show the cover of *The Ultimate Fact Book* and read the title and author’s name aloud. Explain that the author, who is an adult now, wrote this book when he was in middle school and preparing for a national contest. Read page 9 aloud, stopping after “For example, you won’t find rain forests listed for Iceland.” Clarify vocabulary as you read.

### Suggested Vocabulary

**geography:** the study of Earth and its physical features

**independent:** not ruled by another country

**physical:** having to do with the land

**political:** having to do with the government and people

**environmental/economic:** having to do with the climate, natural resources, and how people in the country make money

Show pages 19 and 20 and explain that the author organized the information about Afghanistan by first listing some basic facts about the country and then providing information in three categories—physical, political, and environmental/economic. Read the basic information and a fact or two in each category aloud. Point out that a map of the country is also provided.

Ask and briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.

**Q** *What facts did you hear about Afghanistan?*

**Q** *What are you curious to know about Afghanistan?*

Repeat this process with Zimbabwe on pages 376–377 of the book.

Explain that during Writing Time today the students will continue to explore information about countries that they are curious about. Remind them of your expectations regarding the handling of collected materials. Have partners get their notebooks and pencils and sit together at desks. Make *The Ultimate Fact Book* available for the students to look at on their own, if they wish.

## WRITING TIME

### 3 Read Nonfiction Texts About Countries

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about countries they are curious about.

Interested students might visit the school library or search online during this period. Be ready to assist the students in finding information about countries that interest them.

### 4 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Ask and briefly discuss:

**Q** *When reading today, what did you notice about how the information you looked at is organized?*



**Q** *What did you find out from your reading today, and what are you curious about? [pause] Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

#### Writing Time

- Write one or two interesting things you found out about a country.
- Write one or two things you are curious to know.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Nonfiction

Ask and briefly discuss questions such as:

- Q *You've had a chance so far to hear and read several nonfiction texts. What have you learned about nonfiction?*
- Q *What are some different ways that you've noticed authors organize and present nonfiction information?*

As volunteers share ways authors communicate nonfiction, add any methods not yet listed to the “Ways to Present Nonfiction Information” chart.

Invite interested students to read aloud what they wrote in their notebooks today.

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## EXTENSION

### Read More About Andrew Wojtanik

The students may be interested to know more about the young author of *The Ultimate Fact Book*. Read and discuss the “Note from the Author” on pages 7–8. Be ready to clarify vocabulary, if needed.

# Day 2

## Exploring Nonfiction

### Materials

- *A Visit to Japan*
- World map
- Collected nonfiction texts
- Chart paper and a marker
- “Writing Time” chart (WA3) from Day 1

### In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Quick-write about things they want to know about countries
- Write about what they learned and what they are curious about

## GETTING READY TO WRITE

### 1 Discuss Curiosity

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that it is important for nonfiction writers to be curious about many things and that learning

a little bit about a topic can often lead to greater curiosity about it. Remind the students that they have let their curiosity guide their exploration of nonfiction about countries. Ask them to review their writing from the past few days and think about what they have learned and what they would like to know more about.

After a few minutes, call for the students' attention and explain that today you will read a book about Japan. Ask:



**Q** *What are some things you are curious to know about Japan? Turn to your partner.*

Have a few volunteers share what they would like to know with the class. Invite the students to notice if the parts of the book you read provide information about some of the things they want to know about Japan and to think about what else they would like to know.

## **2** Read Aloud and Discuss Parts of *A Visit to Japan*

Show the cover of *A Visit to Japan* and read the title and the authors' names aloud. Show the table of contents on page 3 and read the topics aloud. Point out that the authors have included some special features at the end of the book. Read the titles of these special features aloud.

Read pages 4–5 and discuss the map on page 4. Locate Japan on your classroom world map and explain that even though Japan is made up of islands, it is considered part of the continent of Asia.

Show the table of contents again and invite the students to suggest a chapter for you to read aloud. Read aloud the chapter, showing the photographs and pointing out features (such as headings and captions) as you read them. Define words in bold type as you read by using the glossary on page 31 of the book. Follow the same procedure to read a few more chapters, stopping after you have read about a third of the items listed in the table of contents.

Ask and briefly discuss:

**Q** *What did you learn about Japan that you were curious about?*

**Q** *What questions did this book raise for you?*

## **3** Quick-write: What I Want to Know About a Country

Ask the students to think quietly to themselves for a minute or two about the following question:

**Q** *If you found out that you were taking a trip to another country—someplace you've never been—what would you want to know about that country?*

Have the students turn to the next blank page in their notebooks, title it “What I Want to Know About a Country,” and list some things they would like to know.



After about 5 minutes, call for the students' attention and ask partners to share their lists with each other. After the partners have talked, ask a few volunteers to share some of the topics on their lists with the class. As they report, record their ideas on a sheet of chart paper titled "Things We Want to Know About Countries."

## Things We Want to Know About Countries

Where is it?

What language do the people speak?

What do they eat?

What holidays do they have?

Explain that during Writing Time the students may continue to browse the nonfiction materials and read about countries that interest them. Invite them to look for information about any of the topics or questions listed on the chart. Remind them of your expectations regarding the handling of collected materials, and have partners sit together at desks. Make *A Visit to Japan* available for the students to look at on their own, if they wish.

## WRITING TIME

### 4 Read Nonfiction Texts About Countries

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about countries they are curious about. Interested students might visit the school library or search online during this period. Be ready to assist the students in finding information about countries that interest them.

### 5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use "Think, Pair, Share" to discuss:



**Q** *What did you find out from your reading today, and what are you curious about?* [pause] *Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

### Writing Time

- Write one or two interesting things you found out about a country.
- Write one or two things you are curious to know.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Ask and briefly discuss:

- Q *What is a topic that you explored? What did you find out?*
- Q *What else would you like to add to our “Things We Want to Know About Countries” chart?*

As the students suggest topics, add them to the chart.

### Teacher Note

Save the “Things We Want to Know About Countries” chart to use on Day 3 and throughout the unit.

## Exploring Nonfiction

## Day 3

### In this lesson, the students:

- Hear, read, and discuss expository nonfiction
- Quick-write about things they want to know about countries
- Write about what they learned and what they are curious about
- Share materials fairly

## GETTING READY TO WRITE

### 1 Briefly Review *A Visit to Japan*

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that they

### Materials

- *A Visit to Japan* from Day 2
- Collected nonfiction texts
- “Things We Want to Know About Countries” chart from Day 2 and a marker
- “Writing Time” chart (WA3) from Day 2
- “Class Assessment Record” sheet (CA2)

have been letting their curiosity guide their exploration of nonfiction about countries. Review that yesterday they heard a few chapters from the book *A Visit to Japan*. Ask and briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.



**Q** *What are some things you learned about Japan? Turn to your partner.*

**Q** *What else are you curious to know about Japan?*

Invite the students to notice if the parts of the book you read today provide information about some of the things they want to know about Japan and to think about what else they would like to know.

## **2** Read Aloud and Discuss Parts of *A Visit to Japan*

Show the table of contents again and invite the students to suggest a chapter for you to read aloud. Read aloud the chapter, showing the photographs and pointing out features (such as headings and captions) as you read them. Define words in bold by using the glossary on page 31 of the book. Follow the same procedure to read a few more chapters, stopping after you have read about a third of the items listed in the table of contents.

Ask and briefly discuss:

**Q** *What else did you learn about Japan that you were curious about?*

**Q** *What questions did this book raise for you?*

## **3** Quick-write: What I Want to Know About a Country

Remind the students that yesterday they did a quick-write about a country they have never been to. Ask the students to think quietly to themselves for a minute or two about another country they have never been to. Then ask:

**Q** *If you found out that you were taking a trip to another country you have never visited, what would you want to know about that country?*

Have the students turn to the next blank page in their notebooks, title it “What I Want to Know About a Different Country,” and list some things they would like to know.



After about 5 minutes, call for the students’ attention and ask partners to share their lists with each other. After the partners have talked, ask a few volunteers to share some of the topics on their lists with the class. As they report, record their ideas on the “Things We Want to Know About Countries” chart.

## Things We Want to Know About Countries

Where is it?

What language do the people speak?

What do they eat?

What holidays do they have?

What things do they make?

What do they do to relax?

What is the biggest city?

What is school like?

Explain that during Writing Time the students may continue to browse the nonfiction materials and read about countries that interest them. Invite them to look for information about any of the topics or questions listed on the chart. Remind them of your expectations regarding the handling of collected materials, and have partners sit together at desks.

## WRITING TIME

### 4 Read Nonfiction Texts About Countries

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about countries they are curious about. Interested students might visit the school library or search online during this period. Be ready to assist the students in finding information about countries that interest them.

### 5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use "Think, Pair, Share" to discuss:



**Q** *What did you find out from your reading today, and what are you curious about?* [pause] *Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (C WA3) and have the students work silently on the charted tasks for 5–10 minutes.

WA3

### Writing Time

- Write one or two interesting things you found out about a country.
- Write one or two things you are curious to know.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write information they have learned about other countries?

If you notice students struggling to write, call for the class’s attention and ask a few volunteers to read what they have written so far aloud. Then have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 85 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Ask and briefly discuss:

- Q *What is a topic that you explored? What did you find out?*
- Q *What else would you like to add to our “Things We Want to Know About Countries” chart?*

As the students suggest topics, add them to the chart.

**In this lesson, the students:**

- Hear, read, and discuss expository nonfiction
- Write about what they learned and what they are curious about
- Share materials fairly

**GETTING READY TO WRITE****1** Revisit *The Ultimate Fact Book*

Gather the class with partners sitting together, facing you. Show the cover of *The Ultimate Fact Book* and remind the students that they heard some facts about two countries, Afghanistan and Zimbabwe, from this book earlier in the week. Explain that you will read facts about a few more countries today.

Direct the students' attention to the classroom world map and ask:

**Q** *What country shall we read about?*

Use the students' suggestions to read select facts about several countries that interest them. For each country, read the basic information and a fact or two in each category—physical, political, and environmental/economic—and then discuss:

**Q** *What facts did you hear about [Brazil]?*

**Q** *What are you curious to know about [Brazil]?*

Explain that during Writing Time the students may continue to browse the nonfiction materials and read about countries they are interested in. Remind them of your expectations regarding the handling of collected materials. Have the students get their notebooks and pencils and sit at desks with partners together. Make *The Ultimate Fact Book* available for the students to look at on their own, if they wish.

**WRITING TIME****2** Read Nonfiction Texts About Countries

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about countries they are curious about. Interested students might visit the school library or search the Internet during this period. Be ready to assist the students in finding information about countries that interest them.

**Materials**

- *The Ultimate Fact Book* from Day 1
- World map
- Collected nonfiction texts
- “Things We Want to Know About Countries” chart from Day 3 and a marker
- “Writing Time” chart (WA3) from Day 3

### 3 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use "Think, Pair, Share" to discuss:



Q *What did you find out from your reading today, and what are you curious about?* [pause] *Turn to your partner.*

Q *What else would you like to add to our "Things We Want to Know About Countries" chart?*

After partners have shared, have a few volunteers share their thinking with the class. As they report, record their ideas on the "Things We Want to Know About Countries" chart.

Have the students open their notebooks to the next blank page. Display the "Writing Time" chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

WA3

#### Writing Time

- Write one or two interesting things you found out about a country.
- Write one or two things you are curious to know.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Writing

Invite interested students to read aloud what they wrote today in their notebooks. As the students share, discuss as a class questions such as:

Q *What can we ask [Jamal] about what he wrote?*

Q *What did you hear that makes you curious to learn more?*

#### ELL Note

Tomorrow partners will begin working on a joint nonfiction report about a country they agree to research.

If you have beginning English speakers, consider having each of them join an existing pair of fluent English speakers for this project. While you will need to provide support to trios to make sure pairs are integrating the third student and that they are sharing the work fairly, the benefit to ELLs of having two fluent English speakers to interact with and listen to will make this additional support worthwhile.

To learn more, view "Adapting Lessons for English Language Learners" (AV32).



## In this lesson, the students:

- Identify and list countries they are curious about in pairs
- Narrow their lists
- Reach agreement before making decisions
- Make fair decisions

## GETTING READY TO WRITE

### 1 Review Writing from the Past Two Weeks

Have the students get their notebooks and pencils and sit at desks with partners together. Explain that to get ready to write their nonfiction reports, each pair of students will list the countries they have explored up until now, identify any other countries that interest them, and narrow their list.

Have the students spend a few moments quietly rereading the writing in their own notebooks and circling any country names they have written.

### 2 Make a Joint List of Countries

After a few moments, call for the students' attention and explain that part of the writing process is to have choices of topics they might write about. Today partners will develop a joint list of countries they have read and written about so far. Provide each pair with a sheet of lined paper and have partners write their names on it.



Give partners a few minutes to make a joint list of all of the countries they have written about so far.

### 3 Identify Other Countries of Interest

When most pairs of students have completed their lists, call for their attention and ask:

**Q** *Did you and your partner read and write about any of the same countries? Which ones?*



**Q** *Which countries on your list are both of you curious about? Turn to your partner.*

Direct the students' attention to the maps, globes, and atlases you have collected. Explain that partners may use these resources today, in addition to the nonfiction books, to find at least three more countries that they both might be interested in researching and writing about. Suggest that they look for countries in areas of the world they have not

## Materials

- A sheet of lined paper for each pair of students
- Collected nonfiction texts
- Collected globes, maps, and atlases
- "Class Assessment Record" sheet (CA3)



### ELL Note

If you have decided to have ELL students join existing pairs, give the trios a few minutes to talk informally and get to know one another before they begin to work together.



### ELL Note

Monitor trios of students to make sure that ELLs are being integrated into the work and are contributing to the joint lists of countries.

### Teacher Note

If your students have not yet worked with an atlas, show one, explain that it is a book of maps, and discuss how it is organized.

### Teacher Note

You may want to let the students spread out around the classroom during the conferences so partners can hear one another.

yet explored. Explain that after they have added three more countries, they can use the resources to learn more about any of the countries on their lists. Ask:

- Q *What can you do to be sure both of you agree before adding a country to your list?*
- Q *If another pair is looking at a resource that you want to use, what can you do?*

## WRITING TIME

### 4 Identify More Countries of Interest



Give partners ample time to add at least three more countries that they are both interested in to their lists. As they work, walk around and observe them, assisting as needed.



### CLASS ASSESSMENT NOTE

Circulate among pairs. Observe the students and ask yourself:

- Are partners staying on task, using the resources and discussing the countries of interest to them?
- Are partners agreeing on countries to add to their lists?
- Are they able to find information about the countries they have chosen?

Support any pair that struggles by asking questions such as:

- Q *What countries are you thinking about adding to your list?*
- Q *If you can't agree on whether or not to add [Portugal] to your list, what can you do?*
- Q *If you can't find information on the country you're thinking about, what other country could you consider?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 86 of the *Assessment Resource Book*.

Call for the students' attention and have them put away their books and other materials. Ask and briefly discuss:

- Q *How did you make decisions about the countries to add to your list? Did you both think that was fair? If not, what might you do differently next time?*

### 5 Narrow the Lists

Explain that each pair of students will review their joint list and circle three countries that both partners are interested in researching and writing about. Use "Think, Pair, Share" to discuss:



- Q *What are some ways you and your partner can work together to choose countries? [pause] Turn to your partner.*

Have volunteers share their thinking.

**Students might say:**

"We can go through the list together and pick three that we both are curious about."

"We can each pick six and see if we have three of the same and choose those."

"Maybe I could agree to one country my partner really likes, she could agree to one I really like, and we could find one we both like."

Give partners a few minutes to agree on and circle three countries. Explain that next week they will decide together on one of the three countries to research and write about.

## SHARING AND REFLECTING

### 6 Reflect on Partner Work

Ask and discuss questions such as:

- Q *Today you and your partner worked together to make the first of many decisions you will make during the next few weeks. What did you do to make sure you both agreed before making a decision?*
- Q *Why is it important that your decision feels fair to both of you?*
- Q *How are we doing with building a caring writing community in our class? Why do you think so?*
- Q *What can we do to continue to make this a safe place for everyone to write and share their thinking?*

### Facilitation Tip

During this unit, we invite you to practice **asking facilitative questions** during class discussions to help the students respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q *Do you agree or disagree with [Daniel]? Why?*
- Q *What questions can we ask [Daniel] about what he said?*
- Q *What can you add to what [Daniel] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV22).



### Teacher Note

Have partners put their joint list in a safe place to use again next week.

# Week 3

## OVERVIEW

### Writing Focus

- Students select countries to research and write about.
- Students do pre-research writing about their countries.
- Students explore using effective Internet search terms.
- Students identify and use various sources of information.
- Students take notes in their own words.
- Students cultivate curiosity.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students work in a responsible way.
- Students act in fair and caring ways.



### Online Resources

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

#### Whiteboard Activities

- WA4–WA7

#### Assessment Forms

- “Class Assessment Record” sheets (CA4–CA5)
- “Conference Notes: Focus 1” record sheet (CN1)

#### Professional Development Media

- “Conferring About Expository Nonfiction” (AV46)
- “Supporting Note-taking and Partner Work” (AV48)
- “Creating a Class Blog” tutorial (AV76)

## **J** DO AHEAD

- ✓ Prior to Day 1, decide on a country (for example, Australia) that you will use to model the process of researching and writing an informational report. Collect resources about that country, such as books or information printed from online sources. Think ahead about what you know about the country you have chosen.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA4) on page 87 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, decide if you will allow small groups of students to visit the library, media center, computer lab, or another location in the school to research their countries during Writing Time. Arrange for this ahead of time with the librarian or other adults in the school.
- ✓ Prior to Day 2, generate four or five questions about the country you have chosen to use for modeling (for example, questions about the country’s animals, native people, schools, and sports). Identify passages in your sources that give information about these questions.
- ✓ Prior to Day 3, spend some time becoming familiar with a few search engines and decide which one you will use for modeling during the lesson. Many search engines are available, including some that are intended for students’ use. Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.
- ✓ Prior to Day 3, prepare a paper chart titled “How to Turn a Research Question into a Search Query” with the following numbered items on it:
  1. Write down your research question.
  2. Circle the words you definitely need.
  3. Cross out unnecessary words.
  4. Add or substitute more specific words, if needed.
  5. Decide in what order to write the words.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5) on page 88 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 94 of the *Assessment Resource Book*.

## TEACHER AS WRITER

*“Get your facts first, and then you can distort ’em as much as you please.”*

— Mark Twain

Choose another country from the list you made in Week 2 and repeat that activity. Write five questions that you have about the country and see if you can find answers to your questions at the library, on the Internet, or through other sources.

# Day 1

## Selecting Topics

### Materials

- *The Ultimate Fact Book* from Week 2
- A self-stick note for each pair
- World map
- “Pre-research Writing” chart (WA4)
- “Class Assessment Record” sheet (CA4)
- “Things We Want to Know About Countries” chart from Week 2 and a marker

### Teacher Note

To see an example of this technique, view “Supporting Note-taking and Partner Work” (AV48).



### In this lesson, the students:

- With a partner, select a country to research and write about
- Do pre-research writing about their countries
- Reach agreement before making decisions
- Make fair decisions
- Cultivate curiosity

### ABOUT SUPPORTING PARTNER WORK

In this unit, each student works with a partner to produce a nonfiction report about a country they both are curious about. Their writing in this unit will consist primarily of factual information they have found in books and other sources. The partner work is intended to support the students by inciting discussion about the facts they find, what those facts mean, whether they want to include those facts in their written report, and how they will write about those facts in their own words.

Both partners are responsible for the form and content of the final product, and each partner is responsible for researching and writing a part. During this process, partners talk about their thinking and learn from each other as they negotiate to reach agreements and make decisions together.

The cooperative work in this unit may challenge your students. The goals are for them to learn how to handle problems as they arise and to make decisions that both partners think are fair. If you notice partners struggling to work together, use these occasions as learning opportunities. Ask questions such as:

**Q** *What problem are you trying to solve? Why is it important to solve it?*

**Q** *What is a solution you can both live with, even if it's not your first choice?*

**Q** *Is that solution fair to both of you? Why or why not?*

### GETTING READY TO WRITE

#### 1 Briefly Review

Have the students bring their pencils and their joint lists of countries from last week and gather with partners sitting together, facing you. Review that the students have been hearing and discussing nonfiction texts about countries and exploring countries that interest them.

Show the cover of *The Ultimate Fact Book* and remind the students that Andrew Wojtanik wrote this book because he loves geography and wanted information to help him in the National Geographic Bee. Now he hopes that the book he has written will help others become interested in geography.

Explain that in the coming weeks each pair of students will explore and write about a country they are curious about. Like Andrew Wojtanik, they will write to satisfy their own curiosity and to help others understand and enjoy learning about the country they choose. They will then publish their report and put it in the nonfiction section of the class library.

## 2 Discuss and Select Topics



Remind the students that last week partners worked together to select three countries they might research and write about. Have partners review their three choices.

Signal for their attention and explain that they will now select one of the three countries they listed to research and write about in the coming weeks. Ask and briefly discuss:

**Q** *What can you do to make sure you choose a country that both you and your partner are curious about?*



Give each pair of students a self-stick note; ask partners to write their names on it and, once they decide, the name of the country they will research and write about. Provide several minutes for partners to choose a country. When most pairs of students are finished, call for their attention. Ask and briefly discuss:

**Q** *How did you and your partner make your decision? What are some ways that other partners decided?*

**Q** *What problems did you have making the decision? How did you handle those problems?*

Have the students in each pair report the name of the country they have chosen and put their self-stick note on that country on the classroom world map. If many students have chosen the same country or have chosen countries on only one or two continents, you might discuss the need to provide the class library with information about a greater variety of countries. Ask if any pairs of students are willing to research a second choice.

Use “Think, Pair, Share” to discuss:



**Q** *What do you notice about the countries we’ve chosen? [pause] Turn to your partner.*

Have volunteers share their thinking.

### Students might say:

“Most of the countries are above the equator.”

“Only a few of us will research countries in Asia.”

“Many of us are curious about countries in South America.”

## 3 Model Pre-research Writing About a Country

Tell the students that you have selected a country that you are curious about. You will research and write a report about this country to model



### ELL Note

Monitor trios of students to make sure that ELLs are participating in selecting the countries for their trios to research.

### Teacher Note

In the coming three weeks, you will model researching your chosen country, writing and organizing notes about it, and using the notes to begin writing a nonfiction report about it. (Diagrams throughout the unit show how to model the process for the students.) The students will follow your example to research and write about their own countries. Plan to research and take notes about your country, gathering additional resources if necessary, so you have notes to use in the modeling.

for the students what they will do in the coming weeks. Name the country (for example, Australia; see “Do Ahead” on page 375).

Explain that today the students in each pair will do some pre-research writing about their country to find out what they already know, or think they know, about it. Display the “Pre-research Writing” chart (WA4). Ask the students to watch as you think aloud about what you know, or think you know, about this country, and what else you are curious to find out. Write several sentences on the chart.

### Pre-research Writing

Australia is the only country that is also a whole continent. It is called “The Land Down Under” because it is located below the equator. Most of the people live along the coast. The center of Australia is called the “outback.” Australia is home to kangaroos and koalas. One thing I wonder about Australia is what kind of sports Australians like to play.

WA4

### Teacher Note

Save the “Pre-research Writing” chart (WA4) to use on Day 2 and throughout the unit.

Explain that during Writing Time each student will do some pre-research writing about her pair’s chosen country in her own notebook. Then partners will share what they have written with each other. Encourage the students to write freely about everything they know, or think they know, about their country, as well as what else they are curious to find out.

## WRITING TIME

### 4 Do Pre-research Writing

Have the students get their notebooks and sit at desks with partners together. Have them spend 15–20 minutes writing silently what they know, or think they know, about their country. Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write freely and with interest about their countries?

If you notice any student having difficulty writing, ask the student to tell you what he knows about the country. You might also ask whether he has written anything about this country in the past two weeks. If so, have the student review that writing. If not, ask the student to write what he is curious to know.

Record your observations on the “Class Assessment Record” sheet (CA4); see page 87 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect in Pairs on Pre-research Writing



Have partners read and discuss their pre-research writing with each other. After they have had time to share, ask and briefly discuss:

**Q** *What did your partner write about your country that you didn't write?*



**Q** *What are some things that you and your partner are both curious to know about your country? [pause] Turn to your partner.*

Add any topics not already listed to the “Things We Want to Know About Countries” chart.

Explain that tomorrow partners will continue to discuss what they are curious about and then begin their research.

#### Teacher Note

Collect any additional resources you can find related to your students' chosen countries to use in Day 2.

## Developing Research Questions

## Day 2

#### In this lesson, the students:

- Review and discuss pre-research writing
- Generate research questions about their countries
- Identify and use various sources of information
- Cultivate curiosity
- Reach agreement before making decisions
- Make fair decisions

#### ABOUT GENERATING RESEARCH QUESTIONS

This week and next, partners generate questions to research about the countries they have chosen and then research those questions. In today's lesson, you will model the process of generating several questions, drawing on the “Things We Want to Know About Countries” chart and your own pre-research writing for inspiration. Then partners will do the same. Generating research questions may prove challenging for your students. Support struggling students by asking questions such as:

**Q** *What is a question on the “Things We Want to Know About Countries” chart that you would like to ask about the country you are researching? How might you write that question?*

**Q** *What did you include in your pre-research writing that you would like to learn more about?*

After generating a list of questions, some students may become overly focused on finding the answers, ignoring other interesting information that could enrich

#### Materials

- “Pre-research Writing” chart (WA4) from Day 1
- “Things We Want to Know About Countries” chart from Day 1
- Chart paper and a marker
- A sheet of loose, lined paper for each pair
- Collected nonfiction texts from Weeks 1 and 2, as well as additional resources related to the students' chosen countries
- “Writing Time” chart (WA5)
- A folder for each pair of students

TEKS 13.A.i  
TEKS 13.A.ii  
Student/Teacher Narrative  
Step 1 (all)

their reports. Over the coming weeks, continue to discuss with your students the importance of approaching their research with curiosity. Encourage each pair of students to continue adding to their list of questions and to take notes on anything they find interesting about their chosen country, whether or not it answers one of their original questions.

## GETTING READY TO WRITE

### 1 Discuss Pre-research Writing

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that partners selected a country to research and write about together and that they did pre-research writing about the topic yesterday. Remind them that the purpose of pre-research writing is to help them see what they already know, or think they know, and to determine what they want to find out.

Display the “Pre-research Writing” chart (WA4) from yesterday, and read it aloud. Then look at the “Things We Want to Know About Countries” chart from yesterday and think aloud about questions you have about the country you are researching. Record these questions on a sheet of chart paper titled “Research Questions.”

#### You might say:

“I wrote a bit about the animals in Australia. I’d like to know more about them. I also wonder who the native people of Australia are. I’d also like to research what school is like for children in Australia and what sports Australians like to play.”

### Research Questions

What animals are found in Australia?

Who are the native people of Australia?

What is Australian school like?

What sports do Australians like to play?

### Teacher Note

Save the “Research Questions” chart to use on Day 3 and throughout the unit.

Point out that the students will have an easier time finding information about their topics if they have specific questions that they can research.

Explain that partners will now review their pre-research writing and together agree on four or five questions that they are both interested in researching.

## 2 Review Pre-research Writing and Brainstorm Research Questions



Ask the students to individually reread their pre-research writing from yesterday. Distribute a sheet of lined paper to each pair, and ask partners to agree on and write four or five questions about their chosen country that both partners are curious about.

When most pairs of students are finished, signal for their attention and have a few volunteers report their research questions to the class.

Briefly discuss:

**Q** *How did you and your partner agree on your research questions? What problems or challenges did you have? How did you handle them?*

Explain that during Writing Time today partners will begin looking for sources of information about their research questions.

## 3 Discuss Searching for Resources

Explain that partners may use multiple sources, including the nonfiction books you have gathered, other books or media materials available in the classroom or school library, or online resources. Ask:



**Q** *Where might you and your partner look for information about the questions you've chosen to research? Turn to your partner.*

If you have decided to have small groups of students visit the library, media center, or other locations in the school to look for resources, discuss how the students will take responsibility for themselves outside the classroom. Discuss:

**Q** *What will you do to act in a considerate and responsible way at the [library]? Why is that important?*

## WRITING TIME

### 4 Add to Research Questions and Search for Information



Have the students sit at desks with partners together. Display the “Writing Time” chart (WA5), and have the students work in pairs on the charted tasks for 20–30 minutes. Be ready to assist them in writing questions and finding information about their research questions.

TEKS 13.A.i  
TEKS 13.A.ii  
Student/Teacher Activity  
Step 2 (all)

TEKS 13.B.i  
Student/Teacher Narrative  
Step 3 (all)

TEKS 13.A.i  
TEKS 13.A.ii  
Student/Teacher Activity  
Step 4 (all, beginning on page 381  
and continuing on to page 382)

### Writing Time

- Add to your list of questions about your country.
- Search for information about your country.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Taking Responsibility During the Information Search

Ask and briefly discuss questions such as:

- Q *Who added a research question to your list? Tell us about it.*
- Q *What did you and your partner do today to act responsibly as you looked for resources?*
- Q *What problems did you have? What can you do tomorrow to avoid those problems? Why will it be important for you to try to avoid those problems?*

Explain that the students will continue to research their countries over the next couple of weeks. Distribute a folder to each pair of students, and have partners write their names on it. Explain that they will keep all of the papers related to their report in this folder. Have them place their sheet of research questions and any other loose papers in their folder. Have partners decide who will keep the folder until the next lesson.

## In this lesson, the students:

- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query
- Reach agreement before making decisions

## GETTING READY TO WRITE

### 1 Review and Introduce Searching for Information Online

Have the students bring their notebooks, folders, and pencils and gather with partners sitting together, facing the whiteboard. Review that each pair of students selected a country to research and write a nonfiction informational report about. They wrote down what they know about their country and then agreed on four or five research questions.

Review that to research their countries, the students may use multiple sources, including online resources. Explain that today the students will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a computer program that searches the Internet using words you type into a search bar. Finding the information you are looking for requires knowing how to choose the best words, or *search terms*, to type into a search engine.

### 2 Model Choosing the Best Terms for a Search Query

Direct the students' attention to the whiteboard with the search engine displayed and show where to type in the search terms. Explain that good researchers start with a research question and then identify words within the question to use for their search.

Direct the students' attention to the "Research Questions" chart. Choose one of your charted questions and rewrite it on a sheet of chart paper. Explain that you will use the question to help you identify a set of words for your search and that the set of words you choose is called a *search query*.

Explain that a search query tells a search engine exactly what information you are looking for. Search queries are not usually complete sentences because they only use words directly related to the focus of the search. Ask the students to listen carefully as you think aloud about how to change the question (for example, "What kinds of animals are there in Australia?") into a search query.

## Materials

- Whiteboard with a search engine displayed, prepared ahead
- "Research Questions" chart from Day 2
- Chart paper and a marker
- "How to Turn a Research Question into a Search Query" chart, prepared ahead
- "Writing Time" chart (WA6)

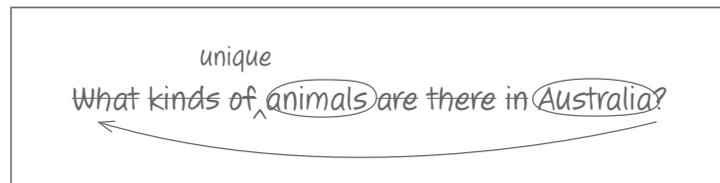
## Technology Tip

If after today's lesson your students need more support with choosing effective search terms, you might teach Technology Mini-lesson 4, "Choosing Effective Search Terms," which closely matches today's instruction. (If only some students need more support, you might teach Mini-lesson 4 just to those students.)

If your students do not need further support choosing search terms, you might skip Technology Mini-lesson 4 and teach Technology Mini-lessons 5-8, which provide further instruction on conducting online searches. If possible, teach this set of mini-lessons (located in Appendix A) in order and at corresponding stages in the students' research. For example, teach Technology Mini-lesson 7, "Evaluating Research Sources," after the students have searched for and collected several online sources. For more information, see "About Teaching the Online Research Lessons" on page 700.

**You might say:**

"I know I need the word *Australia* because it is the country I am researching, and I need the word *animals* because it will give me the specific information about Australia that I want. So *Australia* and *animals* are my keywords—I am going to circle them. I don't need the words *What*, *kinds*, *of*, *are*, *there*, and *in* because they don't say anything about the information I need, so I will cross them out. Now I have the words *animals* and *Australia*, but what I really want to know is what animals are unique to Australia, or found only in Australia, so I should add the word *unique* before *animals*. I think it makes sense to put the name of the country first, so my search query will be: *Australia unique animals*."



Type the search query into the search engine's search bar and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



**Q** Which of these results do you think will have information about [the unique animals of Australia]? Why? [pause] Turn to your partner.

If the students do not mention it, point out any results that look like they directly address your research question.

### **3** Choose the Best Terms for a Search Query

Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled "How to Turn a Research Question into a Search Query" (see "Do Ahead" on page 375). Read each step aloud.

#### How to Turn a Research Question into a Search Query

1. Write down your research question.
2. Circle the words you definitely need.
3. Cross out unnecessary words.
4. Add or substitute more specific words if needed.
5. Decide in what order to write the words.

Write another research question (for example, “What people are native to Australia?”) where everyone can see it and have the students copy it onto the next blank page in their notebooks. Explain that partners will read the question carefully and follow the steps on the chart to decide on a search query. Ask and briefly discuss:

**Q** *What can you and your partner do if you don’t agree about what words to include in your search query or what order to put the words in?*

**Students might say:**

“If we don’t agree, we can talk about why we think a word should be used or not used in the search query.”

“In addition to what [Len] said, we can explain to our partner why we think the words in the search query should go in a certain order.”

“We can write different search queries for the same question, and later we can try them out and see how each one works.”



Have pairs work together to write search queries for the research question you wrote. Walk around the room and observe. If necessary, direct the students’ attention to the “How to Turn a Research Question into a Search Query” chart and remind them to follow each step. Review that search queries use only words directly related to the research question. When most pairs of students have finished, signal for their attention and have a few volunteers share their search queries with the class. Remind the students that a search query tells a search engine exactly what information to search for about a research question.

Explain that during Writing Time today each pair of students will follow the same procedure to turn one of their own research questions into a search query.

## WRITING TIME

### 4 Write Search Queries

Have the students sit at desks with partners together. Have each pair of students take their shared list of questions out of their writing folder and place it where both partners can see it as they work. Display the “Writing Time” chart (WA6). Have partners work together on the charted tasks for 5–10 minutes. Encourage them to refer to the “How to Turn a Research Question into a Search Query” chart. As the students write, walk around and observe them, assisting students as needed.



#### Writing Time

- Pick a question from your list.
- Turn the question into a search query.
- Repeat these steps for other questions on your list.

WA6

Signal to let the students know when Writing Time is over.

#### Teacher Note

The students may decide on a search query such as *Australian native people* or *native Australians*.

#### Teacher Note

Save the “How to Turn a Research Question into a Search Query” chart to use throughout the unit.

## SHARING AND REFLECTING

### 5 Reflect on What the Students Learned



Have partners review their questions and search queries together. Then, as a class, discuss questions such as:

**Q** *What is one question on your list? How did you and your partner turn that question into a search query? Tell us about it.*

As volunteers share, type their search queries into the search engine on the whiteboard and ask:

**Q** *Which of these research results do you think will have information about [the unique animals of Australia]? Why?*

Explain that the students will continue to research their countries tomorrow. Have them place their sheets of research questions and any other loose papers in their folders.

# Day 4

## Researching and Taking Notes

### Materials

- Collected nonfiction texts
- “Research Notes” chart (WA7)
- “Research Questions” chart from Day 3
- Print and online sources of information about your chosen country
- Index cards and rubber bands for students’ notes
- “Class Assessment Record” sheet (CA5)

### In this lesson, the students:

- Identify and use various sources of information
- Take notes in their own words
- Reach agreement before making decisions
- Make fair decisions
- Share the work fairly

### ABOUT TEACHING NOTE-TAKING SKILLS

Taking notes requires summarization and organization skills, the ability to write what one has learned in one’s own words, and the ability to cite sources. In this unit, the students take notes on 3" × 5" or 4" × 6" index cards. The cards help them to be succinct and to organize their notes in preparation for writing. The students learn to include source information on each card using the author’s last name and a page number (or website). Including this information will assist the students if they need to go back to the source to clarify or add information.

Be aware that writing notes in their own words can be challenging for elementary students. Look for opportunities to model this process frequently, asking the students to help you restate written information in their own words. Plan to monitor and encourage the students, but do not worry if you notice students copying from the text, as many of them will not master writing notes in their own words until they are older.

# GETTING READY TO WRITE

## 1 Briefly Review

Gather the class with partners sitting together, facing you. Review that together, partners selected a country to research and write a nonfiction informational report about. They wrote down what they think they know about their country and agreed on four or five questions to research. Then they wrote Internet search queries for some of their questions.

Explain that today the students will begin doing their research, both to confirm what they think they know and to get information about the questions they wrote. Partners will work together to research and take notes about things they want to include in their informational report.

## 2 Model Researching and Taking Notes

Display the “Research Notes” chart (🎧 WA7). Ask the students to watch as you model how you would like them to take notes. Use the following procedure to model:

- Read the “Research Questions” chart aloud and identify one that you found some information about.
- Show the sources of information you found about your country.
- Read aloud the information in each source that addresses the question.
- Think aloud about the information you read.
- On the “Research Notes” chart, model writing a note in your own words, indicating the source in parentheses (either by author and page number or by website). Also model writing your initials in the upper right directly above the note.

### You might say:

“I did an Internet search with the search terms *Australia unique animals* and found a website called *amazing-aussie-animals.com*. I printed out some information from that website. It says, ‘For millions of years, Australia has been surrounded by water on all sides—in other words, it is an island. Separation from other land masses has allowed Australian wildlife to evolve independently. . . . Many creatures and plants that live here are unique to this country.’ This tells me the animals of Australia are different from those found anywhere else because they evolved on an island, separate from animals in other parts of the world.”

### Teacher Note

This lesson may require an extended class period.

**TEKS 13.B.ii**

**TEKS 13.C.i**

**TEKS 13.C.ii**

**TEKS 13.F.i**

Student/Teacher Narrative Step 2 (all, beginning on page 387 and continuing on to page 388)

### Teacher Note

If possible, model using a table of contents, index, glossary, and/or the Internet to locate information about your topic.

**ELPS 4.G.iv**

Steps 2–4

(all, beginning on page 387 and continuing on to page 389)

### Teacher Note

Save the “Research Notes” chart (WA7) to use this and next week.

### Teacher Note

You might model taking notes from a few different sources, such as the Internet, a book, and an encyclopedia.

### Teacher Note

If your school has an official policy on plagiarism, you might review it with your students. Facilitate a class discussion by asking questions such as:

- Q *What questions do you have about plagiarism?*
- Q *What might you do if you are having trouble writing a note in your own words?*

#### TEKS 1.D.i

#### Student/Teacher Narrative Step 3 (all)

### Research Notes

L.R.

Many Australian animals are found nowhere else in the world because they evolved on an island, separate from other animals in the world.

([amazing-australian-animals.com](http://amazing-australian-animals.com))

Use the same procedure to model another example of taking notes.

Point out that notes are most helpful when they are paraphrased, brief and written in the writer’s own words, rather than copied exactly from the source. Explain that if a writer copies the exact words or ideas from a source in her notes, she might accidentally copy those words and ideas into her own report. Tell the students that when a writer uses someone else’s exact words and ideas in her own writing without giving the original writer credit it is called *plagiarism*. Explain that plagiarism is stealing someone else’s work and calling it your own and that plagiarism can result in serious consequences for any writer, whether she is a student, a journalist, or a professional author.

Explain that the students will take their notes on index cards, one note per card. Point out that having the notes on cards will help the students organize them when they get ready to write their informational reports. Ask them to write both partners’ initials on each card.

### 3 Get Ready to Work Together



Have partners reread their list of brainstormed research questions from yesterday. Explain that the questions are just starting places; partners should look for and take notes about any information that they find interesting about their country.

Explain that partners will need to work together to research and take notes about their country. Ask and briefly discuss:

- Q *What will you and your partner do to share your work fairly today?*
- Q *What can you and your partner do if you don’t agree about whether to take notes about a piece of information?*

#### Students might say:

“We’ll read a book together and stop when we want to write a note about something.”

“We’ll each look in a different book but talk to each other about interesting things we read so we can take notes about them.”

“We can take turns writing the notes.”

“If we don’t agree, we can say why we think something is interesting enough to take notes on.”

Encourage partners to try the things they suggested, and tell them that you will check in with them to see how they did.

## WRITING TIME

### 4 Research Nonfiction Topics and Take Notes



Distribute index cards to the students, and have them begin researching and taking notes about their topics. They may talk in soft voices during this time about their work.

As the students write, circulate and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners agreeing on interesting facts to write about their country?
- Are they writing notes in their own words?
- Are they writing just one piece of information per card?
- Are they sharing the work?

If necessary, stop the class to remind the students of the procedures to follow when taking their notes. If you notice partners having difficulty sharing the work, stop them and discuss questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Record your observations on the “Class Assessment Record” sheet (CA5); see page 88 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind them to write their initials on all of their cards.

## SHARING AND REFLECTING

### 5 Reflect on What the Students Learned



Have partners review their notes together. Then, as a class, discuss questions such as:

- Q *What is one interesting fact you and your partner learned about your country today?*
- Q *As you listened to [Arisa and Nick] share about their country, what did you hear that makes you curious?*
- Q *What was [interesting/challenging] about doing research today? What suggestions do you have that might help someone else with this challenge?*

Point out that curiosity leads to learning and that learning often leads to more curiosity.

TEKS 1.D.i  
TEKS 13.B.ii  
TEKS 13.C.i  
TEKS 13.C.ii

Student/Teacher Activity  
Step 4 (all, including the Class  
Assessment Note)

### Teacher Note

Some pairs of students may still be looking for resources today. This is to be expected. On any given day you are likely to have pairs working at different stages of their projects.



### Technology Tip

You might enlist a parent volunteer or an older student to help small groups of students search online. Encourage the students to print out information they find about their countries.

If your school has an acceptable use policy, review it with the students. Also confirm that the search settings on your school's computers are set to “Strict,” “Safe,” or a comparable setting.



### Facilitation Tip

Continue to **ask facilitative questions** to help the students respond to one another. When the students direct their responses to you, redirect them toward the class by asking questions like:

- Q *Do you agree or disagree with what [Travis] just said, and why?*
- Q *What questions can we ask [Travis] about what he said?*
- Q *Why does what [Travis] said make sense?*

Much of the learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion and that they are responsible for listening to one another and responding.

# Day 5

## Researching and Taking Notes

### Materials

- Collected nonfiction texts
- “Research Notes” chart (WA7) from Day 4
- Sources of information about your country
- “Research Questions” chart from Day 4
- Index cards and rubber bands
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

**TEKS 13.B.i**  
Student/Teacher Activity  
Step 1 (all, beginning on  
page 390 and continuing  
on to page 391)

### 6 Reflect on Sharing Work Fairly

Ask and briefly discuss:

- Q *How did you and your partner share the work fairly today?*
- Q *If you did not share the work fairly, what will you do tomorrow to share the work fairly? Why will that be important to do?*

Explain that the students will continue to share work fairly as they research their countries tomorrow. Provide the students with rubber bands to bind their cards together. Have them put their cards in their folders or another secure place until the next lesson.

## EXTENSION

### Continue Research During Other Times of the Day

You might have the students continue doing research and taking notes during other times of the day. They might use independent time, the library period, or after-school activity time. Also encourage the students to use the public library or their home computers to continue their research and writing.

### In this lesson, the students:

- Identify and use various sources of information
- Take notes in their own words
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Discuss the Research Process

Gather the class with partners sitting together, facing you. Review that the students began researching their chosen topics yesterday. Explain that today they will continue to research and take notes about their topics. Ask and briefly discuss:

- Q *Was it hard or easy to find information about your topic yesterday? What made it hard or easy?*
- Q *What did you do to locate information about your topic?*

**Students might say:**

"I looked in the table of contents of a book to see if there was a chapter on the food people in China eat."

"I looked up *language* in the index, and that told me the page to go to in the book."

"I wanted to find information about castles in Ireland. First, I tried searching online using the word *castles*. I got way too many results, so I tried *Ireland castles* and found information just about castles in Ireland."

As the students share ways they located information, stop periodically to ask pairs to discuss:



**Q** How might you use [Rena's] method of finding information?

## 2 Model Researching and Taking Notes

Display the "Research Notes" chart (WA7) from yesterday. Ask the students to watch as you model another example of researching and taking notes. Follow the procedure you used on Day 4, Step 2 (see page 387) to model locating information, reading it aloud, thinking aloud about it, and writing a note about it in your own words. This time, invite the students to help you write the note.

**You might say:**

"I printed out more information about wombats from the Internet. Wombats are an Australian animal I'm curious about. This source says, 'The wombat has the distinction of being the world's largest burrowing animal. . . . It is most often described as resembling a small bear.' How can I capture that briefly in my own words? One idea I heard is that I write: *Wombats look like small bears*. I'll start with that. Then I might add: *They are the largest animal in the world to burrow*. I'll write that next. Another suggestion is that I should make it clear that *burrow* means 'dig into the ground.' I can add that to my second sentence this way: *They are the largest animal in the world to burrow, or dig into the ground.*"

Add your initials to the upper right-hand corner of the note and write the source in parentheses beneath the note. Then model another example using the same procedure.

Explain that the students will continue to research and take notes today about their topics. Remind them to take notes not only about their questions but also about other interesting information they find. Remind them to try to write their notes briefly and in their own words.

## WRITING TIME

### 3 Research Nonfiction Topics and Take Notes



Have the students get their pencils and shared folders and sit at desks with partners together. Distribute more cards as needed and have them research and take notes about their topics. As the students work, circulate, observe,

### Teacher Note

You might have the students place self-stick notes in their sources on the pages containing information they are using in their notes so that they can easily locate these pages later in the research process.

### Teacher Note

Save the "Research Notes" chart (WA7) to use in Week 4.

**TEKS 13.B.ii**

**TEKS 13.C.i**

**TEKS 13.C.ii**

Student/Teacher Activity

Step 3 (all, beginning on page 391 and continuing on to page 392)

**ELPS 4.G.iv**

Step 3

(all, beginning on page 391 and continuing on to page 392)

### Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Expository Nonfiction” (AV46).



### TEKS 13.F.i

Student/Teacher Activity

Step 4 (all, beginning on page 392 and continuing on to page 393)

and offer assistance. Once all partners seem to be working independently, begin conferring with pairs of students, one at a time.



## TEACHER CONFERENCE NOTE

Today you will begin conferring with individual pairs and continue conferring with them into next week. Ask partners to tell you the country they are researching and what they are learning about that country. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What country are the two of you researching? What question about that country is each of you researching now?*
- Q *What have you found out about your question? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

Document your observations for each student on a separate “Conference Notes: Focus 1” record sheet (CN1); see page 94 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind both partners in each pair to write their initials on all of their cards.

## SHARING AND REFLECTING

### 4 Reflect on Researching and Taking Notes



Have partners review their notes together to make sure that they are written in their own words and that what they have written makes sense. Explain that if they find a note confusing, they should work together to decide what is confusing about it and how to make it clearer. Explain that partners may need to refer to the source of the information to help them rewrite it.

After several minutes, briefly discuss:

- Q *Who has an example of a confusing note? What did you do to make the note clearer?*
- Q *Why do you think it is important to paraphrase, or write notes using your own words, instead of plagiarizing, or using the author’s exact words?*
- Q *What have you learned about taking notes? What suggestions do you have to help others?*

Have the students reflect on their partner work by asking:

**Q** *What did you and your partner do to share the work fairly today?*

Explain that partners will continue to research their topics next week. Have them bind their index cards with a rubber band and put them in their folder or another secure place until then.



## TECHNOLOGY EXTENSION

### Use a Class Blog for Reflection

Create a class blog and, in the coming weeks, invite the students to reflect on what they are learning about writing informational reports. Post reflection questions such as the second question in Step 4 on page 392. After discussing the questions as a class, have interested students post their comments. Review the comments periodically and, with the respondents' permission, discuss comments with the class.



### Technology Tip

For information about setting up and maintaining a class blog, view the "Creating a Class Blog" tutorial (AV76).



# Week 4

## OVERVIEW

### Writing Focus

- Students use various sources of information to research countries.
- Students take notes in their own words.
- Students organize their notes in preparation for writing.
- Students draft informational reports and include facts, details, and other information.
- Students explore transitional words and phrases.
- Students confer with one another and the teacher.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students work in a responsible way.



### Online Resources

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

#### Whiteboard Activities

- WA7–WA12

#### Assessment Forms

- “Class Assessment Record” sheets (CA6–CA7)
- “Conference Notes: Focus 1” record sheet (CN1)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Managing Pair Conferences” (AV8)

## DO AHEAD

- ✓ Prior to Day 2, look for information about any of the research questions you charted last week about your country (for example, questions about the country's animals, native people, schools, and sports). Take notes on what you find, eight to ten notes altogether. Copy your notes onto 5" × 7" index cards, with one note per card. Think about how you will group your notes and what heading you will assign each group (for example, "Geography and Climate," "Animals," "Native People," "School Life," and "Favorite Sports").
- ✓ Prior to Day 2, prepare wall space by the whiteboard where you can post your sorted index cards. The space should be close enough to the interactive whiteboard that you can read the notes while you model writing on the lined writing chart (WA10) on Day 3.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA6) on page 89 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, review your organized note cards from Day 2 and think ahead about how you might begin drafting an informational report about your country. Include appropriate information from your pre-research writing as well as from your notes.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA7) on page 90 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, title a sheet of chart paper "Transitional Words and Phrases for Reports." Under the title, list the following: *another, for example, also, because, besides, especially, particularly, for instance, in other words*.
- ✓ Prior to Day 4, make a class set of the "Conference Notes: Focus 2" record sheet (CN2) on page 95 of the *Assessment Resource Book*.

## TEACHER AS WRITER

*"We write about what we don't know about what we know."*

— Grace Paley

Reread the questions you wrote about a country in Teacher as Writer over the past two weeks. Choose one or two questions and try to find some information about them using the resources you have collected for your students. As you look for information, consider:

- Is it hard or easy to locate information about your questions? Would modifying your questions make it easier? How?
- What tools or methods are you using to locate information (for example, tables of contents, indexes, glossaries, search engines)? What skills do you need to use these tools successfully?

### Materials

- Collected nonfiction texts
- Index cards and rubber bands
- “Writing Time” chart (WA8)
- (Optional) “Research Notes” chart (WA7) from Week 3
- (Optional) Sources of information about your topic from Week 3
- (Optional) “Research Questions” chart from Week 3

**TEKS 7.E.i**  
Student/Teacher Narrative  
Step 1 (all)

### Teacher Note

If necessary, model researching and taking notes about your topic again using the “Research Notes” chart (WA7) and the procedure you used in Week 3, Day 4, Step 2 (page 387). Model locating specific information using the table of contents, index, glossary, etc. Read information from your sources aloud and ask the students to help you write brief notes in your own words.

### In this lesson, the students:

- Continue to research topics
- Take notes in their own words
- Check each other’s notes for understanding
- Share the work fairly

## GETTING READY TO WRITE

### 1 Review Pre-research Writing and Notes

Have the students bring their notebooks and folders and gather with partners sitting together, facing you. Review that the students began researching their countries in pairs last week. Ask the students to quietly reread their pre-research writing and their notes; then call for their attention and ask:

**Q** *After starting your research, did you change your mind about something you wrote in your pre-research writing? Tell us about it.*

Use “Think, Pair, Share” to discuss:



**Q** *What is something new that both you and your partner have learned about your topic? [pause] Turn to your partner.*

After partners have discussed the question, have one or two volunteers share with the class. Remind the students that the purpose of their research (and the writing they will do later in the week) is to satisfy their own curiosity about their topics and also to help others become curious about them.

Explain that today partners will continue to research and take notes about their questions, things they thought they knew about their topic (from their pre-research writing), and any new things they have become curious about.

**TEKS 1.D.i**  
Student/Teacher  
Activity  
Step 2 (all)

### 2 Discuss How Partners Will Work Together

Explain that today each pair of students will continue to research and take notes about their topic. Later this week each pair of students will begin drafting a nonfiction report about their topic.



**Q** Ask partners to spend a few minutes discussing what they want to accomplish today and how they will share the work in a fair way.

## WRITING TIME

### 3 Research Nonfiction Topics and Take Notes



Display the “Writing Time” chart (WA8). Have partners sit together at desks and work on the charted tasks for 20–30 minutes.

#### Writing Time

- Find resources for your topic.
- Research and take notes in your own words about your questions, things you thought you knew, and new things you have become curious about.
- Share the work fairly.

WA8

Distribute more index cards as needed and have the students research and take notes about their topics. As they work, circulate, observe, and offer assistance. When pairs of students seem to be working independently, confer with one pair at a time.



#### TEACHER CONFERENCE NOTE

As you did in Week 3, confer with individual pairs about their research and the notes they took. Ask partners to tell you the country they are researching and what they are learning about that country. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What country are the two of you researching? What question about that country is each of you researching now?*
- Q *What have you found out about your question? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

Beginning in Day 4, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Document your observations for each student on a separate “Conference Notes: Focus 1” record sheet (CN1); see page 94 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

#### Teacher Note

The Writing Time routine established early in the year helps the students settle quickly into focused writing. To learn more, view “Predictable Structure of the Writing Lessons” (AV3).



**TEKS 7.E.i**  
Student/Teacher Activity  
Step 3 (all)

## SHARING AND REFLECTING

### 4 Reflect on Researching and Taking Notes



Have partners review their notes together. Ask:

- Q *What was it like to take notes in your own words today? Read us one of your notes.*
- Q *What is one interesting fact you and your partner learned about your topic today?*
- Q *Take a look at your pre-research writing. What have you learned about your topic that confirms (is the same as) what you thought you knew? What have you learned that is different from what you thought you knew?*

Explain that partners will begin organizing their notes tomorrow in preparation for writing their informational report. They will have time to continue researching their topic as well.

Provide rubber bands as needed and have partners bind together their cards and put them in their folder or another secure place until tomorrow.

## Day 2

## Organizing Research

### Materials

- *A Visit to Japan* from Week 2
- *Australia* from Week 1
- Collected nonfiction texts
- Your research notes written on 5" x 7" index cards
- Blank wall space to post note cards
- Blank cards to write section titles for your research notes
- Index cards and rubber bands
- “Writing Time” chart (WA9)
- “Class Assessment Record” sheet (CA6)

### In this lesson, the students:

- Modify and expand their thinking based on research
- Organize their notes in preparation for writing
- Reach agreement before making decisions
- Agree and disagree in a caring way
- Share the work fairly

## GETTING READY TO WRITE

### 1 Briefly Review

Gather the class with partners sitting together, facing the whiteboard. Review that they have been working in pairs to research and take notes about their topics.

Explain that nonfiction authors want their readers to become curious and learn about their topics, so they organize their information in ways that will interest readers and be easy to understand.

Review that the students have seen many ways authors organize nonfiction information. Show the covers of *A Visit to Japan* and *Australia*, and remind the students that they heard these books earlier in the unit. Show the table of contents of *A Visit to Japan* and explain that

this book is organized by *subtopics*, or smaller topics within the larger topic of Japan. Then show the table of contents of *Australia* and explain that this book is also organized by subtopics. Explain that the students will organize their own nonfiction reports by subtopics this week.

## 2 Model Organizing Notes

Ask the students to watch as you model organizing your notes by subtopics. Read aloud the notes you wrote on index cards as you post them on a wall or the board. Explain that some of the notes can be put together because they are about the same subtopic. Model putting notes about similar subtopics together, and writing a heading for each category on an index card above each group of notes.

**You might say:**

"I have information about Australia's location and what its weather is like. I also have information about Australian animals. I'll write the subtopic headings that I think will be helpful to readers: *Geography and Climate* and *Animals*."

Ask:

**Q** *What other notes can we put together? What could we call this group of notes?*

If possible, use the students' suggestions to categorize the notes. Write a subtopic heading above each group of notes. If the students have difficulty categorizing the notes, continue to model while thinking aloud.

Animals

L.R.  
Kangaroos and wombats are marsupials.  
They carry their babies in pouches.  
(Schmidt, p. 28)

L.R.  
Some Australian animals are marsupials.  
Marsupials have pouches to carry their babies. A kangaroo is a marsupial.  
(Davis, p. 10)

L.R.  
Wombats look like small bears. They are the largest animal in the world to burrow, or dig into the ground.  
(wondrous-wombies.com)

L.R.  
Many Australian animals are found nowhere else in the world because they evolved on an island separate from other animals in the world.  
(amazing-aussie-animals.com)

### TEKS 13.E.i

Student/Teacher Narrative  
Step 2 (all, beginning on page 399 and continuing on to page 400)

### Teacher Note

On Day 3, you will model drafting your report on the whiteboard as you refer to your research notes.

### Teacher Note

Prior to Day 3, research the students' suggestions and write additional notes on 5" x 7" index cards (about additional subtopics, if necessary).

### Teacher Note

You might choose to keep the cards posted for the Day 3 lesson.

### Facilitation Tip

Continue to **ask facilitative questions** to build accountability for listening and participation during class discussions. Redirect students' comments to the class by asking:

- Q *Do you agree or disagree with [Ricki]? Why?*
- Q *What questions can we ask [Ricki] about what she said?*
- Q *What can you add to what [Ricki] said?*

After categorizing your notes, point out that these are the facts that you will include in your written report about your topic. Ask:

- Q *Do you think I have enough information for my report? Why or why not?*
- Q *Which subtopics do you think might need more information? Why?*
- Q *What additional subtopics might I want to include in my report? Why?*

#### Students might say:

"You only have one note under 'Favorite Sports.' You might want to add a few more notes to that subtopic."

"Maybe you can include information about the languages spoken in Australia."

Use rubber bands to bind together each group of notes with its heading.

## 3 Discuss How Partners Will Work Together

Explain that today each pair of students will organize their notes into subtopics (groups), write the names of the subtopics on blank index cards, decide where they need more information and do more research, and bind together each group of notes with the name of its subtopic.

Point out that there are usually multiple ways that notes can be organized and that partners will need to talk until they agree on the best way to organize their notes. Ask and briefly discuss:

- Q *If you and your partner disagree about how to organize your notes, what will you do?*
- Q *Why is it important to disagree in a respectful way?*

Point out that people sometimes disagree when they are working together and that people can disagree while maintaining respect for one another. Encourage partners to be aware of how they are disagreeing with each other and tell them that you will check in with them at the end of the lesson.



Ask partners to spend a few minutes discussing what they will do and how they will share the work in a fair way.

## WRITING TIME

### 4 Organize Notes for Writing



Have the students get their research notes, folders, and pencils and sit at desks with partners together. Display the "Writing Time" chart ( WA9) and have partners work on the charted tasks for 20–30 minutes. When

pairs of students have finished organizing their notes, have them signal to you so you can review their work.

WA9

### Writing Time

- Organize your notes into subtopics (groups).
- Write the names of the subtopics on index cards.
- Decide where you need more information and continue researching.
- Bind together the groups of notes with the subtopic headings.

As the students work, circulate, observe, and assist as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do partners seem able to categorize their notes in ways that make sense?
- Do they categorize all their notes?
- Are they able to agree on how to categorize their notes?
- If they don't agree at first, do they keep talking until they reach agreement?

Support any pair that struggles by asking questions such as:

- Q *What notes seem to belong together? Why do you think so?*
- Q *What other notes could go into your ["Food"] group? Why do you think so?*

Be aware that categorizing information can be challenging for some students; this is to be expected. They may have difficulty defining subtopics or consistently sorting their notes into those subtopics. They may want to discard notes that do not fit, or become preoccupied with having the same number of notes in each subtopic. Encourage them to try their best to organize all their notes in a way that makes sense (perhaps creating an "Other Interesting Facts" category for outliers).

Record your observations on the "Class Assessment Record" sheet (CA6); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Partner Work

Ask:

- Q *Which subtopics did you and your partner decide you needed more information about? What made you decide that?*
- Q *Did you and your partner disagree about anything when you were organizing your notes? If so, what? What did you do to disagree in a respectful way? How did you reach agreement?*

Explain that tomorrow partners will finish organizing their notes, if necessary, and begin writing their informational reports.

Have partners put their work away in a secure place until tomorrow.

#### Teacher Note

Allow students who need more time researching to do so before you teach the Day 3 lesson.

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## EXTENSION

### Discuss Elements of Nonfiction Across the School Day

Take time at the end of independent reading periods and other times during the day to discuss the nonfiction students are reading. Have the students share the titles and authors of the books they are reading and explain what the books are about. Discuss questions such as:

- Q *How do you know that the book you are reading is nonfiction?*
- Q *What true information are you learning about from the book?*
- Q *What features (such as illustrations, captions, diagrams, graphs, tables of contents, and glossaries) of nonfiction do you see in your book?*

## In this lesson, the students:

- Order their grouped notes in preparation for writing
- Decide how they will share the writing fairly
- Begin drafting their informational reports
- Include facts, details, definitions, and other information related to their topics
- Check for understanding
- Reach agreement before making decisions

## GETTING READY TO WRITE

### 1 Review Ways to Organize Nonfiction

Gather the class with partners sitting together, facing the whiteboard. Review that they have grouped their research notes into subtopics in preparation for writing. Explain that today partners will put their grouped notes in the order in which they want to write about them and that they will then begin writing drafts of their reports. Ask:



**Q** *What have you found out about your country that you think other people will be excited or curious to learn about? Turn to your partner.*

After partners have talked, signal for their attention and explain that you will model ordering your grouped notes and beginning to write a draft.

### 2 Model Ordering Your Notes and Beginning a Draft

Direct the students' attention to your posted index cards. Think aloud about the order in which you want to introduce each subtopic.

#### You might say:

"I think I will write about Australian animals first, because I think those facts will really capture my reader's attention. Then I will write about native people, school, sports, and the languages spoken in Australia, in that order."

Display the lined writing chart (WA10). Read aloud your first group of notes and think aloud about how you might want to start writing this section of your report. Explain that you want to grab your reader's attention and provide facts, details, definitions, and other information to make your report clear and accurate (correct).

## Materials

- Your grouped research notes from Day 2, posted near the whiteboard
- Lined writing chart (WA10)
- "Writing Time" chart (WA11)
- Loose, lined paper for writing drafts
- "Class Assessment Record" sheet (CA7)

**You might say:**

“For the subtopic ‘Animals,’ I have notes about marsupials, wombats, and why the animals in Australia are different. I think I will grab my reader’s attention by writing a beginning about the unusual animals in Australia. That will make my readers curious, and it will communicate some important facts about Australia.”

Model writing a few sentences about this subtopic, double-spaced, on the chart, pointing out the notes you are using as you write. Ask:

- Q *What is another sentence I can write about [Australian animals]?*
- Q *What shall I tell about next? What sentence can I write to tell about that?*
- Q *What is a fact, detail, or definition I can include to make this report as clear and accurate as possible?*

WA10

Animals

To see unusual animals, just go to Australia! Many of the

animals there are different from animals you'll find anywhere

else. Australia is an island, so the animals there have evolved

separately from the animals in other parts of the world.

One type of animal found in Australia is the marsupial.

Most female marsupials have pouches to carry their babies in. A

kangaroo is a marsupial, and so is a wombat. What is a wombat?

It looks like a small bear, although some people think it looks like

a pig. A wombat likes to burrow in the ground. In fact, it is the

largest burrowing animal in the world.

Use the students' suggestions to write a few more sentences. If the students have difficulty suggesting sentences, model writing a few more yourself. Point out that you are trying to write in a way that makes the subject as interesting and clear as possible for your readers.

### 3 Discuss How Partners Will Work Together

Explain that today partners will work together to order their notes, reread their notes to make sure the order makes sense, and begin writing. Tell them that you expect both partners to participate in the writing, so they will need to decide who will write which subtopics (groups). They will put the parts together into one report when they publish it for the class.



Ask partners to spend a few minutes discussing what they want to accomplish today and how they will share the work in a fair way. After a moment, signal for the students' attention. Ask and briefly discuss:

**Q** *What part of your pair work are you responsible for today?*

## WRITING TIME

### 4 Begin Drafting Informational Reports



Have the students get their research notes, folders, and pencils, and sit at desks, partners together. Display the "Writing Time" chart (WA11) and have partners work for 20–30 minutes to order their notes and draft their informational report.

#### Writing Time

- Arrange your subtopics (grouped notes) in the order in which you want them to be in your report.
- Reread your notes and make sure the order makes sense.
- Begin writing a draft of your report, double-spaced, on loose, lined paper.
- Try to grab your reader's attention and provide facts, details, definitions, and other information.
- Share the writing fairly.

WA11

As the students work, circulate, observe, and offer assistance as needed.

### Teacher Note

Save the model draft on the lined writing chart (WA10) to use on Day 4 and throughout the unit.

**TEKS 11.B.x**

**TEKS 11.B.xi**

**TEKS 11.B.xii**

**TEKS 12.B.i**

Student/Teacher Activity

Step 4 (all, beginning on page 405 and continuing on to page 406)



### ELL Note

Monitor trios of students to make sure that ELLs are participating in the work. Students who speak limited English may not be able to help with the writing. If necessary, help them contribute to their trio's work in other ways, such as by reading the research notes aloud or by drawing and labeling diagrams to accompany the final report.

### Teacher Note

For more information, view “Managing Pair Conferences” (AV8).



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to decide on an order of the subtopics for their report?
- Does the order make sense?
- Are both partners writing sections of their report?
- Are the students able to use their notes to write coherently about their topics?
- Are they double-spacing their drafts?

Support any pair that struggles by asking questions such as:

- Q *What do you want to write about first to grab your reader’s attention?*
- Q *What do you want to write about next?*
- Q *What part is each partner working on? Is that a fair way to share the work? Why or why not? [What will you do differently to share the work fairly?]*

Record your observations on the “Class Assessment Record” sheet (CA7); see page 90 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Confer in Pairs About Drafts



Have partners read their writing to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

- Q *Do you understand everything your partner wrote today? If not, what can you ask your partner to help you understand?*
- Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

### 6 Reflect on Partner Work

Ask and briefly discuss:

- Q *What did you do to take responsibility for your own part of the work today? How did that help your pair work?*
- Q *What did you and your partner do to reach agreement about how to write your informational report? If you didn’t agree at first, what did you do to reach agreement?*

Have the students place all of the papers related to their reports in their folders. If they have identified books or other resources about the countries they are researching, they may keep them in their desks to use later in the week.

## Drafting and Pair Conferring

# Day 4

### In this lesson, the students:

- Draft their informational reports
- Explore transitional words and phrases
- Include facts, details, definitions, and other information related to their topics
- Confer with one another about their drafts
- Work responsibly in pairs
- Share the work fairly

## GETTING READY TO WRITE

### 1 Explore Transitional Words and Phrases

Gather the class with partners sitting together, facing you. Review that they began writing drafts of their informational reports yesterday. Explain that they will continue to work on their drafts today.

Explain that one way the students might make their reports clearer and easier to follow is by adding *transitional words and phrases*. Explain that these are words and phrases that help readers connect ideas in a report. Direct the students' attention to the "Transitional Words and Phrases for Reports" chart. Read aloud the words and phrases listed on the chart. Ask:

**Q** *What other transitional words and phrases might you use in a report to help readers connect ideas?*

Add the students' ideas to the chart.

**TEKS 12.B.iii**  
Student/Teacher Narrative  
Step 2 (all, beginning on page 407 and continuing on to page 408)

### 2 Model Adding to a Draft

Explain that before the students work on their drafts, you will model adding to your draft. Display the model draft on the lined writing chart (WA10) from Day 3. Using the procedure from yesterday (see Day 3, Step 2 on page 403), model adding to your informational report by reading your notes, thinking aloud about what you might write, and writing. Include transitional words and phrases as you write. Also point out facts, details, definitions, and other information you are adding to your report.

### Materials

- "Transitional Words and Phrases for Reports" chart, prepared ahead
- Your grouped research notes from Day 2
- The model draft on the lined writing chart (WA10) from Day 3
- "Writing Time" chart (WA12)
- Loose, lined paper for writing drafts
- Class set of "Conference Notes: Focus 2" record sheets (CN2)

### Teacher Note

If you have already taught the Personal Narrative, Fiction, and/or Opinion Writing genre units, remind the students that they explored transitional words and phrases in those units. Explain that the transitional words and phrases listed on the chart are especially useful in nonfiction reports.

### Teacher Note

Save the "Transitional Words and Phrases for Reports" chart to use on Day 5 and throughout the unit.

### Technology Tip

For more transitional words and phrases, you might search online using the keywords "transitional words and phrases."

Elicit the students' help in developing more sentences. Ask questions such as:

- Q (Point to a note.) *I want to include this information about [the fact that native Australians are called Aboriginals and Torres Strait Islanders]. What sentence could I write to get this information across in an interesting way?*
- Q *What is another fact, detail, definition, or interesting piece of information I can include?*
- Q *What transitional word or phrase could I use here to make it clear that [I'm telling about a second way natives took care of the land]?*

WA10

Native Australians

The two native groups in Australia are Aboriginals and

Torres Strait Islanders. Today only 2 out of every 100 people

are native, but before 1788, when the first Europeans arrived,

all Australians were natives. Native Australians have a history

of taking excellent care of the land. For example, they used

only the plants and animals that they needed. Also, they were

careful not to waste anything—in other words, they did not

create much trash. Anyone who cares about the environment

can learn a lot by studying native Australian ways.

If the students have difficulty suggesting sentences, continue thinking aloud and writing a few more yourself. Point out that you are trying to make your report as interesting and clear as possible for your readers.

Encourage the students to continue to think about how to make their topics interesting and clear for their readers as they write today. Remind them to include facts, details, definitions, and other interesting information and to use transitional words and phrases to connect ideas.

### 3 Discuss How Partners Will Work Together

Remind the students that you expect both partners to participate in the writing. They will each write different parts (subtopics), and then they will put the parts together into one report when they publish it for the class.



Ask partners to spend a few minutes reviewing what they have written so far and deciding what they will write today.

## WRITING TIME

### 4 Draft Informational Reports



Display the “Writing Time” chart (🗨️ WA12). Have partners sit together at desks and work silently for 20–30 minutes to draft their informational reports. When pairs of students seem to be working independently, confer with one pair at a time.

WA12

#### Writing Time

- Continue writing your report.
- Try to grab your reader’s attention and provide facts, details, definitions, and other information.
- Use transitional words and phrases to connect ideas.
- Share the writing fairly.

TEKS 12.B.ii  
TEKS 12.B.iii  
Student/Teacher Activity  
Step 4 (all)



### TEACHER CONFERENCE NOTE

This week and next, confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [the languages spoken in India]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What else do you want to know? What sources might you use to find information about that?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Confer in Pairs About Drafts



Have partners read their writing to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

- Q *Do you understand everything your partner wrote today? If not, what can you ask your partner to help you understand?*
- Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

### 6 Reflect on Partner Work

Ask and briefly discuss:

- Q *What did you do to take responsibility for your part of the work today? How did that help your pair work?*
- Q *What did you and your partner do to reach agreement about how to write your informational report? If you didn't agree, what did you do to reach agreement?*

Have each pair of students put papers related to their informational report in their folder.

## Day 5

## Drafting and Pair Conferencing

### Materials

- “Transitional Words and Phrases for Reports” chart from Day 4
- “Writing Time” chart (WA12) from Day 4
- Loose, lined paper for writing drafts

### In this lesson, the students:

- Draft their informational reports
- Include facts, details, definitions, and other information related to their topics
- Explore transitional words and phrases
- Confer with one another about their drafts
- Work responsibly in pairs
- Share the work fairly

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders, report drafts, and pencils and gather with partners sitting together, facing you. Review that they

have been writing drafts of their informational reports. Remind the students that they have been using facts, details, definitions, and other information in their reports and connecting those ideas using transitional words and phrases. Ask:

- Q *Why is it important to use facts, details, definitions, and other interesting information and examples in your report?*
- Q *Why is it important to use transitional words and phrases to connect ideas in your report?*

**Students might say:**

"I want to give facts in my report because I want my readers to learn true information about [Zimbabwe]."

"Details are important to include because they make writing more interesting to read."

"I want to define a word when I think readers might not know it. Otherwise, readers could lose interest and stop reading."

"It's important to use transitional words and phrases to help readers move from one idea to the next one, so they don't get confused."

Ask the students to reread what they have written so far and to notice whether their reports are interesting and make sense. Discuss:

- Q *What do you notice about what you've written so far?*
- Q *What do you want to do today as you work to complete this draft?*

**Students might say:**

"I notice that I left something out."

"My report seems like a list of facts. I want to make it more interesting."

"I want to work on the order of the information for one subtopic so it makes more sense."

## 2 Discuss How Partners Will Work Together

Explain that today partners will continue to draft their reports. If a partner finishes the part of the draft he has been working on, then both partners should review that part to make sure it is clear and complete. If partners agree that this part is complete, then they should choose another of their subtopics for the partner to work on.



Ask partners to spend a few minutes reviewing what they have written so far and deciding what they will write today.

## WRITING TIME

### 3 Draft Informational Reports



Display the "Writing Time" chart (C WA12). Have partners sit together at desks and work for 20–30 minutes to draft their informational reports.

### Writing Time

- Continue writing your report.
- Try to grab your reader's attention and provide facts, details, definitions, and other information.
- Use transitional words and phrases to connect ideas.
- Share the writing fairly.

When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [the languages spoken in India]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What else do you want to know? What sources might you use to find information about that?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs About Drafts



Have partners read their writing to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

- Q *Do you understand everything your partner wrote today? If not, what can you ask your partner to help you understand?*
- Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

### 5 Reflect on Partner Work

Ask and briefly discuss:

- Q *What did you do to take responsibility for your own part of the work today? How did that help your pair work?*
- Q *What did you and your partner do to reach agreement about how to write your informational report? If you didn't agree, what did you do to reach agreement?*

Have pairs of students put all the papers related to their informational reports in their folders.

# Week 5

## OVERVIEW

### Writing Focus

- Students finish drafting their informational reports.
- Students write introductions and endings for their reports.
- Students analyze and revise their reports.
- Students write author biography sections.
- Students confer with one another and the teacher.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.
- Students work in a responsible way.
- Students build on one another's thinking.



### Online Resources

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

#### Whiteboard Activities

- WA10, WA13–WA17

#### Assessment Forms

- “Class Assessment Record” sheet (CA8)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Professional Development Media

- “Building a Community of Writers” (AV1)
- “Asking Facilitative Questions” (AV22)

## DO AHEAD

- ✓ Prior to Day 2, think about what you might include in an introduction to your report.
- ✓ Prior to Day 3, finish writing the model draft of your informational report.
- ✓ Prior to Day 3, prepare a sheet of chart paper titled “Revising Informational Reports” with the following questions written on it:  
*Order: Does the order of information make sense? How might I change it?*  
*Interest: What might I change to better capture my reader’s interest?*  
*Completeness: What more do I need to add so the report gives enough information about the country?*
- ✓ Prior to Day 4, decide how you will combine pairs of students to form groups of four.
- ✓ Prior to Day 4, prepare a sheet of chart paper titled “Does It All Make Sense?” with the following questions written on it:  
*Does this writing make sense? Can I track what the author is saying?*  
*Is there a place where I am confused? Where?*  
*What have I heard in this report that makes me curious?*
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA8) on page 91 of the *Assessment Resource Book*.

## TEACHER AS WRITER

*“To me, writing a book is a great voyage of discovery; what attracts me to a subject in part is what I don’t know about it, what I can learn from it.”*

— David McCullough

Think about the subjects you are attracted to. What is something you would like to know about one of those subjects? Write your reflections in your notebook.

# Day 1

## Drafting and Pair Conferencing

### Materials

- *The Ultimate Fact Book* from Week 2
- The model draft on the lined writing chart (WA10) from Week 4
- Chart paper and a marker
- “Writing Time” chart (WA13)
- Loose, lined paper for writing drafts

### Facilitation Tip

Continue to practice **asking facilitative questions** during class discussions to help the students respond directly to one another. Redirect students' comments to the class by asking:

- Q *Do you agree or disagree with [Talulah]? Why?*
- Q *What questions can we ask [Talulah] about what she said?*
- Q *What can you add to what [Talulah] said?*

To see this Facilitation Tip in action, view “Asking Facilitative Questions” (AV22).



### In this lesson, the students:

- Explore and write interesting introductions
- Draft their informational reports
- Make decisions about the completeness of a draft
- Check each other's writing for understanding
- Give feedback in a helpful way

### MORE ABOUT FACILITATING PARTNER WORK

This week students in each pair combine their writing into a single report, write an introduction and conclusion together, and make many decisions. Partners also give each other feedback about their writing. This cooperative work may challenge your students. If you notice partners struggling to work together, ask them questions such as:

- Q *What problem are you trying to solve? Why is it important to solve it?*
- Q *What is a solution you can both live with, even if it's not your first choice?*
- Q *Is that solution fair to both of you? Why or why not?*

## GETTING READY TO WRITE

### 1 Explore Interesting Introductions

Have the students bring their folders and gather with partners sitting together, facing you.

Remind the students that their published reports will be placed in the class library for other students to read. Explain that today the students will spend some time thinking about what they want to write at the very beginning of their reports to capture the reader's attention. Show the cover of *The Ultimate Fact Book* and explain that the students will explore how the author of this book chose to begin it.

Show and read the first two paragraphs on page 7 of *The Ultimate Fact Book* aloud; then ask and briefly discuss:

- Q *What is the author doing on this page to prepare the reader for what is coming in the book?*
- Q *What does the author do to get you interested in reading this book?*

**Students might say:**

"The author prepares you for all the information about countries in the book by sharing what sparked his interest in learning about different parts of the world. That makes you feel interested too."

"The author describes what a big deal the National Geographic Bees are. Since this book helped him win one year, knowing how big those contests are makes you interested in seeing how he organized his study guide and what he included in it."

If necessary, point out that the author wrote an opening that captures the reader's attention.

## 2 Model Writing an Interesting Introduction

Ask the students to watch as you model writing an interesting introduction. Display the model draft on the lined writing chart (WA10) from Week 4. Model writing an introduction on a sheet of chart paper, thinking aloud about what you might write.

**You might say:**

"For this report, I think I'll write an introduction similar to Andrew Wojtanik's. I'm going to share with the reader how I got interested in researching Australia and what it was like to work on my report. I want to communicate my excitement about the topic to my readers."

As you write, elicit the students' help. Ask questions such as:

- Q *What can I write to make readers feel excited about my topic?*
- Q *How can I get readers curious to learn about Australian animals?*
- Q *What is an interesting detail I could include about Australian schools that will make readers want to find out more?*

### Introduction

Have you ever traveled to Australia? If so, you are lucky! If not, I hope that by reading this report you will feel almost as if you have been there.

In this report you will read about the unique animals of Australia, including ones you are familiar with, like kangaroos, and ones that might be new to you, like wombats. You will find

*(continues)*

**TEKS 11.B.i**

**TEKS 11.B.ii**

**TEKS 11.B.iii**

**TEKS 12.B.1**

Student/Teacher Narrative

Step 2 (all, beginning on page 417 and continuing on to page 418)

(continued)

out about the native people of Australia and their powerful connection to the land. You will learn about Australian schools, including the “School of the Air.” Finally, you will find out what the most popular Australian sports are.

So buckle your seatbelt and get ready to travel to the “land down under.” I hope this voyage will make you eager to keep learning about Australia—and perhaps one day to take an actual trip to this amazing country.

If the students have difficulty suggesting sentences, continue thinking aloud and writing a few more yourself. Point out that you are trying to make your introduction as interesting as possible for your readers so they will want to read your report.

Tell the students that authors introduce their books in many different ways, and suggest that the students look at some of the introductions in the resources they have used to get other ideas.

### 3 Discuss How Partners Will Work Together

Explain that today partners will decide on the type of introduction that they will write, discuss how they will share the work of writing it, and begin writing. They will also finish drafts for all of their subtopics.



Ask partners to spend a few minutes discussing what they want to accomplish today.

## WRITING TIME

### 4 Continue Drafting Informational Reports



Display the “Writing Time” chart (WA13). Have partners sit together at desks and work on the charted tasks for 20–30 minutes.

#### Writing Time

- Decide on the type of introduction you will write.
- Write your introduction.
- Finish writing the drafts for all your subtopics.

WA13

TEKS 11.B.i  
TEKS 11.B.ii  
TEKS 11.B.iii  
TEKS 12.B.i

Student/Teacher Activity  
Step 4 (all, beginning on  
page 418 and continuing  
on to page 419)

Circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



## TEACHER CONFERENCE NOTE

As you did in Week 4, continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [the languages spoken in India]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What can you write in your introduction to make your reader want to keep reading?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Confer in Pairs About Drafts



Ask partners to read to each other what they have written today and to make sure they each understand what the other has written. Give them time to clarify any confusion in their writing. Briefly discuss:

- Q *What type of introduction did you decide to write? How did you share the work of writing it?*

### Teacher Note

Questions like this help the students develop good working relationships with their partners. When students feel connected to others, they learn to relax and take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



## 6 Reflect on Partner Work

Ask and briefly discuss:

**Q** *Did you and your partner disagree about anything today? If so, what did you do to reach agreement?*

Explain that tomorrow partners will think about writing an ending for their reports and will finish their drafts. Have the partners put all the papers related to their informational report in their folder.

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## EXTENSION

### Explore Strong Opening Sentences for Subtopics

Remind the students that the opening sentences of a piece of writing need to grab the reader’s attention, making him want to keep reading. Review that informational reports are usually divided into sections, with each section featuring a different subtopic. Explain that good nonfiction writers pay attention to the opening sentences of each section, making them as interesting as possible so that readers will want to read about each subtopic.

Read the opening sentences from a few chapters in *Mexico* (for example, you might read the opening sentences on pages 10, 18, 20, 24, and 26). Discuss as a class what the author does in these opening sentences to make the reader curious to learn more. Then have the students revise the opening sentences of their subtopics as needed in order to grab the reader’s attention.

## In this lesson, the students:

- Explore endings that bring a report to a close
- Finish drafting their informational reports
- Reach agreement before making decisions
- Check each other's writing for understanding
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Analyze Closing Sentences

Have the students bring their *Student Writing Handbooks* and pencils and gather with partners sitting together, facing you. Explain that today you will ask them to think about an important feature of informational reports: endings that bring a report to a close.

Explain that the closing sentences of a piece of writing need to wrap up the piece. Explain that you will read the closing sentences from the book *Mexico*, which they heard earlier, and ask them to think about how the author brings the book to a close.

Show and read page 27 of *Mexico* aloud; then ask and briefly discuss:

- Q *What does the author do to wrap up this book?*
- Q *What words, phrases, or sentences show you that you have reached the end of the book?*

#### Students might say:

"The author gives a summary of some of the subtopics she covered in the book."

"She says 'As you have seen.' That's kind of like saying 'you've reached the end of the book.'"

"She also says 'If you ever visit Mexico, you might see something you learned from this book.' That's like saying 'I've taught you what I can; now maybe you can go to Mexico and see for yourself what I wrote about.'"

Have the students open their *Student Writing Handbooks* to page 18, where the closing sentences of three informational reports are reproduced. At the same time, display the "Closing Sentences from Three Informational Reports" chart (WA14). Explain that these

## Materials

- *Mexico* from Week 1
- *Student Writing Handbook* page 18
- "Closing Sentences from Three Informational Reports" chart (WA14)
- "Writing Time" chart (WA15)
- Loose, lined paper for writing drafts
- "Conference Notes: Focus 2" record sheets (CN2)

**TEKS 11.B.vii**  
**TEKS 11.B.viii**  
**TEKS 11.B.ix**  
**TEKS 12.B.ii**  
Student/Teacher  
Narrative  
Step 1 (all, beginning  
on page 421 and  
continuing on to page  
422)

### Teacher Note

Phrases or sentences the students might report include:

- “Has reading this report turned you into a Francophile?” (from Monica’s report)
- “As you have learned” (from Anthony’s report)
- “I hope you have enjoyed” (from Lacey’s report)

**TEKS 11.B.vii**  
**TEKS 11.B.viii**  
**TEKS 11.B.ix**  
**TEKS 12.B.ii**  
Student/Teacher Activity  
Step 3 (all, beginning on  
page 422 and continuing on  
to page 423)

are the closing sentences from three informational reports written by students. Together read the first passage and ask:

**Q** *What does the author do to wrap up this report?*

**Q** *What words, phrases, or sentences show you that you have reached the end of the report?*

As volunteers respond, underline the words, phrases, and sentences they mention on the chart.



Ask the students to work in pairs to read the remaining closing sentences and underline phrases and sentences that they feel are especially effective at wrapping up the reports.

After several minutes, signal for the students’ attention. Ask volunteers to report what they talked about for each of the closings, and underline words, phrases, and sentences they mention on the chart. As they report, ask:

**Q** *How does that [word/phrase/sentence] help wrap up the report?*

## 2 Discuss How Partners Will Work Together

Explain that today partners will decide what to write as their closing sentences, discuss how they will share the work of writing them, and write them. If they have not finished drafts for all of their subtopics, they will do so.



Ask partners to spend a few minutes discussing what they want to accomplish today.

## WRITING TIME

### 3 Finish Drafting Informational Reports



Have the students get their folders, notebooks, and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA15) and have partners work on the charted tasks for 20–30 minutes.

#### Writing Time

- Decide what you will write to wrap up your report.
- Write your closing sentences.
- Finish writing the drafts for all your subtopics.

WA15

As the students work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



## TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [the languages spoken in India]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *What closing sentences can you write to wrap up your report?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs and Reflect



Have partners read their writing from today to each other and check to make sure each of them understands what the other has written. Give them time to clarify any confusion in their writing. Ask and briefly discuss:

- Q *What did you decide to write in your closing sentences? How did you share the work of writing it?*
- Q *Did you and your partner disagree about anything today? If so, what did you do to reach agreement?*

Explain that tomorrow partners will begin to revise their drafts. Have partners put all the papers related to their informational report in their folder.

### Teacher Note

If the students in many pairs still need time to finish writing their drafts, give them an opportunity to do this before moving on to Day 3.

### Materials

- “Revising Informational Reports” chart, prepared ahead
- The model draft on the lined writing chart (WA10) from Day 1
- Loose, lined paper for writing drafts

**TEKS 11.C.i**  
**TEKS 11.C.iv**  
**TEKS 11.C.v**  
**TEKS 11.C.ix**  
**TEKS 11.C.x**  
Student/Teacher Narrative  
Step 1 (all, beginning on page 424 and continuing on to page 425)

**TEKS 12.B.iii**  
Student/Teacher Activity  
Steps 1–4 (all, beginning on page 424 and continuing on to page 426)

### In this lesson, the students:

- Check their drafts for order, interest, and completeness
- Share the work fairly
- Work responsibly in pairs
- Discuss and solve problems that arise in their work together

## GETTING READY TO WRITE

### 1 Model Analyzing and Revising a Draft

Have the students bring their folders and pencils and gather with partners sitting together, facing you. Explain that today partners will reread their drafts to see what they need to add or change to improve them.

Explain that you want to check three things about your draft today. Direct the students’ attention to the “Revising Informational Reports” chart (see “Do Ahead” on page 415) and read the listed items aloud. Explain that you would like the students’ feedback to help you revise your draft. Explain that you will read your draft aloud as the students think about the three listed items. Display the model draft on the lined writing chart (WA10) from Day 1 and read it aloud.

### Revising Informational Reports

*Order: Does the order of information make sense? How might I change it?*

*Interest: What might I change to better capture my reader’s interest?*

*Completeness: What more do I need to add so the report gives enough information about the country?*



Use “Think, Pair, Share” to discuss each of these three items. Revise your draft based on the students’ suggestions and your own thinking.

**You might say:**

"I originally thought that after my introduction I would write about Australia's animals. It might make more sense to start with the section on native people because that section includes information about Australia's geography and history. Knowing that information would be useful to readers as they read the rest of my report."

## 2 Analyze Drafts



Ask the students to silently read their drafts, thinking about the questions related to order, interest, and completeness. Once most students have finished reading, ask partners to talk with each other about their thinking, discussing the changes and additions that they might make.

After a few minutes, signal for the students' attention and discuss:

- Q *What did you and your partner discuss about the order of the information in your report?*
- Q *What do you plan to add to your draft? Why?*

## 3 Discuss How Partners Will Work Together

Explain that today partners will make the changes and additions they have discussed.



Ask partners to spend a few minutes deciding what they want to accomplish today and how they will share the work fairly.

# WRITING TIME

## 4 Revise Informational Reports

Have partners sit together at desks and work for 20–30 minutes to make the changes and additions they discussed. Circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*

*(continues)*

TEKS 11.C.i  
TEKS 11.C.iv  
TEKS 11.C.v  
TEKS 11.C.ix  
TEKS 11.C.x  
Student/Teacher Activity  
Step 2 and Step 4 (all, beginning on page 425 and continuing on to page 426)

## TEACHER CONFERENCE NOTE *(continued)*

- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [the languages spoken in India]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *What closing sentences can you write to wrap up your report?*
- Q *How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Partner Work

Ask and briefly discuss:

- Q *How did you and your partner take responsibility for your own parts of the work today?*
- Q *What problems did you have? What will you do tomorrow to avoid those problems?*

Explain that partners will get feedback from another pair of students tomorrow. Have partners put all the papers related to their informational report in their folder.

## In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Discuss and solve problems that arise in their work together
- Finish drafting their informational reports
- Include one another and contribute to group work

## GETTING READY TO WRITE

### 1 Prepare for Group Conferences

Have the students bring their folders and gather with partners sitting together, facing you. Explain that today each pair will meet with another pair to confer about their informational reports (see “Do Ahead” on page 415.) They will share their drafts and get feedback from the other pair about anything confusing or unclear; then each pair will make any necessary revisions until they are convinced that their report makes sense and is complete.

Remind the students that in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. In pairs and then as a class, discuss:



- Q *What have you learned about giving feedback respectfully? Turn to your partner.*
- Q *What problems can arise when giving feedback? How will you avoid those problems today? Turn to your partner.*

### 2 Prepare to Give Feedback: Does It All Make Sense?

Explain that, as the students listen to one another’s writing, you would like them to ask themselves some questions. Direct the students’ attention to the “Does It All Make Sense?” chart (see “Do Ahead” on page 415) and read the questions aloud.

## Materials

- “Does It All Make Sense?” chart, prepared ahead
- The model draft on the lined writing chart (WA10) from Day 3
- Loose, lined paper for writing drafts
- “Class Assessment Record” sheet (CA8)

**ELPS 5.G.ii**  
Steps 3–5  
(all, beginning on page 427 and continuing on to page 429)

## Does It All Make Sense?

Does this writing make sense? Can I track what the author is saying?

Is there a place where I am confused? Where?

What have I heard in this report that makes me curious?



Display the model draft on the lined writing chart (WA10) from Day 3. Help the students practice giving feedback about these questions by reading your draft aloud, including your revisions. Use “Think, Pair, Share” to have partners consider and discuss the questions about your draft. Then ask a few volunteers to give you feedback about your draft using the questions.

Encourage the students to listen carefully to their group members when conferring and be ready to report the feedback they heard to the class.

### 3 Confer in Groups



Have pairs move into the groups of four you have assigned. Give them ample time to read aloud their drafts and confer. As they work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Circulate among conferring groups of four. Observe the students and ask yourself:

- Are groups staying on task, reading and discussing their writing?
- Are group members asking one another questions about their drafts?
- Are they giving feedback in a helpful and respectful way?

Make note of any problems you notice groups having to bring up during the reflection discussion.

Record your observations on the “Class Assessment Record” sheet (CA8); see page 91 of the *Assessment Resource Book*.

When most groups have had time to discuss their drafts, signal for the class’s attention.

## 4 Reflect on Feedback Received

Ask and briefly discuss as a class:

**Q** *What did the members of your group do to be respectful during your conference?*

Remind the students that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible. Use “Think, Pair, Share” to discuss:

 **Q** *What feedback did you hear today that you might use when you rewrite your draft? [pause] Turn to your partner.*

**Q** *What feedback do you want to think more about before deciding whether to use it or not? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

## 5 Discuss How Partners Will Work Together

Explain that today partners will work together to make any agreed-upon revisions and reread their drafts to make sure they are as clear, interesting, and complete as they can be.

 Ask partners to spend a few minutes deciding what they want to accomplish today and how they will share the work.

# WRITING TIME

## 6 Revise Informational Reports

 Have partners sit together at desks and work for 20–30 minutes to make the changes and additions as they discussed.

As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

**Q** *What did you write in your pre-research writing that you want to include in your draft?*

**Q** *What questions did you originally write that you will answer in your draft?*

**Q** *How did you group and order your notes? What made you decide to organize them that way?*

*(continues)*

### ELPS 5.G.iii

Teacher Conference Note (all, beginning on page 429 and continuing on to the top of page 430)

## TEACHER CONFERENCE NOTE *(continued)*

- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [the languages spoken in India]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *What closing sentences can you write to wrap up your report?*
- Q *How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Briefly Reflect on Writing

Help the students reflect on their work today by briefly discussing:

- Q *What feedback did you incorporate in your draft today? Tell us about it.*

Have partners put all the papers related to their informational report in their folder.

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## EXTENSION

### Teach Cooperative Structures for Group Work

Look for opportunities throughout the school day for the students to work in groups of four (or three or five, if necessary). Two cooperative structures you can teach them to use during group work are "Heads Together" and "Group Brainstorming" (see "Cooperative Structures" on page xxx). Group work can be more challenging for students than pair work. Take time to discuss problems, as well as how group members are including one another and contributing responsibly to the work.

## In this lesson, the students:

- Explore and write author biography sections
- Finish drafting their informational reports
- Reach agreement before making decisions
- Check each other's writing for understanding
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Explore "About the Author" Sections

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Explain that today you will ask them to think about an important feature of informational reports: sections that tell about the author.

Explain that these sections give information about the author's life and often his or her expertise (knowledge) of the topic discussed in the book. Explain that you will read the section titled "About the Author" from the back cover of the book *Mexico*, which they heard earlier, and ask them to think about what they learn about the author.

Have the students open their *Student Writing Handbooks* to page 19, where the "About the Author" section from *Mexico* is reproduced. At the same time, display the "Excerpt from *Mexico*" chart (WA16). Together read the passage; then ask and briefly discuss:

- Q *What do you find out about the author?*
- Q *What words or phrases show you that the author is an expert on the subject of Mexico?*

#### Students might say:

"I found out that geography is her favorite topic to write about."

"'Colleen has written more than 100 nonfiction books for kids.' That shows she really knows what she's doing when she writes a book like this."

"In addition to what [Gino] said, the sentence 'She worked on books about countries and cultures around the world' shows that she has a lot of experience with writing about countries."

As volunteers respond, underline the words and phrases they mention on the chart.

## Materials

- "Excerpt from *Mexico*" chart (WA16)
- *Student Writing Handbook* page 19
- The model draft on the lined writing chart (WA10) from Day 4
- "Writing Time" chart (WA17)
- Loose, lined paper for writing drafts

## 2 Model Writing a Section About the Author

Ask the students to watch as you model writing a section about the author. Display the model draft on the lined writing chart (WA10) from Day 4. Model writing a section about the author at the bottom of the document, below the last section, thinking aloud about what you might write.

### You might say:

"I want to let my readers know that I love Australia and that I have the necessary knowledge to write an accurate report about Australia. I also want to let my readers know a little bit about me as a person because I think if my readers feel connected to me, that will help make them interested in what I write."

As you write, elicit the students' help. Ask questions such as:

- Q *What can I write to let readers know that I have the knowledge needed to write this report?*
- Q *What can I share with readers to help them get to know me a little bit?*

WA10

About the Author

Lawrence Rabb has taught informational report writing

to hundreds of students in his twelve years as an elementary

school teacher. He enjoys helping his students understand the

importance of what he calls "getting the facts straight."

Mr. Rabb became interested in Australia when an Australian

family moved in next door. He loved listening to their musical

accents and hearing stories about their homeland. Since then

he has read many, many books, articles, and websites about this

fascinating country.

If the students have difficulty suggesting sentences, continue thinking aloud and writing a few more yourself. Point out that you are trying to make your writing demonstrate to your readers that you are a friendly, interesting person with expertise on the topic of Australia.

### 3 Discuss How Partners Will Work Together

Explain that partners will each contribute to their “About the Authors” section. They will talk with each other about what they might write and then each write their part. Suggest that the students look through the resources they have used to get other ideas for their “About the Authors” section.



Ask partners to spend a few minutes discussing what they want to accomplish today.

## WRITING TIME

### 4 Continue Drafting Informational Reports



Have the students get their folders and pencils and sit at desks, partners together. Display the “Writing Time” chart (WA17) and have partners work on the charted tasks for 20–30 minutes.

#### Writing Time

- Decide what you will each write about yourself.
- Share your ideas with your partner.
- Write your part of the “About the Authors” section.

WA17

As the students work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [the languages spoken in India]?*

(continues)

## TEACHER CONFERENCE NOTE *(continued)*

- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *What closing sentences can you write to wrap up your report?*
- Q *How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*
- Q *What might you write in an "About the Author" section to introduce yourself to your reader?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Confer in Pairs About Drafts



Ask partners to read to each other what they have written today and to make sure they each understand what the other has written. Give them time to clarify any confusion in their writing. Briefly discuss:

- Q *What was something you shared about yourself in your part of the "About the Authors" section?*

### 6 Reflect on Partner Work

Ask and briefly discuss:

- Q *Did you and your partner disagree about anything today? If so, what did you do to reach agreement?*

Tell the students they will publish the final versions of their reports next week. Have partners put papers related to their informational report in their folder.

# WRITING ABOUT READING

## Write Opinions About a Nonfiction Text

Remind the students that they have heard and read a great deal of nonfiction about countries over the past several weeks. Ask:

**Q** *What does a good informational book or report about a country include?*

As volunteers share, list their ideas where everyone can see them.

Explain that you will reread the book *Mexico*. Ask the students to think as they listen about which items on the list the book includes. Read the book aloud and stop periodically during the reading to have the students discuss the items they notice.

Explain that you would like the students to write an opinion piece about whether or not they think a particular nonfiction book is well written. Direct the students' attention to the list you just created and explain that one way of forming an opinion about the book is to consider whether it includes the characteristics or features that good informational books and reports about countries usually include. Ask the students to watch as you think aloud and model writing an opinion about *Mexico*. Be sure to support your opinion with information and features from the book and with information from the list of things to include in nonfiction about a country.

### You might say:

"I think that *Mexico* is an excellent example of informational text about a country. I'll start by writing: *The book Mexico by Colleen Sexton is an excellent example of a nonfiction text about a country.* Notice that I stated my opinion and put the book's title and the author's name in the opening sentence. Now I need to explain my thinking using facts and details. I'll write: *Sexton captivates the reader with the use of colorful photos, maps, fact boxes, and charts and helps the reader make sense of the text through a table of contents, glossary, an index, and other useful lists of information. Sexton's writing is clear and interesting; every sentence is easy to understand, and several chapters begin with opening sentences that capture the reader's imagination. The 'About the Author' section on the back cover leaves no doubt that Sexton is an expert writer of nonfiction about countries. Perhaps best of all, Mexico is filled with interesting facts, details, definitions, and other information.* Now I need a closing sentence. I'll write: *I highly recommend Colleen Sexton's book to readers curious to learn more about Mexico.*"

Tell the students that people may differ about how well written they think a particular published work is, and that is fine. The important thing is that they explain their thinking by using facts and details from the piece and information from the list of things to include in nonfiction about a country. Invite the students to write about *Mexico* or any of the other nonfiction texts read aloud earlier in the unit or that they read for their own research. Give them time to browse the titles, select a text, and reread it.

## Materials

- Read-aloud books from Weeks 1–2
- Collected nonfiction texts

## Teacher Note

If the students have difficulty generating ideas, think aloud about what the class has learned about expository nonfiction and add the items you mention to the chart. The list does not need to be exhaustive or perfectly mirror the following list but should include several of these items:

- Clear, interesting writing
- Maps, charts, illustrations, photos, captions
- Table of contents
- Glossary
- Subtopics with titles
- Subtopics organized in a way that makes sense
- Facts, details, definitions, or other information related to the topic
- Transitional words and phrases that help the reader connect ideas
- Strong opening sentences that grab the reader's attention
- Ending that brings a report to a close
- Introduction
- "About the Author" section
- Absence of punctuation, spelling, and grammar mistakes



When all of the students have selected and reread their texts, explain that they should each start their opinion piece with an opening sentence that states their opinion and includes the title of the text and the author's name, give a reason for their opinion and a fact or detail to support their reason, and provide a closing sentence that wraps up their writing. Have the students write about their opinions. If time permits, invite the students to share their opinions with the class.



# Week 6

## OVERVIEW

### Writing Focus

- Students proofread for spelling, grammar, and punctuation errors.
- Students write final versions of their informational reports.
- Students write tables of contents.
- Students publish completed reports.
- Students present their informational reports to the class from the Author’s Chairs.
- Students confer with one another and the teacher.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another’s writing.
- Students give their full attention to the person who is speaking.



### Online Resources

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

#### Whiteboard Activities

- WA18–WA22

#### Assessment Forms

- “Class Assessment Record” sheets (CA9–CA10)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Expository Nonfiction genre unit family letter (BLM1)

#### Professional Development Media

- “Using Presentation Tools” tutorial (AV77)

## DO AHEAD

- ✓ Prior to Day 1, decide how the students will publish their final versions for the class library. For example, each pair of students might make a book (see “Tips for Managing the Program in Your Classroom” on page xli), a poster with the final version attached to it, or a multimedia presentation (see the technology extension “Create Multimedia Presentations” on page 445; also see Technology Mini-lesson 10, “Creating Presentations,” in Appendix A). Gather any necessary materials.
- ✓ Prior to Day 1, locate books with tables of contents in your collection of nonfiction books about countries to show as examples.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA9) on page 92 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA10) on page 93 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their drafts. You may want to recruit parent volunteers to help the students do so. In addition, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A.

## TEACHER AS WRITER

*“I get pieces, flashes of an idea, an image, and I won’t know what it means, but I’ll be fascinated by it. It’s all there in that first instant—it’s complete—but all I know is the wonder and the curiosity.”*

— Mekeel McBride

Think about the informational report you wrote as a model for the students over the past few weeks. What have you learned about the country as you researched and wrote about it? What surprised you? What are you curious about now? Jot your reflections in your notebook and consider writing more about this country at a later time.

### Materials

- *Student Writing Handbooks*
- “Nonfiction Passages with Run-on Sentences” chart (WA18)
- “Writing Time” chart (WA19)
- Supply of lined paper for final versions
- “Class Assessment Record” sheet (CA9)
- (Optional) Computers for typing and printing final versions

**ELPS 5.F.i**  
Step 3 and Step 4  
(all, beginning on page  
440 and continuing on  
to page 442)

### In this lesson, the students:

- Proofread for spelling and punctuation
- Listen for run-on sentences as they read their drafts aloud
- Begin writing their final versions
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Prepare to Proofread First Drafts

Have the students get their folders, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Remind the students that last week they completed the first drafts of their informational reports and began to revise them. Today each pair of students will continue to revise their draft and proofread it to be sure they have corrected all errors before publishing it. This will help their classmates easily read and understand it.

Remind the students that they learned to proofread their drafts for spelling and punctuation using the Word Bank and Proofreading Notes sections in the *Student Writing Handbook*. Explain that they will use these resources today to proofread their informational reports.

### 2 Discuss Proofreading for Spelling

Ask the students to begin rereading their drafts (even if they are not finished with them) and circle any words that they are not sure how to spell. Stop the students after a couple of minutes and ask:

**Q** *What words have you circled so far?*

Have a few volunteers report the words they circled. Have the students check the word bank to see if the words they circled are listed. If not, encourage them to check the spelling by another method during Writing Time today and to make sure to add the correctly spelled word to their word banks. The students can check the spelling of a word by asking you or another student, finding the word in a published book, or looking it up in a dictionary or online.

### 3 Discuss Proofreading for Run-on Sentences

Remind the students that their proofreading notes are a checklist of things to pay attention to when they proofread their drafts. Ask:

**Q** *What is listed in your proofreading notes that you will check for in your draft today?*

Point out that, in addition to checking for the rules already listed in their proofreading notes, such as capital letters at the beginnings of sentences and proper nouns (nouns that name a specific person, place, or thing), the students should also check for run-on sentences. Explain that a *run-on sentence* is usually made of two or more complete sentences that have been “run together” without a conjunction (connecting word) such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences.

Display the “Nonfiction Passages with Run-on Sentences” chart (WA18). Ask the students to watch and listen as you read the first passage aloud, pausing only at the commas and the periods. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What run-on sentences do you notice in the passage?*

**Students might say:**

“It doesn’t sound right.”

“In addition to what [Wai] said, some of the sentences sound funny—like they go on too long.”

“I noticed a sentence that sounded like it might be two sentences squished together. It was confusing.”

If necessary, point out that right now the passage does not sound right when it is read aloud because it contains two run-on sentences. Model rereading the passage while thinking aloud about how to split the run-ons into several complete sentences, capitalizing the first word in each new sentence and adding a period at the end. Invite the students to help you.

**You might say:**

“Some of us think that the first sentence is a run-on. I agree. I can hear it when I read, ‘There are 4,000 islands in Japan most people live on the four biggest islands.’ That sounds like the end of one sentence and the beginning of another sentence squished together. I’ll put a period after *Japan* and capitalize *Most*. The second sentence sounds right. It’s a complete thought and a complete sentence all by itself, so I’ll leave it alone. I think that the third sentence is a run-on. I can hear it when I read, ‘Japan has many mountains and volcanoes some of the volcanoes erupt.’ That sounds like two sentences squished together. One suggestion I hear is to put a period between *volcanoes* and *some*, remembering to capitalize the *S* in *Some*.”

Follow this same procedure with the second passage on the “Nonfiction Passages with Run-on Sentences” chart.

## 4 Discuss How Partners Will Work Together

Review that the students will proofread their drafts for spelling and punctuation using their word banks and proofreading notes in their *Student Writing Handbooks*. Then they will read their drafts aloud and

### Skill Practice Note

The students will have more opportunities to practice proofreading for spelling and to practice recognizing run-on sentences in the other genre units. For more practice producing complete sentences and correcting run-on sentences, see Lesson 1 and Lesson 5 in the *Skill Practice Teaching Guide*.

listen for any run-on sentences. They should split run-ons into two or more complete sentences. Remind them to capitalize the first word of each complete sentence and add a period at the end. If they finish, they should begin copying their final drafts on loose, lined paper.



Ask partners to spend a few minutes discussing what they will work on today and how they will share the work fairly.

## WRITING TIME

### 5 Proofread and Write Final Versions



Display the “Writing Time” chart (WA19) and have partners work on the charted tasks for 20–30 minutes.

WA19

#### Writing Time

- Proofread your draft for spelling and punctuation.
- Check for run-on sentences.
- If you finish proofreading, begin copying your final version on loose, lined paper.

As the students work, circulate and observe, assisting as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners working together fairly to write a final version of their informational report?
- Are they catching and correcting spelling, grammar, and punctuation errors?

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Record your observations on the “Class Assessment Record” sheet (CA9); see page 92 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Proofreading

Briefly discuss questions such as:

- Q *What corrections did you make when you proofread your draft?*
- Q *What words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *Who found errors using your proofreading notes? Tell us about them.*

Have partners put all the papers related to their informational report in their folder.

## EXTENSION

### Cite Print Sources in a Bibliography

Show page 31 of *Mexico* and explain that this is a *bibliography*, or a list of the sources that the author, Colleen Sexton, used to write her book. Tell the students that the bibliography usually appears at the end of a nonfiction piece. Explain that whenever the students refer to or use information from a book, article, website, or other source in their reports, they need to *cite* it, or list the source of the information in a bibliography.

Explain that each *citation*, or book, article, or website, in a bibliography needs to include enough information for readers to be able to identify and find the source, and that there are rules for how to list the information. Tell the students that they will learn what information to include when they cite a book or printed article.

Write the following citation example where everyone can see it:

Walters, Drew. Australian Animals. Chicago:  
Wonderkid Press, 2012. Print.

Point out that this is a book citation and that the parts of the citation are written in a specific order. Ask the students to listen as you describe each part.

#### You might say:

"The author's last name goes first, then the author's first name, separated by a comma. Notice there's a period at the end of the first name. The title of the book comes next, underlined. The city where the publisher of the book is located comes next, followed by a colon. Then comes the name of the publisher, followed by a comma and the year of publication. One more period follows, and then the type of the publication comes last. Here it's 'Print' because it's for a printed book. The citation ends with a period."

**TEKS 13.G.i**  
Student/Teacher Narrative  
Extension (all)



#### Technology Tip

You might also teach Technology Mini-lesson 8, "Citing Online Sources," in Appendix A.

#### Teacher Note

You might explain that the type of publication might be *print* or *web*.

List the parts of a book citation where everyone can see them:

- Author's last name (followed by a comma)
- Author's first name (followed by a period)
- Book title (underlined, followed by a period)
- City (followed by a colon)
- Publisher (followed by a comma)
- Year of publication (followed by a period)
- Type of publication (followed by a period)

**TEKS 13.G.i**  
Student/Teacher Activity  
Extension  
(paragraphs between charts on  
page 444)

Have partners gather their sources and work together to write a citation for a book. Then have volunteers from a few pairs write their citations where everyone can see them. Discuss the citations as a class.

Repeat the same procedure for an article citation, using the following citation and list:

Dinh, Tiffany. "Native Peoples of the Land Down Under." Journeys 10 February 2012: 3-6. Print.

- Author's last name (followed by a comma)
- Author's first name (followed by a period)
- Article title (in quotation marks with a period before the end quotation marks)
- Magazine name and edition number (underlined)
- Month and year of magazine edition (followed by a colon)
- Page numbers the article appears on (followed by a period)
- Type of publication (followed by a period)

Show the bibliography from *Mexico* again, and point out that the citations are organized in a list that is alphabetical by last name of author. Remind the students to write citations for all the sources they used in their research, and explain that they will organize these alphabetically into a bibliography to include at the end of their reports.



## TECHNOLOGY EXTENSION

### Create Multimedia Presentations

Have the students develop their informational reports into multimedia presentations. Begin by discussing the various types of multimedia the students might incorporate into their reports (for example, images, video, audio, or animations) and the ways that multimedia can make a report more informative and engaging. Then have the students work in pairs to determine how to present their reports visually.

For additional support, see Technology Mini-lesson 10, “Creating Presentations,” in Appendix A.

**TEKS 13.H.i**  
Student/Teacher Activity  
Technology Extension (all)



### Technology Tip

For more information about presenting reports visually and using presentation tools, view the “Using Presentation Tools” tutorial (AV77).



## Proofreading

## Day 2

### In this lesson, the students:

- Proofread for sentence fragments
- Write their final versions
- Add illustrations and captions
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Prepare to Proofread First Drafts

Have the students get their folders and pencils and sit at desks with partners together. Explain that the students will begin copying their first drafts into final versions. Before this step, they will take time to proofread their writing for one more thing to make sure that it is free from errors.

### Materials

- “Nonfiction Passages with Sentence Fragments” chart (WA20)
- “Writing Time” chart (WA21)
- Supply of lined paper for final versions
- (Optional) Computers for typing and printing final versions

## 2 Discuss Proofreading for Sentence Fragments

Tell the students they will proofread their drafts today to see if they have any *sentence fragments*, or incomplete sentences. Explain that many sentence fragments can be identified because they do not have a *subject* that tells who or what a sentence is about or a *predicate* that tells what the subject does or did (or both). Point out that incomplete sentences should be changed to form complete sentences.

Display the “Nonfiction Passages with Sentence Fragments” chart (WA20). Ask the students to watch and listen as you read the first passage aloud. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What sentence fragments, or incomplete sentences, do you see in the passage?*

### Students might say:

“It doesn’t sound right.”

“In addition to what [Rudy] said, some of the sentences sound funny—like something is missing.”

If necessary, point out that right now the passage does not sound right when read aloud, because it contains several sentence fragments. Model rereading the passage and thinking aloud about how to transform the fragments into complete sentences or combine them with other complete sentences.

### You might say:

“‘Farmers in the country wear traditional work clothes’ is a complete sentence. It has a subject and a predicate. But ‘Such as baggy trousers and straw hats’ is a sentence fragment. The fragment gives examples of work clothes, so I’ll add it to the complete sentence that came just before. Now the revised sentence says: *Farmers in the country wear traditional work clothes, such as baggy trousers and straw hats.* That sounds right and is a complete sentence. The next two sentences are complete—they each have a subject and a predicate—but the one after that, ‘With a large sash,’ is a fragment. It describes how kimonos are tied, so I’ll try combining it with the previous sentence: *Kimonos are long silk robes that are tied with a large sash.* The remaining two sentences are complete sentences.”

Follow this same procedure with the second passage on the “Nonfiction Passages with Sentence Fragments” chart.

## 3 Discuss How Partners Will Work Together

Explain that during Writing Time the students will reread their drafts and look for sentence fragments. They should transform any fragments

### Skill Practice Note

For more practice using subjects and predicates and recognizing and correcting fragments, see Lesson 1 and Lesson 4 in the *Skill Practice Teaching Guide*.

into complete sentences or combine them with other complete sentences. Then they should continue writing their final versions. If they finish, they may add images and captions to their reports.



Ask partners to spend a few minutes discussing what they will work on today and how they will share the work fairly.

## WRITING TIME

### 4 Proofread and Write Final Versions



Display the “Writing Time” chart (WA21) and have partners work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance.

#### Writing Time

- Proofread your draft for sentence fragments.
- Write your final version on loose, lined paper.
- If you finish, add illustrations and captions.

WA21

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Ask and briefly discuss:

**Q** *What corrections did you make when you proofread your draft?*

Have partners put papers related to their informational report in their folder.

## WRITING ABOUT READING

### Write Persuasive Paragraphs About Countries

Explain that people often pick countries to travel to based on recommendations that they read in travel brochures, blogs, magazines, books, and websites.

Point out that over the last several weeks the students have become experts on particular countries. Explain that they can use what they know about their countries to persuade others to visit it. Ask:

**Q** *What is something you might tell about your country to persuade readers to visit it?*

**TEKS 11.C.iii**  
Student/Teacher Activity  
Step 4 (all)

#### Materials

- Collected nonfiction texts
- Blank paper for making travel brochures
- Crayons, colored pencils, or markers
- (Optional) Professional travel brochures or other short, persuasive passages about countries

## Teacher Note

If necessary, explain that a *travel brochure* is a very thin booklet—often a single, folded piece of paper—that usually has writing and pictures about a place.

You might read aloud one or two travel brochures or other nonfiction passages that succinctly attempt to persuade readers to visit particular countries. After reading them aloud, you might invite the students to identify reasons the authors give for why readers should visit those countries.

### Students might say:

"I would tell how people can relax on the beautiful, clean beaches."

"I would tell about how special and fun the German winter holidays are."

"I would describe the amazing creatures and plants they would see in the tropical rainforests."

Explain that the students will write paragraphs that could be used in travel brochures intended to get readers excited about visiting the countries they researched. Explain that they will support their thinking with facts and details about the countries. Ask the students to watch as you model writing a paragraph about why readers should visit the country you researched. Be sure to support your writing with facts and details about the country.

### You might say:

"I want to start my paragraph with a sentence or two that gets readers really excited and curious about Australia. I'll start by writing: *Wouldn't you love to visit a country where you can enjoy outdoor sports, see beautiful beaches and waterfalls, and encounter truly strange animals and plants?*

Notice that I tried to think of things about Australia that would persuade my readers to want to go there. Now I need to explain my thinking using facts and details. I'll write: *Australia is a country that loves sports, from surfing to tennis to cricket. You can participate—or just settle back and watch the top athletes perform. Are you eager to hit the nature trail? Make the trek to the famous Uluru rock, snorkel in the Great Barrier Reef, or visit Kakadu National Park, which is inhabited by many animals. Speaking of animals, did you know that many of those found in Australia evolved there and nowhere else? You will be fascinated by the cute koalas and the rainbow lorikeet, named for its colorful feathers.* Those sentences all include facts I know from doing my research on Australia. Now I need a closing sentence. I'll write: *If you're looking for a country that has it all, look no farther—Australia is the place for you.*"

Invite the students to write about the countries they researched and to refer to nonfiction texts they used for their research. Explain that they should each start the paragraph with an opening sentence that tries to persuade the reader to visit the country, give facts or details to support the sentence, and provide a closing sentence that wraps up the writing. Have the students write their persuasive paragraphs. If time permits, invite the students to share their writing with the class. You might have the students create travel brochures for their countries using the persuasive paragraphs and illustrations.

## In this lesson, the students:

- Explore and develop tables of contents
- Finish writing their final versions
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Explore Tables of Contents

Have the students bring their folders and gather with partners sitting together, facing you. Remind them that they have been proofreading their reports and writing their final versions. Explain that this week they will publish their reports. They will share the reports from the Author's Chairs and then take the reports home to show their families before placing them in the class library.

Remind the students that the purpose of their informational reports is to help their classmates become interested in and curious about the countries they selected to research. Explain that one way authors spark their readers' curiosity and help them know what is in a book by providing a table of contents. Show and read the table of contents on page 3 of *Kenya: A Question and Answer Book*. Ask and briefly discuss:

**Q** *What do you notice about the way this table of contents is organized?*

**Q** *How might this table of contents help a reader?*

Point out that the table of contents in *Kenya: A Question and Answer Book* has two parts: a list of the headings, beginning with "Where is Kenya?" and a "Features" section that includes such things as the glossary, a list of websites, and suggestions for reading more.

Show the table of contents in several of the other books in your collection and discuss how they are organized. Note that both the titles "Table of Contents" and "Contents" are used, the headings are listed along with their page numbers in the order they appear in the book, and special features are often listed at the end. Ask each pair of students to look at their informational report and discuss what they will list in their table of contents.

After a few minutes, signal for the students' attention. Explain that before partners can complete their table of contents, they need to finish writing their final draft so that they will know the page numbers for each of their headings.

## Materials

- *Kenya: A Question and Answer Book* from Week 1
- Other nonfiction books about countries with tables of contents
- Loose, lined paper for final versions
- Materials for publishing informational reports
- "Writing Time" chart (WA22)
- "Class Assessment Record" sheet (CA10)
- (Optional) Computers for typing and printing final versions



## 2 Discuss How Partners Will Work Together

Explain that today partners will finish writing their final draft, number their pages, and create a table of contents that shows where different sections begin. When they are finished, they may add illustrations and captions to their report.



Ask partners to spend a few minutes deciding what they will accomplish today and how they will share the work fairly.

## WRITING TIME

### 3 Write Final Versions and Tables of Contents



Display the “Writing Time” chart (WA22). Have the students sit at desks with partners together and work for 20–30 minutes.

WA22

#### Writing Time

- Finish copying your final version.
- Discuss and write a table of contents.
- If you finish, add illustrations and captions.

As the students work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners working together fairly to write a final version of their informational report?
- Are they including a table of contents?

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to make it so you are sharing the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Record your observations on the “Class Assessment Record” sheet (CA10); see page 93 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect and “Preview” Reports as a Class



Explain that each pair of students will give the class a “preview” of their informational report by reading aloud any two sentences from it. Ask partners to quietly reread their report and select two interesting sentences (one for each partner) to read aloud. Give them a few moments to select their sentences; then ask the class to listen carefully to one another’s sentences and to think about which ones make them curious.

Go around the room and have the students read their sentences aloud, without comment. When all have read, ask and briefly discuss:

**Q** *What sentences did you hear that made you curious?*

Remind the students that they will begin sharing their published reports from the Author’s Chairs tomorrow. Have partners put papers related to their informational report in their folder.

## Writing Final Versions and Publishing

## Day 4

### In this lesson, the students:

- Publish their informational reports
- Handle materials responsibly
- Share materials fairly
- Make decisions about how they will present their reports from the Author’s Chairs
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Discuss Handling and Sharing Materials

Have the students get their folders and pencils sit at desks with partners together. Explain that the students will finish writing their final versions and will begin sharing them from the Author’s Chairs today. Explain the method you have chosen for publication (see “Do Ahead” on page 439), and review any procedures you would like the students to follow (for example, how to handle art supplies, how to use the computers, and where to place published stories for Author’s Chair sharing).

### Materials

- Materials for publishing informational reports
- Two chairs to use for Author’s Chair sharing (or three for trios)

 **ELL Note**

Support trios, as necessary, to make sure that all three students in each trio have a role in presenting their report to the class.

Briefly discuss how the students will share materials fairly, handle them responsibly, and help one another. Ask and briefly discuss questions such as:

- Q *What will you do today to take care of our [book-making] materials? Why is that important?*
- Q *If you want to use something, such as the computer or the hole punch, but someone else is using it, what can you do?*
- Q *If you're using something and someone else wants to use it, what can you do to share it fairly?*
- Q *How can we be helpful to one another as we publish our reports today?*

## **2** Discuss How Partners Will Work Together

Explain that today partners will work to finish publishing their report and then decide and practice how they will present it to the class (for example, decide what sections each partner will read aloud). Briefly discuss:

- Q *What are some ways partners might share the presentation of their report?*

Explain that the students who finish the publication process today will begin sharing their reports from the Author's Chairs. Tell the students that Writing Time will be a bit shorter to allow time for this sharing. Ask partners to spend a few minutes deciding what they will accomplish and how they will share their work today.



## **WRITING TIME**

### **3** Publish Reports and Prepare to Share



For 15–20 minutes, have partners work on publishing their informational report and preparing to present it. As they work, circulate, observe, and offer assistance.

Signal to let the students know when Writing Time is over.

## **SHARING AND REFLECTING**

### **4** Review Sharing Writing from the Author's Chairs

Gather the class with partners sitting together, facing the Author's Chairs. If necessary, remind them of the procedure you established for presenting books from the Author's Chair (see Unit 2, Week 2, "Do Ahead" on page 95).

Before asking partners to share from the Author's Chairs today, discuss how the students will act, both as presenting authors and as members of the audience.

Ask and discuss:

- Q *Why is it important to speak in a loud, clear voice when you're reading your report to the class?*
- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the authors know that you're interested in their report? Why is it important to express interest in one another's writing?*

Encourage the students to be attentive and considerate audience members, and tell them that you will check in with them afterward to see how they did.

## 5 Conduct Author's Chair Sharing

Ask partners who have finished publishing their informational report to read it aloud from the Author's Chairs. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the authors an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [China] from hearing [Dante and Thuy's] report?*
- Q *What are you curious about after hearing their report?*
- Q *What questions can we ask [Dante and Thuy] about their report?*

Follow this procedure and have other pairs of students share from the Author's Chairs as time permits. Explain that tomorrow partners who have not finished publishing will have time to do so and to share their reports from the Author's Chairs.

## 6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared your report today, how did the members of the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

# Day 5

## Writing Final Versions and Publishing

### Materials

- Materials for publishing informational reports
- Two (or three) chairs to use for Author's Chair sharing
- Copy of the Expository Nonfiction genre unit family letter (BLM1) for each student

### Facilitation Tip

Reflect on your experience over the past weeks with **asking facilitative questions**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

### In this lesson, the students:

- Review and reflect on writing nonfiction
- Finish publishing their reports
- Present their reports from the Author's Chairs
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing
- Give their full attention to the person who is speaking

## GETTING READY TO WRITE

### 1 Review and Reflect on Writing Nonfiction

Have the students get their folders (unless they have already shared their published reports from the Author's Chairs) and pencils and sit at desks with partners together. Remind the students that over the past six weeks they have learned about writing nonfiction and have each worked with a partner to research and write a nonfiction report about a country they were curious about. Ask:

**Q** *What have you learned about writing nonfiction over the past weeks?*

#### Students might say:

"I learned that you can write about things you are curious about."

"I agree with [Brad]. I learned that you can find out about things by researching them."

"In addition to what [Jacqui] said, I learned that you can take notes and use them in your nonfiction writing."

"I learned ways to capture the reader's attention and make the reader curious about my topic."

Use "Think, Pair, Share" to discuss:



**Q** *What was your favorite part of working on your informational report?* [pause] *Turn to your partner.*

**Q** *What is one thing you are glad you learned about writing nonfiction?* [pause] *Turn to your partner.*

**Q** *What did you find challenging about writing nonfiction?* [pause] *Turn to your partner.*

Remind the students that writers become better over time as they practice writing again and again. Encourage students who feel drawn to nonfiction to continue to research and write about nonfiction topics they are interested in during their free time and outside of school.

Explain that today partners will finish publishing their report and then decide and practice how they will present it to the class. Those who have finished may write anything they choose during Writing Time.



Explain that after Writing Time more partners will share their reports with the class from the Author's Chairs. Ask partners to spend a few minutes deciding what they will accomplish and how they will share their work today.

## WRITING TIME

### 2 Finish Publishing Reports and Prepare to Share



Have partners work on publishing and preparing to share for 10–15 minutes. As they work, circulate, observe, and offer assistance.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Conduct Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chairs. Remind presenters to speak in loud, clear voices and audience members to show interest in and appreciation for their classmates' writing.

Have partners read their report aloud from the Author's Chairs. At the end of the sharing, facilitate a discussion using questions like those that follow. Give the authors an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [the people of Ghana] from hearing [Tomás and Cara's] report?*
- Q *What are you curious about after hearing their report?*
- Q *What questions can we ask [Tomás and Cara] about their report?*

Repeat this procedure to have other partners share from the Author's Chairs, as time permits.

Assure the students that the students who have not yet shared will get to share their published informational reports from the Author's Chairs in the coming days.

### 4 Reflect on Interactions and Thank One Another

Ask and briefly discuss:

- Q *What did we do well as an audience today? What do we still want to work on the next time authors share their work?*
- Q *If you shared a report today, how did the members of the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

#### Teacher Note

Continue to have pairs of students share their nonfiction informational reports from the Author's Chairs until everyone has had a chance to do so.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on this page.

### Skill Practice Note

For practice with using commas in the dates, addresses, greetings, and closings of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.

Point out that partners have worked closely together for several weeks to research and write about the countries they chose. Ask and briefly discuss:

- 
- Q *In what ways did you and your partner help each other on this project?*
  - Q *What do you appreciate about how your partner worked with you? Turn to your partner.*

Ask partners to take a moment to thank each other for their help and collaboration.

---

## EXTENSION

### Write Letters Home About Nonfiction

Provide letter-writing practice for the students by having them each write a letter home about what they learned about nonfiction from working on their informational reports. Discuss questions such as:

- Q *What’s special about nonfiction writing?*
- Q *What steps did you and your partner go through to research and write about your country?*
- Q *What is one thing you’re proud of about your published informational report?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of the published informational report she helped to write and send it home.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of the Expository Nonfiction genre unit. You will need to reassign partners before you start the next genre unit.
- Make copies of the published report so that each partner can take a copy home to share with his or her family. Place the original reports in the class library.
- Send home with each student a copy of the student’s published report and a copy of this unit’s family letter (BLM1). Encourage the students to share their published reports with their families.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

## Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 98 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 97 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 114.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year CCSS-type writing performance task by teaching the Informative/Explanatory Writing unit on page 55 of the *Writing Performance Task Preparation Guide*. For more information, see "Teaching the Units" on page vi of the preparation guide.



# Genre

## Functional Writing

During this three-week unit, the students explore functional writing. They read and discuss recipes and directions, explore craft elements of functional writing, and write directions for others to follow. They explore using modal auxiliaries, such as *can*, *may*, and *must*, in their directions. As the students write, they consider the audience and purpose of their directions, and review them for sequence, completeness, accuracy, and clarity. The students frequently work with partners and in groups of four during the unit. They reach agreement and make decisions together, work responsibly, share the work and materials fairly, and give and receive feedback respectfully.



## RESOURCES

## Read-alouds

- “Carrot Salad”
- “Carrot and Raisin Salad”
- *1-2-3 Draw Cartoon People*
- “Expressions”
- “Making a character”
- *The Book of Cards for Kids*
- “1, 2, 3 Dragon”
- “Catching Stars”

## Writing About Reading Activity

- “Write Persuasively About Games”



## Technology Mini-lessons

- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Using Filters to Narrow Results”
- Mini-lesson 9, “Creating Documents”



## Technology Extension

- “Search Online for Child-friendly Recipes”

## Extensions

- “Practice Giving and Following Directions”
- “Follow and Write Recipes”
- “Explore More Cartoons in *1-2-3 Draw Cartoon People*”
- “Explore More Card Games”
- “Write Letters Home About Functional Writing”



## Online Resources

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

## Whiteboard Activities

- WA1–WA22

## Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “Conference Notes” record sheets (CN1–CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

## Reproducible

- Functional Writing genre unit family letter (BLM1)

## Professional Development Media

- “Building a Community of Writers” (AV1)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Avoid Repeating or Paraphrasing” (AV26)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Planning a Lesson” (AV33)
- “Conferring About Functional Writing” (AV49)
- “Exploring Functional Writing” (AV50)

## RESOURCES *(continued)*

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 28, “Commas in Letters”

### Assessment Resource Book

- Functional Writing genre unit assessments

### Student Writing Handbook

- “Carrot Salad”
- “Carrot and Raisin Salad”
- “Expressions and Emotions”
- “Expressions”
- “Making a character”
- “Authors”
- “1, 2, 3 Dragon”
- “Catching Stars”
- Word Bank
- Proofreading Notes

## DEVELOPMENT ACROSS THE GRADES

	Elements of Functional Writing	Writing Craft	Language Skills and Conventions
Grade 3	<ul style="list-style-type: none"> <li>Writing directions for how to take care of something, draw something, and do a craft project</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for sequence, completeness, accuracy, and clarity</li> </ul>	<ul style="list-style-type: none"> <li>Using coordinating conjunctions, such as <i>and</i>, <i>but</i>, and <i>or</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing directions for recipes, cartoon drawings, and games</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for sequence, completeness, accuracy, and clarity</li> </ul>	<ul style="list-style-type: none"> <li>Using modal auxiliaries, such as <i>can</i>, <i>may</i>, and <i>must</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing directions for moving from one place in the classroom and school to another</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for completeness, accuracy, clarity, specific language, and details</li> </ul>	<ul style="list-style-type: none"> <li>Using correlative conjunctions, such as <i>either/or</i> and <i>both/and</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Functional Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Giving directions; writing about how to make a sandwich</li> </ul>	<b>Exploring Functional Writing:</b> “Carrot Salad” and “Carrot and Raisin Salad” <b>Focus:</b> <ul style="list-style-type: none"> <li>Audience and purpose; writing a recipe</li> </ul>	<b>Exploring Functional Writing:</b> 1-2-3 Draw Cartoon People <b>Focus:</b> <ul style="list-style-type: none"> <li>Directions for drawing cartoon characters</li> </ul>	<b>Exploring Functional Writing:</b> “Expressions” and “Making a character” <b>Focus:</b> <ul style="list-style-type: none"> <li>Comparing two sets of directions for drawing cartoon characters</li> </ul>	<b>Exploring Functional Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Drafting directions for drawing a cartoon character</li> </ul>
<b>Week 2</b>	<b>Exploring Functional Writing:</b> 1-2-3 Draw Cartoon People <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring sequence; revising directions for drawing a cartoon character</li> </ul>	<b>Exploring Functional Writing:</b> The Book of Cards for Kids <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring completeness</li> </ul>	<b>Exploring Functional Writing</b> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Games we know how to play</li> </ul>	<b>Selecting Topics</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Drafting game directions</li> </ul>	<b>Drafting and Revising:</b> “1, 2, 3 Dragon” and “Catching Stars” <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring accuracy and clarity; revising game directions</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 3</b>	<b>Group Conferring and Revising</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Conferring about game directions; revising if necessary</li> </ul>	<b>Analyzing and Revising</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using modal auxiliaries, such as <i>can</i>, <i>may</i>, and <i>must</i></li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Spelling, punctuation, and grammar; writing final versions</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author’s Chair sharing</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Reflecting on functional writing; Author’s Chair sharing</li> </ul>

# Week 1

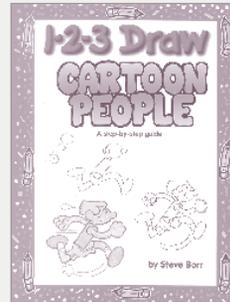
## OVERVIEW

### Excerpts

#### “Carrot Salad”

excerpted from *Children’s Quick and Easy Cookbook* by Angela Wilkes (see page 486)

This recipe from a children’s cookbook includes step-by-step photographs.



#### 1-2-3 Draw Cartoon People: A Step-by-step Guide

by Steve Barr

Simple shapes come together to create cartoon people in this book of easy-to-follow drawing instructions.

#### “Carrot and Raisin Salad”

excerpted from *The Jumbo Vegetarian Cookbook* by Judi Gillies and Jennifer Glossop (see page 487)

This recipe is from a children’s cookbook of vegetarian food.

### Excerpts

#### “Expressions” and “Making a character”

excerpted from *Drawing Cartoons* by Anna Milbourne (see pages 488–489)

Directions and illustrations explain how to make expressive cartoon characters.



### Online Resources

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

#### Whiteboard Activities

- WA1–WA10

#### Assessment Form

- “Class Assessment Record” sheet (CA1)

#### Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Avoid Repeating or Paraphrasing” (AV26)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Exploring Functional Writing” (AV50)

## TEACHER AS WRITER

*“A writer is someone who pays attention to the world.”*

— Susan Sontag

Most of us are surrounded by, and rely on, functional writing—written language that helps us function. This week, join your students in beginning to explore functional writing by making a list of all the functional writing you encounter daily, including what you write yourself. Think about directions, signs, lists, flyers, online text, and other sources of information.

### Writing Focus

- Students hear, read, and discuss functional writing.
- Students explore how information is communicated in functional writing.
- Students explore audience and purpose in functional writing.
- Students discuss, follow, and write directions.

### Social Development Focus

- Students work in a responsible way.
- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and check for understanding.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 1, collect examples of functional writing such as cookbooks, recipes, online maps with directions, and books about how to make things or do simple activities. Include books about how to draw different things, such as animals and cartoon characters. You might search for titles online using the keywords “children’s drawing books.” Make this collection available to the students throughout the unit.
- ✓ In the Day 1 lesson, you will follow the students’ directions to make a peanut butter and jelly sandwich. Prior to Day 1, if your class is peanut-free, or if you or your students have other dietary restrictions, plan to make a different easy snack (for example, cut vegetables with hummus).



(continues)

## ⌚ DO AHEAD *(continued)*

- ✓ Prior to Day 5, create a simple line drawing of a cartoon character at the top of a sheet of chart paper. Leave room below to write the directions needed to draw it. This character should be very simple, needing no more than five or six steps to draw (see the example in Week 1, Day 5, Step 1 on page 482).
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA1) on page 116 of the *Assessment Resource Book*.

## In this lesson, the students:

- Work with new partners
- Discuss recipe directions
- Write about how to make a sandwich
- Reach agreement before making decisions
- Work responsibly in pairs

## ABOUT TEACHING FUNCTIONAL WRITING

The purpose of functional writing, like all nonfiction, is to inform or explain. While expository nonfiction provides information about a topic—such as the animals of New Zealand—functional nonfiction explains how to do something. For example, functional writing might explain how to brush your teeth, use a microwave, create a website, or build a rocket. Functional writing, in varying forms of lists, labels, menus, and schedules, also helps people with daily living.

The goals of this unit are to introduce the students to functional writing, help them think about the craft elements involved in functional writing, and provide opportunities for them to create functional writing. There are two phases to this unit: Immersion and Drafting (two weeks), and Revision, Proofreading, and Publication (one week). During the first phase, the students explore and try their hand at functional writing. In the second phase, they write, revise, and publish directions for a game and make a class book.

## GETTING READY TO WRITE

### 1 Pair Students and Introduce Functional Writing

Randomly assign partners (see “Do Ahead” on page 465) and make sure they know each other’s names. Gather the students with partners sitting together, facing you.

Explain that during the next three weeks, partners will work together to explore functional writing. Tell the students that functional writing helps people learn how to do things, get from one place to another, and complete everyday tasks (jobs), such as buying groceries and paying bills. Point out that there are many types of functional writing, such as lists, recipes, menus, game directions, and schedules. Tell the students that in this unit they will explore functional writing that explains how to do things.

## Materials

- Jar of peanut butter
- Jar of jam or jelly
- Loaf of bread
- Knife, cutting board, paper towels, and paper plate
- Desk or small table
- Loose, lined paper for each pair of students
- Chart paper and a marker
- (Optional) Examples of functional writing, collected ahead

## Teacher Note

For more information about functional writing, view “Exploring Functional Writing” (AV50).



## Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

## Teacher Note

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

## Teacher Note

As you discuss different types of functional writing, you might show some examples from the functional writing you collected (see “Do Ahead” on page 465).

### **ELL Note**

If necessary, simplify the second question by rephrasing it in the following way:

- Q** *You want to make a peanut butter and jelly sandwich. What do you do first?*
- Q** *What could you write to tell about that?*

### **Teacher Note**

The point of this activity is to have fun while helping the students understand the need for clear, step-by-step directions. For example, if the first volunteer directs you to “Spread peanut butter on the bread,” you might try to spread the whole peanut butter jar on the full loaf. When the class shouts, “No!” innocently ask, “What’s wrong?” Have partners discuss how they would change the direction, and then have the first volunteer amend his direction. If he says, “Open the jar and use a knife to spread the peanut butter on the bread,” you might start to spread the peanut butter on the top of the entire loaf. Have some paper towels on hand.

### **TEKS 1.B.iii**

Student/Teacher Narrative  
Step 3

(all, beginning on page 468 and continuing on to page 470)

## **2** Discuss Giving Directions

Point out that recipes are a type of functional writing that tells how to make different kinds of food. Ask and briefly discuss:

- Q** *What do you know how to make to eat?*
- Q** *If you were going to write directions for making a peanut butter and jelly sandwich, what would you write?*

Explain that you would like the students to help you make a peanut butter and jelly sandwich (see “Do Ahead” on page 465). Show them the ingredients and the utensils you have collected, displayed on a desk or table.



Invite a volunteer to give you a direction for what to do first. Follow the direction exactly as stated by the student (see the Teacher Note). Then have partners briefly discuss the next direction to give you. Continue in this manner until the sandwich has been made.

Use “Think, Pair, Share” to discuss:



- Q** *What did you learn about giving good directions? [pause] Turn to your partner.*

Have a few volunteers share with the class.

#### **Students might say:**

- “I learned that you can’t think someone will just know what you mean. You have to say it.”
- “In addition to what [Amanda] said, you have to be really clear.”
- “I learned that it’s important to give the directions in the right order.”
- “I learned that you can’t leave anything out. You need to think about everything the person needs to know.”

Explain that when the students gave you directions for making the sandwich, you exaggerated your lack of understanding in order to show the importance of clear, correct, and complete directions.

## **3** Shared Writing: How to Make a Peanut Butter and Jelly Sandwich

Explain that today the students will write directions for making a sandwich. Tell them that they will practice by helping you write a recipe for making a peanut butter and jelly sandwich. Ask:

- Q** *What information will readers need?*

#### **Students might say:**

- “They will need to know the ingredients.”
- “In addition to what [Jorge] said, they will need to know if they need any tools, like a knife.”
- “They will need the directions for making the sandwich.”

Title a sheet of chart paper “Peanut Butter and Jelly Sandwich.” Ask:

- Q *How should we list the ingredients and the utensils?*
- Q *What is the first direction we should write? Do you agree or disagree with what [Alexis] said? Why or why not?*
- Q *What direction should we write next?*

Use the students’ suggestions to write the recipe on the chart paper (see diagram below for an example).

## Peanut Butter and Jelly Sandwich

You need:

- 2 slices of bread
- jar of peanut butter
- jar of jelly
- plate
- knife

Directions:

1. Place the bread on the plate.
2. Open the jar of peanut butter and use the knife to spread some peanut butter on one side of a slice of bread.
3. Open the jar of jelly and use the knife to spread some jelly on one side of the other slice of bread.
4. Put together the sides of the bread with the peanut butter and the jelly on them.
5. Cut the sandwich in half, if you want.

Explain that today partners will decide on a type of sandwich and together write directions for making it. Use “Think, Pair, Share” to discuss:



- Q *What kind of sandwich do you know how to make? [pause] Turn to your partner.*
- Q *If you don’t know how to make a real sandwich, what kind of “silly sandwich” could you make up? [pause] Turn to your partner.*

### Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- “I agree with \_\_\_\_\_ because...”
- “I disagree with \_\_\_\_\_ because...”
- “In addition to what \_\_\_\_\_ said, I think...”

## Teacher Note

If necessary, stimulate the students' imaginations about silly sandwiches by suggesting some like those in the "Students might say" note; then ask, "What other silly sandwiches could you make up?"

After a moment, signal for the students' attention, have a few volunteers share with the class, and list their sandwich ideas where everyone can see them.

### Students might say:

"I could make up a silly sandwich with blueberries and broccoli on it!"  
"My silly sandwich would have pickles, scrambled eggs, and plums."

## 4 Discuss How Partners Will Work Together

Remind the students that an important part of working well with a partner is listening to each other's ideas and making sure that both partners agree before making a decision. Discuss:

**Q** *What can you do if you don't agree about the type of sandwich?*

### Students might say:

"We could pick a third type of sandwich that we can both agree on."  
"We could choose one ingredient from my sandwich and one ingredient from my partner's sandwich. Together they could make a new kind of sandwich."  
"We could write directions for both sandwiches."

Mention that during Writing Time today you will observe how partners work together; later you will talk with the students about what you notice. Briefly discuss:

**Q** *What will you and your partner do to work responsibly?*

### Students might say:

"We'll get to work right away."  
"We'll work quietly and not bother our neighbors."  
"We'll listen to each other's ideas and make sure we both agree on a decision."

Encourage the students to keep these things in mind as they work today.

## WRITING TIME

### 5 Write Sandwich Directions



Have the students get their pencils and sit at desks with partners together. Distribute loose, lined paper to each pair, and have partners work together for 20–30 minutes to agree on a type of sandwich and write directions for making it. If they finish, they may write about anything they choose.

Join the students in writing for a few minutes and then circulate and observe; assist pairs as necessary.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Partner Work

Go around the room and have the students in each pair share the name of the sandwich they wrote about. Ask and briefly discuss questions such as:

- Q *What sandwiches did you hear about that got your imagination going?*
- Q *Who found it easy to agree on and write directions for your sandwich? Who found it hard to agree? Why?*
- Q *What went well working with your partner today? What do you need to work on?*

Have partners put their directions in a safe place. Explain that tomorrow the students will continue to explore functional writing.

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## EXTENSION

### Practice Giving and Following Directions

Have the students do the following activity during math time to practice giving and following directions. Have partners stand a folder upright between them so that they cannot see each other's desks. Have one partner:

- Use geoboards, tangrams, or pattern blocks to make a design on his side of the folder.
- Give directions to the other partner, who tries to make the same design using her own materials on the other side of the folder.
- Have the partner who followed the directions restate them using the design she created as a guide (e.g. "First, I placed the equilateral triangle on top of the square. Then I put the circle on top of the triangle....")

Have partners remove the folder to see if their designs match. Then ask them to switch roles and do the activity again.

### Materials

- Geoboards, tangrams, or pattern blocks
- One folder for each pair of students

**TEKS 1.B.ii**  
**TEKS 1.B.iii**  
Student/Teacher Activity  
Extension (all)

# Day 2

## Exploring Functional Writing

### Materials

- “Carrot Salad” (see page 486)
- “Carrot and Raisin Salad” (see page 487)
- *Student Writing Handbook* pages 20–21
- “Carrot Salad” chart (WA1)
- “Carrot and Raisin Salad” chart (WA2)
- Collection of functional writing, prepared ahead
- Loose, lined paper for each pair
- Chart paper and a marker
- “Writing Time” chart (WA3)

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8). For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



### Teacher Note

If the students have difficulty answering these questions, suggest some ideas like those in the “Students might say” note; then ask, “What else do you notice?”

### In this lesson, the students:

- Hear, read, and discuss recipe directions
- Explore audience and purpose in functional writing
- Write a recipe
- Share the work fairly
- Handle materials responsibly

## GETTING READY TO WRITE

### 1 Briefly Review Functional Writing

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Review that yesterday the students began exploring functional writing, particularly the type of functional writing that helps people learn how to do things. Remind them that they discussed and wrote directions for how to make a sandwich. Explain that today they will continue to explore functional writing that gives directions.

### 2 Read and Discuss “Carrot Salad”

Display the “Carrot Salad” chart (WA1) (also see “Carrot Salad” on page 486). Explain that this recipe is from a cookbook written for young people, *Children’s Quick and Easy Cookbook* by Angela Wilkes. Point out that in this recipe the author uses two headings, “You will need” and “What to do.” Read the recipe aloud, including all text features (such as captions and notes about preparation time). Clarify vocabulary as you read.

### Suggested Vocabulary

**peel:** take the outer skin off of fruits or vegetables

**grate:** shred food, such as cheese, into small, thin pieces

**broiler:** part of an oven used for toasting food

**toss:** mix

Ask and briefly discuss:

- Q *What information does the author give in the “You will need” section? What do you notice about how the author lists this information?*
- Q *What does the author do in the “What to do” section to help the reader follow the directions?*

**Students might say:**

"The author lists all of the equipment needed first."

"The author gives all of the ingredients and shows pictures of them."

"The directions are step-by-step."

"In addition to what [Ramón] said, there are photos of what to do."

"In addition to what [Jordana] said, there is a photo of what the salad will look like when it is finished."

### 3 Read and Discuss "Carrot and Raisin Salad"

Display the "Carrot and Raisin Salad" chart (C WA2) (also see "Carrot and Raisin Salad" on page 487). Explain that this recipe is from another cookbook for children, *The Jumbo Vegetarian Cookbook* by Judi Gillies and Jennifer Glossop. Point out that these authors also use the heading "You Will Need," just as in the recipe "Carrot Salad."

Read the recipe aloud, including all text features. Clarify vocabulary as you read.

#### Suggested Vocabulary

**intermediate:** medium level of difficulty

**despair:** worry

**utensils:** kitchen tools

**chef's knife:** sharp knife that a professional cook might use

**whisk:** utensil with thin wire loops attached to a handle, used for mixing wet ingredients

**juicer:** machine or utensil that gets juice from fruits and vegetables

Have partners turn to *Student Writing Handbook* pages 20–21, where the two salad recipes are reproduced. Use "Think, Pair, Share" to discuss:



**Q** *What is similar and what is different about how the two recipes are written?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share with the class.

**Students might say:**

"'Carrot Salad' lists utensils first and ingredients second. 'Carrot and Raisin Salad' lists ingredients first, utensils second."

"Both recipes keep the list of salad ingredients separate from the list of ingredients for the dressing. Also, both recipes tell you exactly how much of each ingredient you need."

"Both recipes put a number next to each step in the directions."

"'Carrot and Raisin Salad' tells you the recipe isn't that hard to make. 'Carrot Salad' doesn't tell you if the recipe is easy or hard."

#### Teacher Note

If the students have difficulty answering this question, follow up by asking:

**Q** *What is [similar/different] about how the authors list the ingredients and utensils?*

**Q** *What is [similar/different] about how the authors wrote the directions?*

**TEKS 10.C.i**  
Student/Teacher Narrative  
Step 4 (first and last  
paragraphs)

**TEKS 10.C.i**  
Student/Teacher Activity  
Step 4 (discussion  
questions)

### Teacher Note

Save the “Writing Good Directions” chart to use on Day 3 and throughout the unit.

## 4 Discuss Audience and Purpose

Explain that authors of functional writing consider several things when writing directions. One thing authors ask themselves is who their *audience* is, or who they are writing the directions for. Title a sheet of chart paper “Writing Good Directions.” Beneath the title, write the question *Who is the audience for the directions?* Ask and briefly discuss:

- Q *Who is the audience for these carrot salad recipes?*
- Q *How might directions for a carrot salad look different in a cookbook for children compared to a cookbook for adults?*

### Students might say:

“The audience for both recipes is children.”

“Directions for children might use simpler words. They might explain more things.”

“Children might need pictures of each step in a recipe, especially if they are just learning to read.”

“There are some things children shouldn’t do by themselves in the kitchen. A kids’ cookbook might say, ‘Ask a grown-up to help’ for some steps.”

Point out that authors also ask themselves what the *purpose* of their writing is, or why they are writing the directions. If the purpose is to help children successfully prepare a carrot salad, the author will make sure that the information would be clear to a child reading the recipe. Add the question *What is the author’s purpose in writing the directions?* to the “Writing Good Directions” chart.

## 5 Introduce the Collection of Functional Writing

Show the students the examples of functional writing you collected (see “Do Ahead” on page 465). Point out some of the different types of directions in the collection. Explain that the students may look at the materials in this collection to find examples of directions and how authors write them differently, depending on their audience and purpose. Explain any classroom procedures for using the collection.

Explain that during Writing Time today partners will work together. They may continue to write directions for a sandwich or something else to eat. They may also use the “Carrot Salad” and “Carrot and Raisin Salad” recipes in their *Student Writing Handbooks* to help them think about how to write their directions.

## WRITING TIME

### 6 Write in Pairs and Explore Functional Writing

Have the students get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (C WA3).

Encourage the students to think about the audience and purpose of their directions as they write, and remind them to double-space their writing. Explain that during Writing Time today you will observe how partners work together and how the students handle the functional writing collection. Later, you will ask the students to reflect on how they did.



Have partners work quietly together for 20–30 minutes on the charted tasks.

### Writing Time

- Write directions for making something to eat.
- Browse the functional writing collection for examples of directions.

WA3

Join the students in writing for a few minutes. Then circulate and observe, assisting pairs as needed.

Signal to let the students know when Writing Time is over. Have them return any functional writing they borrowed from the class collection.

## SHARING AND REFLECTING

### 7 Reflect on Partner Work

Ask and briefly discuss:

- Q *Yesterday you discussed how you worked well with your partner and what you needed to improve. What did you work on today? What went well?*
- Q *What did you do to handle our functional writing materials responsibly? Why is that important?*
- Q *I noticed that [the room got noisy when people were browsing the collection]. What can we do next time to avoid this problem?*

Explain that tomorrow the students will continue to explore functional writing.

## EXTENSION

### Follow and Write Recipes

Have the students make either or both of the carrot salad recipes or a recipe from another cookbook in the functional writing collection. Alternatively, you might have them write a favorite family recipe to contribute to a class cookbook titled *Our Family Favorites* or write a family recipe that reflects their heritage for a class *Our Food Heritage* cookbook.

### Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** the students' responses. It is easy to habitually repeat what students say when they speak too softly or to paraphrase them when they do not express themselves clearly. This teaches students to listen to you but not necessarily to one another. Try refraining from repeating or paraphrasing and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said.

To see this Facilitation Tip in action, view "Avoid Repeating or Paraphrasing" (AV26).



For special considerations for English Language Learners, see "Additional Strategies for Supporting ELLs" on page xlix.

### Teacher Note

Keep the collection of functional writing available for the students' use throughout this unit.

### Technology Tip

To help your students learn how to search online and understand search results, see the following Technology Mini-lessons in Appendix A: Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; and Mini-lesson 6, “Using Filters to Narrow Results.” For more information, see “About Teaching the Online Research Lessons” on page 700.



## TECHNOLOGY EXTENSION

### Search Online for Child-friendly Recipes

Invite the students to search online for more recipes written for children. As a class, brainstorm some foods for which the students would be interested in finding recipes. Discuss what search query might be useful in an Internet search to locate such recipes; then guide the students as they perform a search for recipes and identify relevant websites. As a class, navigate the websites to find recipes that interest them. Read the recipe directions aloud, point out any text features, and discuss.

You might invite the students to print out and take home a recipe to make with a family member. After they have done so, discuss questions such as:

- Q *Who do you think is the audience for this recipe? What was the author’s purpose in writing the recipe?*
- Q *Were the recipe directions easy or hard to follow? Why?*
- Q *Would you recommend this recipe to other students? Tell us why or why not.*

# Day 3

## Exploring Functional Writing

### Materials

- 1-2-3 Draw Cartoon People
- “Writing Good Directions” chart from Day 2
- *Student Writing Handbook* page 22
- “Basic Shapes and Lines” chart (WA4)
- “Heads (Front View)” chart (WA5)
- Drawing paper for each student
- Chart paper and a marker
- “Writing Time” chart (WA6)
- Collection of functional writing

### In this lesson, the students:

- Explore audience and purpose in functional writing
- Hear, read, and discuss directions for drawing
- Draw and label cartoon faces
- Use Writing Time responsibly

**TEKS 10.B.i**  
Student/Teacher Activity  
Step 1 (all, beginning on  
page 476 and continuing  
on to page 477)

## GETTING READY TO WRITE

### 1 Read Parts of 1-2-3 Draw Cartoon People and Draw

Have the students get their *Student Writing Handbooks* and pencils and sit at desks with partners together. Remind the students that they have been exploring functional writing and that they have read and written directions for making something to eat. Explain that today they will explore another example of functional writing that gives directions.

Show the cover of *1-2-3 Draw Cartoon People* and read the title and author’s name aloud. Read pages 4–8 aloud, showing the illustrations and clarifying vocabulary as you read.

## Suggested Vocabulary

**sketching:** making a quick, rough drawing with light lines (p. 5)

**doodling:** drawing while thinking about or doing something else (p. 5)

## ELL Vocabulary

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

**unique expression:** one-of-a-kind face (p. 7)

Flip through the book and show a few more pages to give the students an idea of the contents; then, referring to the question on the “Writing Good Directions” chart, ask and briefly discuss:

**Q** *Who is the audience for this book, or who is going to read it?*

**Q** *What is the purpose of this book, or why did the author write it?*

If necessary, point out that the audience for this book is children and the purpose is to teach them how to draw cartoon people.

Distribute a sheet of drawing paper to each student. Invite the class to join you in following some of the directions in the book. Display the “Basic Shapes and Lines” chart ( WA4) and remind the students that you just read aloud this page from the book. Reread it aloud and ask the students to practice drawing some of the lines and shapes on their drawing paper.

After a few moments, call for the students’ attention and display the “Heads (Front View)” chart ( WA5). Remind them that you read these pages from *1-2-3 Draw Cartoon People* earlier. Reread each step aloud, following the directions on a sheet of chart paper while the students follow along on their own papers.

When you and the students have finished drawing, ask and briefly discuss:

**Q** *What does the author of this book do to help us learn to draw a cartoon head?*

### Students might say:

“The author numbers the steps so you can do them in order.”

“In addition to what [Victor] said, each step only has a little bit to do. That makes it easier to learn.”

“I agree with [Deborah]. The drawings also help us see what to do.”

## **2** Explore Facial Expressions of Cartoon Characters

Have the students turn to *Student Writing Handbook* page 22, “Expressions and Emotions.” Explain that this page is also from the book *1-2-3 Draw Cartoon People*. Ask the students to follow along in their

**TEKS 10.C.ii**  
Student/Teacher Activity  
Step 1 (last discussion  
question on page 477)

### Teacher Note

If the students have difficulty answering this question, suggest some ideas like those in the “Students might say” note; then ask, “What else does the author do?”

handbooks as you read the same page aloud (see page 16 in *1-2-3 Draw Cartoon People*). Ask:

**Q** *What does the artist do differently in the [sad face] compared to the [happy face]?*

**Q** *What expressions or emotions can you think of to draw?*

Distribute drawing paper and have the students draw two or three circles on their papers for faces. Then invite them to try drawing different expressions by changing the lines for the eyes and for the mouth and to label each expression.

Point out that illustrations in functional writing can be useful in showing how to do something. Explain that the students will continue to explore functional writing during Writing Time today.

## WRITING TIME

### 3 Write Independently

Display the “Writing Time” chart (WA6) and have the students work on the charted tasks for 20–30 minutes.

#### Writing Time

- Use what you learned today to draw and label your own cartoon faces.
- Write another recipe or directions for how to make or do something.
- Browse the functional writing collection to get ideas.

WA6

Make *1-2-3 Draw Cartoon People* and any other drawing books you have collected available for interested students to browse during Writing Time.

Join the students in writing for a few minutes; then circulate and observe, assisting students as needed.

Signal to let the students know when Writing Time is over. Have them return to the class collection any functional writing that they borrowed and place any loose papers in their folders.

## SHARING AND REFLECTING

### 4 Reflect on Functional Writing

Ask and briefly discuss:

**Q** *What did you do to work responsibly during Writing Time today?*

**Q** You've explored two types of functional writing so far this week—recipes and directions for drawing. How are these two types of functional writing similar? How are they different?

**Students might say:**

"They both have step-by-step directions."

"Pictures help you understand both."

"A recipe needs a list of ingredients, and drawing directions don't."

Explain that tomorrow the students will explore more directions for drawing.

 **ELL Note**

You might provide the prompts "They are similar because..." and "They are different because..." to your English Language Learners to help them verbalize their answers to these questions.

## Exploring Functional Writing

## Day 4

### In this lesson, the students:

- Hear, read, and discuss directions for drawing
- Compare directions
- Act responsibly during Writing Time

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Show the cover of *1-2-3 Draw Cartoon People* and remind the students that yesterday they learned about drawing cartoon faces from this functional writing book. Explain that today they will read and discuss directions from another book about drawing cartoon characters.

### 2 Read and Discuss "Expressions"

Have the students turn to *Student Writing Handbook* page 23, as you display the "Expressions" chart (WA7). (See also "Expressions" on page 488.) Explain that this page is from the book *Drawing Cartoons* by Anna Milbourne. Read "Expressions" aloud, including the labels on the illustrations, as the students follow along in their handbooks. Clarify vocabulary as you read.

### Suggested Vocabulary

**essential:** very important

**lopsided:** bigger on one side than on the other

### Materials

- *1-2-3 Draw Cartoon People* from Day 3
- *Student Writing Handbook* pages 23–24
- "Expressions" chart (WA7)
- "Expressions" (see page 488)
- "Writing Good Directions" chart from Day 3
- "Making a character" chart (WA8)
- "Making a character" (see page 489)
- "Writing Time" chart (WA9)
- Collection of functional writing

### TEKS 9.F.i

### TEKS 10.C.i

[Student/Teacher Activity Step 2 and Step 3 \(all, beginning on page 479 and continuing on to page 480\)](#)

## ELL Vocabulary

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

**add character:** make it more interesting

**vary:** change

**mischievous:** playful

**bashful:** shy

Ask and briefly discuss:

- Q *What information does the author give you in the “A basic face” section? What do you notice about how the author lists the information?*
- Q *What information does the author give you in the “Changing expressions” section? In what ways are the illustrations in this section helpful?*

### Students might say:

“In ‘A basic face’ the author explains how to draw a cartoon face with two eyes and a mouth.”

“I agree with [Joaquin]. I also noticed that the author uses numbers to list the steps for making the face.”

“In ‘Changing expressions’ the author shows lots of faces with different expressions. She tells readers to try copying them.”

“The illustrations are helpful because they give readers ideas about different expressions they can draw.”

## 3 Read and Discuss “Making a character”

Explain that the students will now explore more directions from the same book. Have them turn to *Student Writing Handbook* page 24, as you display the “Making a character” chart (WA8). (See also “Making a character” on page 489.) Read “Making a character” aloud, including the caption, as the students follow along in their handbooks.

Ask and briefly discuss:

- Q *What information does the author give you on this page? What do you notice about how the author gives the information?*
- Q *In what ways are the illustrations helpful?*

### Students might say:

“The author tells how to make a cartoon character. She says you can make a circle for a face and then add legs or wings.”

“I notice that the author doesn’t use steps when she gives these directions.”

“The illustrations help because they show different cartoon characters we can draw.”

## 4 Discuss the Two Sets of Directions

Point out that both “Expressions” and “Making a character” give directions for drawing cartoon characters with various facial expressions.

Use “Think, Pair, Share” to discuss:



- Q** *In what ways are these two pages of directions similar? How are they different? [pause] Turn to your partner.*
- Q** *Do you think you can draw a cartoon character using the directions on these pages? Why or why not? [pause] Turn to your partner.*

### Students might say:

“Both directions are about drawing cartoon characters.”

“The first page of directions uses a number for each step. The second page of directions doesn’t have any numbers.”

“I agree with [Diana]. Also, the first page of directions shows lots of different expressions for cartoon characters with labels. The second doesn’t.”

“I think I could draw a cartoon face using the directions on the first page. The steps are really clear. It might be harder to follow the second set of directions because they don’t do as much explaining.”

Point out that the way directions (and other types of functional writing) are written can make them easier or harder for readers to understand and follow. Invite the students to think during Writing Time today about various ways they can write directions.

## WRITING TIME

### 5 Write Independently

Have the students return to their desks. Display the “Writing Time” chart (WA9) and have the students work on the charted tasks for 20–30 minutes.

#### Writing Time

- Use what you learned today to draw your own cartoon character.
- Write a recipe or directions for how to make or do something.
- Browse the functional writing collection to get ideas.

WA9

Make *1-2-3 Draw Cartoon People* and any other drawing books you have collected available for interested students to share during Writing Time.

Join the students in writing for a few minutes; then circulate and observe, assisting students as needed.

Signal to let the students know when Writing Time is over. Have them return to the class collection any functional writing that they borrowed.

### Teacher Note

If the students have difficulty answering the questions, ask them to turn to pages 23–24 in their *Student Writing Handbooks* and review “Expressions” and “Making a character.”

# Day 5

## Exploring Functional Writing

### Materials

- 1-2-3 Draw Cartoon People from Day 4
- *Student Writing Handbook* pages 22–24
- Charted drawing of a cartoon character, prepared ahead
- Drawing paper for each student
- “Writing Time” chart (WA10)
- Collection of functional writing
- Chart paper and a marker
- “Class Assessment Record” sheet (CA1)

## SHARING AND REFLECTING

### 6 Reflect on Functional Writing and Working Responsibly

Ask and briefly discuss questions such as:

- Q *What did you write about today?*
- Q *What interesting information did you come across when browsing the functional writing collection? Tell us about it.*
- Q *What did you do to work responsibly during Writing Time today? What do you need to work on tomorrow?*

Explain that tomorrow each student will draw his own cartoon character and begin to write directions for drawing that character.

### In this lesson, the students:

- Write directions for drawing a cartoon character
- Explore audience and purpose in functional writing
- Share ways they have dealt with challenges in their writing

## GETTING READY TO WRITE

### 1 Shared Writing: Write Directions for a Cartoon Character

Have the students get their *Student Writing Handbooks* and pencils and sit at desks with partners together. Show the cover of *1-2-3 Draw Cartoon People* and remind the students that this week they learned about drawing cartoon characters from this and other functional writing books. Explain that today they will have a chance to create and write directions for their own cartoon characters. Next week partners will exchange directions and try drawing each other’s characters.

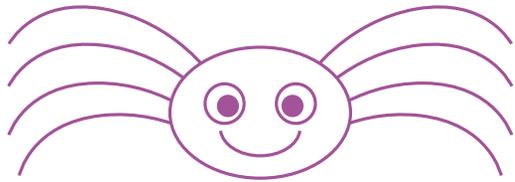
Display the cartoon character you drew at the top of a sheet of chart paper (see “Do Ahead” on page 466) and explain that you would like the students’ help with writing directions for drawing the cartoon. Write the first step and an accompanying sketch under the cartoon (see diagram on page 483); then ask:

- Q *What direction shall I write next to explain how to draw my character?*

Use the students' suggestions to write the remaining steps for your drawing, thinking aloud as you model writing each step.

**You might say:**

"First, I'll write the number 1 to tell readers that this is the first step. Then I'll write the direction: *Draw an oval for the head.* I drew an oval to illustrate Step 1. Now I'll think about the second thing I do to draw my cartoon character. One suggestion is that I add the eyes next. Because this is the second step, I'll write the number 2. Then I'll ask myself, 'What do my character's eyes look like? Exactly what shape are they?' They are round with a black dot inside each one. Now, how can I write that so the direction is easy to follow? I'll try writing: *Draw two circles for the eyes. Draw a black dot in each of them.* I'll finish Step 2 by drawing a little picture to show readers exactly what I mean."



1. Draw an oval for the head. 
2. Draw two circles for the eyes. Draw a black dot in each of them. 
3. Draw a curve for the mouth. 
4. Draw a curved line along the side of the head to make a leg. Make eight legs in all. 

## 2 Prepare to Draw Cartoon Characters

Have the students turn to "Expressions and Emotions" on *Student Writing Handbook* page 22. Remind them that earlier this week they learned about drawing facial expressions from this page and that today they can refer to it to help them draw their cartoon characters. Then have the students turn to pages 23–24 of their *Student Writing Handbooks*. Remind them that yesterday they read and discussed the directions on these pages, "Expressions" and "Making a character." Invite the students to reread these three pages to help them get ideas and draw their cartoon characters.

## WRITING TIME

### 3 Write Independently

Display the “Writing Time” chart (🗨️ WA10) and read it aloud.

WA10

#### Writing Time

- Draw two or three cartoon characters and then pick one.
- Write directions for drawing that character. Draw a picture to go with each step in your directions.
- If you finish early, write directions for drawing another cartoon character or browse the functional writing collection.

Ask and briefly discuss:

- Q *When you write your cartoon character directions, who will be your audience?*
- Q *What do you want your reader to learn from your directions? What will be the purpose?*

If necessary, point out to the students that their partners will be the audience for their directions and the purpose of the directions is to teach their partners how to draw their cartoon characters.

Distribute drawing paper and have the students work silently for 20–30 minutes. As they work, walk around and observe, assisting students as needed.



#### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students each able to draw a simple character and write directions for how to draw it?
- Are they able to write directions that others can follow?

Support struggling students by having each describe his cartoon character to you (without your looking at it) and by asking:

- Q *What is the first thing you do to draw your character? How can you write that as a sentence?*
- Q *What do you do next?*

If you notice many students struggling to write directions, call the class together and model another example as you did in Step 1 of the lesson; then have the students resume their own writing.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 116 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Briefly Reflect on Challenges

Ask and briefly discuss:

- Q *What was challenging about writing directions for drawing your cartoon character?*
- Q *How did other people deal with that challenge?*

Remind the students that next week they will exchange their directions with their partners and try to draw each other's cartoon characters. Have the students place their directions and drawings in their folders until the next lesson.

---

## EXTENSION

### Explore More Cartoons in *1-2-3 Draw Cartoon People*

Have the students follow the directions on other pages of *1-2-3 Draw Cartoon People*. You might have them draw cartoon stories using multiple characters and accompanying speech bubbles.

---

#### Teacher Note

Be sure all students have completed the directions for their drawings before the next lesson.

# Carrot Salad

from *Children's Quick and Easy Cookbook* by Angela Wilkes

 15 MINUTES  SERVES 4

## CARROT SALAD

### You will need

Cutting board • Kitchen brush or vegetable peeler • Grater • Cookie sheet  
Lemon squeezer • Small jar with lid  
Salad bowl with servers

#### For the salad

 6 large carrots

 1 tablespoon sunflower seeds

 ½ cup (85 g) raisins

#### For the dressing

 ½ orange

 ½ lemon

 1 teaspoon honey

 3 tablespoons hazelnut or olive oil

¼ teaspoon prepared French mustard

Salt and pepper



Decorate the salad by sprinkling a few extra raisins and sunflower seeds over the top.

### What to do



**1** Scrub or peel the carrots and grate them coarsely. Toast the sunflower seeds lightly under the broiler for a few minutes.



**2** Squeeze the juice out of the orange and lemon. Put the dressing ingredients into a jar, screw on the lid, and shake well.



**3** Put the carrot, sunflower seeds, and raisins into a salad bowl. Pour the dressing over the top and toss the salad.

Excerpt from *Children's Quick and Easy Cookbook* by Angela Wilkes (Dorling Kindersley, 1997, 2006). Copyright © 1997, 2003 Dorling Kindersley Ltd. Text copyright © 1997 Angela Wilkes.

# Carrot and Raisin Salad

from *The Jumbo Vegetarian Cookbook* by Judi Gillies and Jennifer Glossop

## Carrot and Raisin Salad



When there's no lettuce in the fridge for salad, don't despair. Make this crunchy salad with just a few ingredients you probably have on hand.

### You Will Need

4	carrots, peeled and grated	4
125 mL	raisins	1/2 cup
125 mL	peeled, cored and chopped apple	1/2 cup
50 mL	chopped nuts (optional)	1/4 cup
15 mL	lemon juice	1 tbsp.

### Dressing

50 mL	mayonnaise	1/4 cup
50 mL	lemon juice or vinegar	1/4 cup
	salt and pepper to taste	

### Utensils

chef's knife	small bowl
measuring cup and spoons	whisk or fork
potato peeler	wooden spoon
grater (use larger holes)	juicer
mixing bowl	

1. In a mixing bowl, combine carrots, raisins, apple, nuts and lemon juice. Toss together.
2. Put the dressing ingredients in a small bowl. Beat with a whisk or fork until well mixed.
3. Pour over the carrot mixture. Toss well.

Level:  
Intermediate



Makes:  
4 servings



Preparation:  
15 minutes



with tofu  
mayonnaise



Excerpt from *The Jumbo Vegetarian Cookbook* written by Judi Gillies and Jennifer Glossop and illustrated by Louise Phillips is used by permission of Kids Can Press Ltd., Toronto. Text © 2002 Judi Gillies and Jennifer Glossop. Illustrations © 2002 Louise Phillips.

# Expressions

from *Drawing Cartoons* by Anna Milbourne

## Expressions

An essential part of drawing cartoons is being able to draw expressions. You can draw lots of different expressions very simply. Then, you can use these to create complete cartoon characters.

👉 Take an online lesson in how to draw some simple faces. Or, play a game online, adding parts to a potato to create funny faces. For a link to these Web sites, go to [www.usborne-quicklinks.com](http://www.usborne-quicklinks.com)

### A basic face



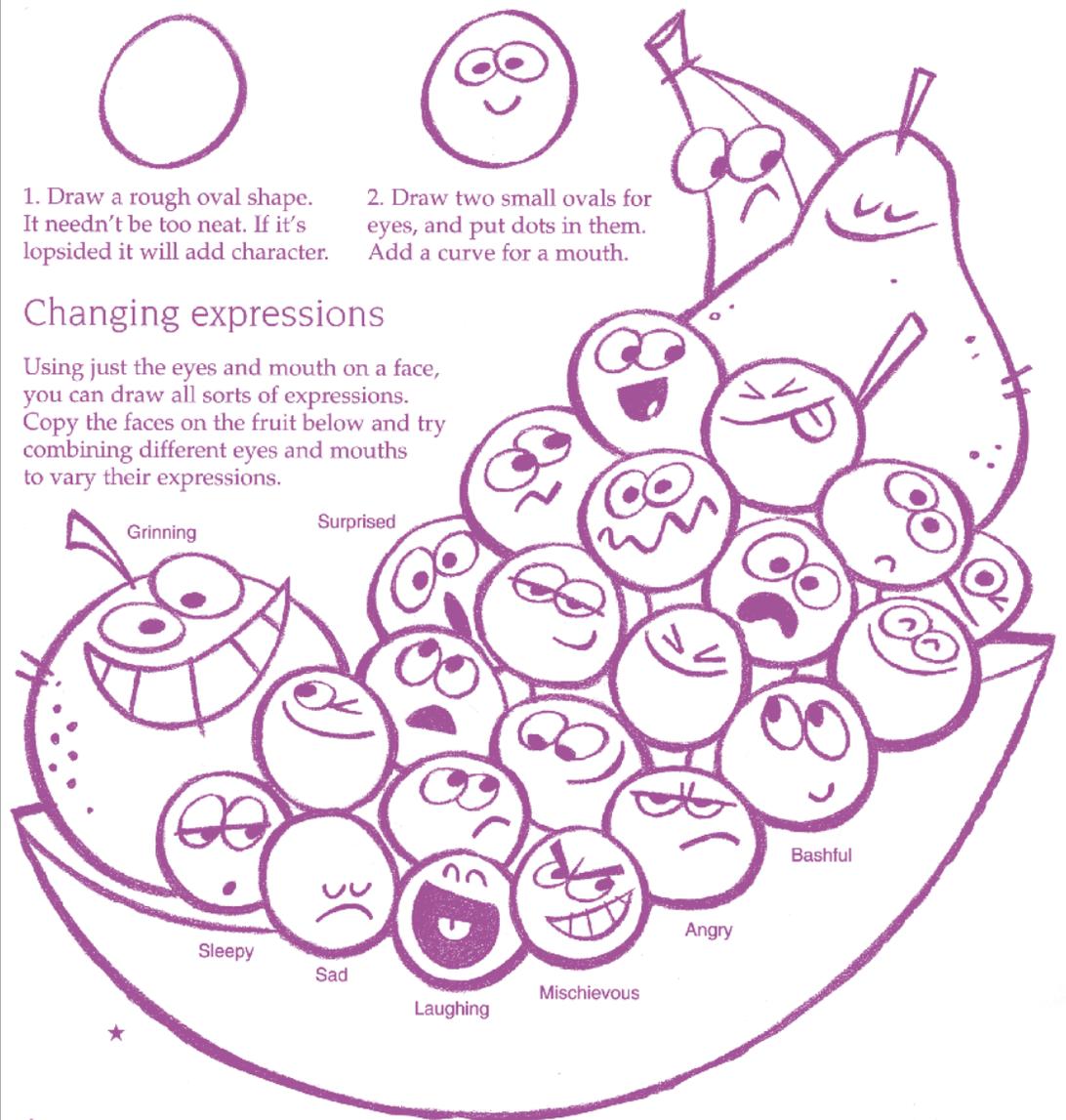
1. Draw a rough oval shape. It needn't be too neat. If it's lopsided it will add character.



2. Draw two small ovals for eyes, and put dots in them. Add a curve for a mouth.

### Changing expressions

Using just the eyes and mouth on a face, you can draw all sorts of expressions. Copy the faces on the fruit below and try combining different eyes and mouths to vary their expressions.



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## Making a character

from *Drawing Cartoons* by Anna Milbourne

### Making a character

A basic circle face, with just a mouth and eyes, already has lots of personality. Without adding much more, you can make simple cartoon characters. For example, just add legs to make a spider, or add wings and legs to make a flying insect.

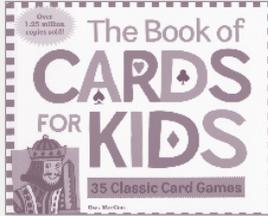


In a cartoon garden, even the flowers can have faces.

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# Week 2

## OVERVIEW



### *The Book of Cards for Kids*

by Gail MacColl

This little book provides rules for a collection of exciting, fast, fun card games.

### Excerpts

### *"1, 2, 3 Dragon" and "Catching Stars"*

by students at Germantown Academy, PA (see pages 510–512)

These sets of directions, written by students in Pennsylvania, describe how to play two games from other cultures.



## Online Resources

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

### Whiteboard Activities

- WA5, WA11–WA18

### Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "Conference Notes: Focus 1" record sheet (CN1)
- "Conference Notes: Focus 2" record sheet (CN2)

### Professional Development Media

- "Building a Community of Writers" (AV1)
- "Using 'Think, Pair, Share'" (AV13)
- "Conferring About Functional Writing" (AV49)

## TEACHER AS WRITER

*“I find that [the writing] process has started to become essential to me in my life, just as it is to take walks, to exercise, to eat, to ride a bicycle.”*

— David Leavitt

Review your list of functional writing from last week. Consider the following questions and write your reflections in your notebook:

- What functional writing do you do nearly every day? Who is the audience, and what is the purpose?
- What functional writing helps you most in your job? Who is the audience, and what is the purpose?
- What functional writing do you most like to do? Why?

### Writing Focus

- Students hear, read, and discuss functional writing.
- Students explore sequence, completeness, accuracy, and clarity in functional writing.
- Students discuss, follow, and write directions for games.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Prior to Day 1, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 119 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, read pages 32–34 in *The Book of Cards for Kids* to familiarize yourself with the rules for the card game *Authors*. You might play a round or two of the game as well.
- ✓ Prior to Day 3, play a game of tic-tac-toe to refresh your memory about the rules of this game.
- ✓ Prior to Day 4, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 120 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, collect items commonly used in games (such as cards, dice, spinners, marbles, and string) for the students to use to play games and write game directions. Decide if you want to include materials for outdoor games as well (such as balls or flying discs). After reading the lesson, determine any procedures that you want the students to follow for using the materials.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 117 of the *Assessment Resource Book*.

# Day 1

## Exploring Functional Writing

### Materials

- “Writing Good Directions” chart from Week 1
- “Excerpt from 1-2-3 Draw Cartoon People” chart (WA11)
- “Heads (Front View)” chart (WA5) from Week 1
- Drawing paper for each student
- “Writing Time” chart (WA12)
- Collection of functional writing
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

### Teacher Note

To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 32). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



### In this lesson, the students:

- Explore sequence in functional writing
- Give feedback respectfully
- Revise directions based on partner feedback

**TEKS 10.B.i**  
Student/Teacher Narrative  
Step 1 (all)

## GETTING READY TO WRITE

### 1 Discuss Sequence in Functional Writing

Have the students get their notebooks, folders, and pencils and sit at desks with partners together. Remind them that last week they began exploring functional writing that tells how to do things. Direct their attention to the “Writing Good Directions” chart, read the items on the chart, and explain that they will add to the chart this week as they learn more about writing good directions.

Display the “Excerpt from 1-2-3 Draw Cartoon People” chart (WA11) and explain that this is another page from the book. Read the directions aloud and point out that the directions are written in the order in which they should be done. Use “Think, Pair, Share” to discuss:



**Q** *Why does it make sense for the directions to be in this order?* [pause] *Turn to your partner.*

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

#### Students might say:

“The order makes sense because you draw the head before drawing the face and hair.”

“It wouldn’t make sense to draw the hair first because you wouldn’t know where to put it.”

“It’s like the author wants us to draw the big parts first, then the smaller parts.”

Display the “Heads (Front View)” chart (WA5) from Week 1 and remind the students that they learned how to draw a cartoon head from these directions. Reread directions 1–3 and ask and briefly discuss:

**Q** *Would these directions work if they were written in a different order? Why or why not?*

Explain that the *sequence*, or order, of information is very important to think about when writing directions. On the “Writing Good Directions” chart, add *Does the order of the directions make sense?*

## 2 Review Drafts for Sequence

Ask the students to read the directions they wrote last week for drawing their cartoon characters, asking themselves the question *Does the order of the directions make sense?* Have them make any changes to their writing so that they can answer “yes” to this question.

When most of the students have finished making their revisions, call for their attention. Ask and briefly discuss:

**Q** *What changes did you make to the order of your directions? Why did you make them?*

### Students might say:

“I changed my directions so that I draw the head first and then the body.”

“I switched the order of the steps so that I start by drawing the big things.

The details get added later.”

“Before, I had just two really long steps in my directions. I divided the two long steps into four shorter steps. Now the order makes more sense.”

## 3 Exchange Directions with Partners

Explain that partners will exchange directions and follow them to draw each other’s cartoon characters. Ask and briefly discuss:

**Q** *If you have difficulty following your partner’s directions, what might you do?*

### Students might say:

“I can read the directions again really carefully.”

“I can look at the pictures next to each step.”

“In addition to what [Jada] said, I can look at the drawing of the finished cartoon character.”

“If I get confused, I can politely ask my partner to explain.”



Distribute drawing paper to the students. Then have partners exchange their directions for drawing cartoon characters and follow each other’s directions. After a few minutes, signal for the students’ attention and explain that partners will give each other feedback on how well each was able to understand and follow the other’s directions. Briefly discuss:

**Q** *What do you know about how to give feedback respectfully?*

Explain that later today you will ask the students to reflect about how they gave their partners feedback.

Direct the students’ attention back to the question *Does the order of the directions make sense?* on the “Writing Good Directions” chart, and encourage partners to give each other feedback about this question. Briefly review the other questions on the “Writing Good Directions” chart and remind partners to think about them, as well.



Allow time for partners to give each other feedback; then signal for the students’ attention. Explain that during Writing Time today each student will use his partner’s feedback to revise his own directions, if necessary.

### Teacher Note

If necessary, remind the students that in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. It is important that each student share what she likes about her partner’s piece and also offer suggestions and questions to help her partner improve the piece. For more information, view “Building a Community of Writers” (AV1).



## WRITING TIME

### 4 Write Independently

Display the “Writing Time” chart (WA12) and have the students work silently on the charted tasks for 20–30 minutes.

WA12

#### Writing Time

- Think about your partner’s feedback and revise your directions, if necessary.
- Write directions for drawing another cartoon character.
- Browse the functional writing collection to get ideas.

Encourage the students to think about whether the order of their directions makes sense as they write. Provide the students with more drawing paper, as needed, and make the functional writing collection available for interested students to browse during Writing Time. When the students seem to be working independently, begin conferring with individual students.

#### Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Functional Writing” (AV49).



#### TEACHER CONFERENCE NOTE

During the next few days, confer with individual students. Ask each student to show you a piece of her functional writing and read it aloud to you. As you listen, ask yourself:

- Are the directions clear and easy to follow?
- Does the sequence of the directions make sense?

If possible, try following the student’s directions. Then probe her thinking by asking questions such as:

- Q *I’m not clear about how to [draw the eye]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *I could [put the curved line] here or here. Where should it go? How will you write that in your directions?*
- Q *I’m confused about the order of what I’m to do. Do I [finish the legs] before I [draw the arms]? How can you make that clear in your directions?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 119 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Revisions and on Writing Directions

Briefly discuss:

- Q *What did you do today to give feedback respectfully to your partner?*
- Q *What changes did you make in your cartoon directions based on your partner's feedback?*

Explain that tomorrow the students will hear and discuss another example of functional writing.

## Exploring Functional Writing

## Day 2

### In this lesson, the students:

- Hear, follow, and discuss game directions
- Explore completeness in functional writing
- Play games fairly and respectfully

## GETTING READY TO WRITE

### 1 Read Parts of *The Book of Cards for Kids* Aloud

Have the students bring their *Student Writing Handbooks* and gather in a circle with partners sitting together. Review that earlier they heard parts of 1-2-3 *Draw Cartoon People* and thought about how to write good directions. Explain that today they will hear parts of another book of directions.

Show *The Book of Cards for Kids* and read the title and the author's name aloud. Show and read the back cover of the book aloud; then ask:

- Q *Who is the audience for this book? What will readers learn from this book?*

#### Students might say:

"The audience for this book is kids. That's why it's called *The Book of Cards for Kids*."

"Kids will learn how to play card games."

"I agree with [Carl]. Kids can also use this book to teach their families or friends how to play."

Show the deck of cards that came with the book and flip through it to show the students what cards look like. Display examples of the four suits in the deck, as well as examples of picture cards and numbered cards.

Then ask the students to listen as you read parts of the introduction aloud.

### Materials

- *The Book of Cards for Kids* and its accompanying deck of cards
- *Student Writing Handbook* page 25
- "Writing Good Directions" chart from Day 1
- A set of playing cards for each group of four students
- Collection of functional writing
- "Writing Time" chart (WA13)

### Teacher Note

To play the game Authors successfully, the students need to be able to identify the four suits (spades, clubs, hearts, diamonds). They also need to understand that some cards in a suit have pictures (King, Queen, Jack, Ace), while other cards are simply numbered. To assist the students as they play, you might write the names of the suits and draw a simple picture of each symbol where everyone can see them during the game.

Read “Playing Games,” “Shuffle,” and “Deal” on pages 10–11 aloud. Ask and briefly discuss:

**Q** *What have you learned so far about playing cards from this piece of functional writing?*

**Students might say:**

“Each card game is different. Sometimes you win by collecting certain cards. Other times you win by getting rid of your cards.”

“You shouldn’t peek at the cards other players are holding. Also, always hold your own cards so that the faces don’t show.”

“You usually start a game by shuffling the cards.”

“After shuffling the cards, the dealer hands them out to each player.”

## 2 Demonstrate and Play Authors

Show page 32 and read the heading “Authors” aloud. Ask:

**Q** *Who has played Authors before? What do you know about this game?*

Explain that the students will learn to play this game, using these directions. Have four volunteers sit in the middle of the circle and ask the rest of the class to gather around to watch the game. Hand the large deck of cards to one of the players in the middle of the circle and explain that this student will be the dealer. Read pages 32–34 aloud, pausing after each step so the players can demonstrate the game. Be ready to model, reread, and clarify directions or vocabulary as needed.

### Suggested Vocabulary

**object:** point or goal (p. 32)

**strategy:** helpful tip (p. 34)

When the players finish demonstrating the game, have all the students return to their seats in the circle. Ask the students to turn to *Student Writing Handbook* page 25, where the directions for Authors are reproduced. Have them quietly reread the directions; then ask and briefly discuss:

**Q** *What questions do you have about how to play this game?*

**Q** *What does it mean to be a “good sport” when playing a game? How can you be a good sport when playing Authors?*

**Students might say:**

“A good sport plays fair. A good sport doesn’t peek at other people’s cards.”

“A good sport is someone who is nice when he wins and nice when he loses.”

“You could be a good sport by always giving the card to the person who asks, if you have it.”

“You could be a good sport by congratulating the winner.”



### Facilitation Tip

Continue to try to **avoid repeating or paraphrasing** the students’ responses. Help them learn to participate responsibly in class discussions by encouraging them to ask one another to speak up or to ask a question if they do not understand what a classmate has said. For special considerations for English Language Learners, see “Additional Strategies for Supporting ELLs” on page xlix.

Explain that now all the students will play Authors. Remind the students that if they have questions as they play the game, they can reread the rules in their handbooks. Join each pair of students with another to create groups of four, provide each group with a deck of cards, and have groups sit in circles (or at tables) to play the game. Allow enough time for most of the groups to play two rounds of the game.

### 3 Explore Completeness in Functional Writing

Signal the end of game play and collect the cards. Ask and briefly discuss:

- Q *What examples of being a good sport did you notice in your group?*
- Q *Look at the directions for Authors in your handbook. Did the directions give you all the information you needed to play the game? If not, what other information did you need?*

**Students might say:**

"The directions don't say when a turn is over."

"I agree with [Juliet]. The directions sort of made us think that each person gets one turn no matter what, but they didn't say that."

"Some games say that if you get the card you need or if you make a book, then you get to take another turn. This game didn't say that, either."

Explain that when authors write directions, they need to think about whether they have included all of the information the reader needs to do the activity. On the "Writing Good Directions" chart, write the question *Does the reader have all of the information needed?* Explain that during Writing Time today the students will continue to draft and explore functional writing.

## WRITING TIME

### 4 Write Independently

Have the students return to their desks. Display the "Writing Time" chart (WA13) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Write directions for a recipe, for drawing a cartoon character, or for doing something else.
- Browse the functional writing collection to get ideas.

WA13

Encourage the students to think about whether their directions give readers all of the information they need to do the activity. Make the functional writing collection available for interested students to browse during Writing Time, provide the students with more drawing paper as needed, and remind them to double-space their writing. When the

#### Teacher Note

If you notice students struggling to think of functional writing topics, remind them that functional writing can take many forms: it can tell people how to do an activity, create something, travel someplace, reach a goal, or locate something. Discuss functional writing students might draft about their daily routines at home or in the classroom. Topics might include how to make a bed, how to care for a pet, what to do during a fire drill, how to check out books from the school library, how to operate a computer, or how to study for a spelling test.

students seem to be working independently, begin conferring with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students. Ask each student to show you a piece of his functional writing and read it aloud to you. As you listen, ask yourself:

- Are the directions clear and easy to follow?
- Does the sequence of the directions make sense?
- Does the reader have all of the information needed?

If possible, try following the student's directions. Then probe his thinking by asking questions such as:

- Q *I'm not clear about how to [draw the eye]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *I could [put the curved line] here or here. Where should it go? How will you write that in your directions?*
- Q *I'm confused about the order of what I'm to do. Do I [finish the legs] before I [draw the arms]? How can you make that clear in your directions?*
- Q *How should I [draw the feet]? I don't see anything about that in the directions. Does that information need to be included? How might you write that?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 119 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Playing Fairly and Writing

Ask and briefly discuss questions such as:

- Q *What did you do to be a good sport while playing Authors? How might you work on being a good sport next time you play a game?*
- Q *What functional writing did you do today? Tell us about it.*
- Q *What interesting information did you find in the functional writing collection? Tell us about it.*

Explain that tomorrow the students will think about games they know and explore writing game directions.

## In this lesson, the students:

- Quick-write ideas for games they know how to play
- Help write directions for a game
- Explore sequence and completeness in functional writing

## GETTING READY TO WRITE

### 1 Briefly Review Functional Writing

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Ask and briefly discuss:

**Q** *What have you learned about functional writing so far?*

If necessary, review the “Writing Good Directions” chart to help the students remember what they learned. Add any new ideas they mention.

Remind the students that yesterday they followed directions to play the card game Authors and then discussed how the directions were written. Explain that today they will make a list of other games they know how to play and write directions for a game as a class.

### 2 Quick-write: Games We Know How to Play

Use “Think, Pair, Share” to discuss:



**Q** *What simple games do you know how to play that you could write directions for? [pause] Turn to your partner.*

Signal for the students’ attention. Have a few volunteers share with the class; record their ideas on a sheet of chart paper titled “Games We Know How to Play.” Then ask the students to open their notebooks to the next blank page in the writing ideas section and list other simple games they know how to play for which they could write directions.

After about five minutes, call for the students’ attention and have a few more volunteers share ideas with the class. Add their ideas to the chart.

### 3 Play Tic-Tac-Toe

Briefly review the items on the “Games We Know How to Play” chart and ask:

**Q** *Who has played the game tic-tac-toe?*

## Materials

- “Writing Good Directions” chart from Day 2
- Chart paper and a marker
- “Writing Time” chart (WA14)
- Collection of functional writing

## Teacher Note

The students might think of games such as hide-and-seek, tic-tac-toe, hangman, hearts, checkers, and pick-up sticks.

### Teacher Note

You might have pairs play a few rounds of tic-tac-toe before going on to Step 2 of the lesson. If more than a few students are not familiar with tic-tac-toe, choose another game to play that most of the students are familiar with.

### Teacher Note

Save the “Games We Know How to Play” chart to use on Day 4.

**TEKS 1.B.iii**  
Student/Teacher Activity  
Step 4  
(all, beginning on page 500 and continuing on to page 501)

### Teacher Note

If the students struggle to provide directions or struggle with the order of the directions, have them close their eyes and imagine playing the game.

Draw a tic-tac-toe grid where everyone can see it and invite a volunteer to come and play a round of the game with you. After playing, ask:

**Q** *If we wanted to write directions for playing tic-tac-toe, what information might we include?*

**Students might say:**

“We can write that the goal is to get three X’s or O’s in a row.”

“We could write that you need pencils and paper.”

“We could write that this is a game for two people.”

## 4 Shared Writing: Game Directions

Write the title “Directions for Tic-Tac-Toe” on a sheet of chart paper. Tell the students that the audience for the directions will be people their age and younger. Ask the following questions, and use the students’ suggestions to write directions for the game:

**Q** *How many players are there in tic-tac-toe?*

**Q** *What is the object or goal of the game? (How do you win?)*

**Q** *What do players need to do to get ready to play?*

**Q** *What is the first direction we should write? What shall we write next?*

### Directions for Tic-Tac-Toe

#### Number of Players

- two

#### Equipment

- paper

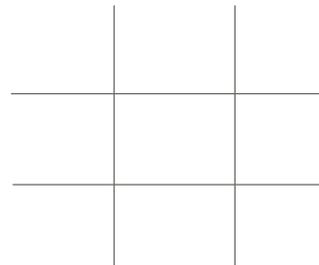
- a pencil for each player

#### Object of the Game

- to get three X’s or three O’s in a row

#### Get Ready

1. Make a tic-tac-toe board like this.



2. Decide who will be the O’s and who will be the X’s.

3. In a fair way, decide who will be first.

(continues)

(continued)

### Play

1. The first player makes an X or an O in one of the squares.
2. The second player takes a turn.
3. Keep taking turns, trying to get three X's or O's in a row.
4. The first player to get three in a row draws a line through them and calls out "tic-tac-toe."

Reread the game directions aloud and then ask:

- Q Does the order of the directions make sense? Why or why not?
- Q Does the reader have all the information needed to play the game? Why or why not?

Use the students' suggestions to revise the directions, if necessary.

Refer to the "Writing Good Directions" chart and remind the students that these are questions they should ask themselves when doing functional writing. Explain that during Writing Time today the students may add to their lists of games, write more directions, or continue to explore the functional writing collection to get ideas.

## WRITING TIME

### 5 Write Independently

Display the "Writing Time" chart (WA14) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Add to the list of games in your notebook.
- Write directions for a recipe, for drawing a cartoon character, or for doing something else.
- Browse the functional writing collection to get ideas.

WA14

Make the functional writing collection available for interested students to browse during Writing Time. When the students seem to be working independently, begin conferring with individual students.

### Teacher Note

Save the "Directions for Tic-Tac-Toe" chart to use on Day 4 and throughout the unit.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students. Ask each student to show you a piece of her functional writing and read it aloud to you. As you listen, ask yourself:

- Are the directions clear and easy to follow?
- Does the sequence of the directions make sense?
- Does the reader have all of the information needed?

If possible, try following the student's directions. Then probe her thinking by asking questions such as:

- Q *I'm not clear about how to [draw the eye]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *I could [put the curved line] here or here. Where should it go? How will you write that in your directions?*
- Q *I'm confused about the order of what I'm to do. Do I [finish the legs] before I [draw the arms]? How can you make that clear in your directions?*
- Q *How should I [draw the feet]? I don't see anything about that in the directions. Does that information need to be included? How might you write that?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 119 of the *Assessment Resource Book*. Beginning tomorrow, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing and Responsibility

Ask and briefly discuss questions such as:

- Q *What functional writing did you do today? Tell us about it.*
- Q *What interesting information did you find in the functional writing collection? Tell us about it.*
- Q *What did you do to handle our functional writing materials responsibly?*

Explain that tomorrow each pair of students will pick a game and write directions for it.

## In this lesson, the students:

- Select games and begin drafting directions for them
- Explore sequence and completeness in functional writing
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Introduce Writing Game Directions

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that the students will spend the next few days drafting game directions and that the audience for these directions will be their classmates. The directions will be published in a class book of games, which will go into the class library to be used whenever students want to review the rules of a game or learn how to play a new game.

### 2 Discuss Game Ideas and Prepare to Write

Explain that today each pair of students will review game ideas on the “Games We Know How to Play” chart and in their notebooks. Partners will then talk about games they both like and circle two or three games that they might want to write about.



Give partners a few minutes to review their lists, agree on two or three games, and circle them. Signal for the students’ attention and discuss:

- Q *What games did you and your partner circle?*
- Q *What are some things you might think about in order to choose one game to write about?*

#### Students might say:

“It shouldn’t be too complicated.”

“You should really know how to play it.”

“It should be interesting to write about.”

“In addition to what [Zack] said, it should be interesting to other kids in the class.”

Explain that during Writing Time today partners will choose one of the games they circled and play it, if possible. After discussing how to play

## Materials

- “Games We Know How to Play” chart from Day 3
- “Directions for Tic-Tac-Toe” chart from Day 3
- “Writing Good Directions” chart from Day 3
- Materials for playing games, prepared ahead
- Loose, lined paper for each student
- “Writing Time” chart (WA15)
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

## Teacher Note

The cooperative work in this lesson is designed to encourage partners to choose a game, play the game and discuss it, and agree on what to write.

## Teacher Note

As each partner will do her own writing, you will have two sets of directions for each game. Compile them into two identical class books at the end of the unit.

the game and agreeing on the rules, each partner will write her own directions for the game. Point out that since every student will do her own writing, each pair will end up with two sets of directions for the game they selected.

Explain any procedures for using the game materials (see “Do Ahead” on page 491). Encourage the students to use the headings on the “Directions for Tic-Tac-Toe” chart, if they wish, and to refer to the “Writing Good Directions” chart. Remind each pair of students to play their game or, if that is not possible in the classroom, to close their eyes and imagine their game as they write.

## WRITING TIME

### 3 Write Game Directions

Have the students sit at desks with partners together. Distribute writing paper and remind the students to write on every other line. Display the “Writing Time” chart (WA15) and have partners work for 20–30 minutes on the charted tasks.

WA15

#### Writing Time

- With your partner, review your lists of games and select one.
- Discuss how to play the game and agree on the rules.
- If possible, play the game together.
- Write your own directions for the game. Each partner should do his or her own writing.

When the students seem to be working independently, begin conferring with one pair at a time.



## TEACHER CONFERENCE NOTE

During the coming week, confer with individual pairs about the game directions each partner is writing for the class book. Have partners show and read you their directions. As you imagine or try to play the game, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What is the object of this game? How will you write that?*
- Q *What do players need to do to get ready? How will you write that?*
- Q *I'm confused by this direction. What does a player do? How can you rewrite the direction so it says that?*
- Q *How will the players know when the game is over?*

If partners have picked a game that you feel is too complex for this writing activity, help them pick a simpler game to write about.

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 120 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Game Topics and Reflect on Partner Work

Briefly discuss:

- Q *How did you and your partner work together to choose a game? What did you do well? What might you work on next time?*
- Q *What was fun about writing your game directions? What was challenging?*

Go around the room and have each pair of students share the name of the game they chose and the object of that game. After all pairs have shared, briefly discuss as a class:

- Q *What game are you curious to learn to play? What makes you curious?*

Explain that tomorrow partners will continue to work on their drafts. Have the students place their directions in their folders until the next lesson.

# Day 5

## Drafting and Revising

### Materials

- “1, 2, 3 Dragon” (see page 510)
- “Catching Stars” (see page 512)
- *Student Writing Handbook* pages 26–28
- “1, 2, 3 Dragon” chart (WA16)
- “Writing Good Directions” chart from Day 4
- “Catching Stars” chart (WA17)
- “Directions for Tic-Tac-Toe” chart from Day 4
- “Writing Time” chart (WA18)
- Materials for playing games from Day 4
- Loose, lined paper for each student
- “Class Assessment Record” sheet (CA2)

### Teacher Note

If you lack space in the class to demonstrate the game, you can demonstrate it outdoors or simply have the students stay at their seats and close their eyes to imagine themselves playing the game as you reread the directions aloud.

### Teacher Note

If the students do not mention the inconsistency between “Object” and the second bullet in “End of a Round” (about what happens if the head tags the tail), you might point it out using language like that in the “Students might say” note.

### In this lesson, the students:

- Explore accuracy and clarity in functional writing
- Draft game directions
- Play their games and revise their directions
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Read “1, 2, 3 Dragon” and Demonstrate

Have the students get their folders, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Remind the students that yesterday each pair of students chose a game and began writing directions for a class game book. Explain that today the students will read and discuss game directions written by other students and then continue to work on their own game directions.

Explain that students in a school in Pennsylvania researched and wrote directions for games played in other countries and that directions for two of these games are reproduced in their *Student Writing Handbooks*. Have them turn to “1, 2, 3 Dragon” on pages 26–27 as you display the “1, 2, 3 Dragon” chart (WA16). Then have the students follow along as you read the text aloud. (See also “1, 2, 3 Dragon” on page 510.)

Briefly demonstrate the game by having a few volunteers form a line, with each player holding the shoulders of the person in front to show what the “dragon” would look like. Read the directions aloud again, pausing after each step to have the players act out, in slow motion, what the game would look like (avoiding running or falling in the classroom).

### 2 Explore Accuracy and Clarity in Game Directions

Have the volunteers return to their seats, and ask all the students to review the game directions in their handbooks again. After a moment, ask:



**Q** *What do you notice about the directions for this game? Turn to your partner.*

Signal for the students’ attention and have a few volunteers share their thinking with the class.

**Students might say:**

"It says when the head catches the tail, the head goes to the end of the line. But it also says that the object of the game is to tag the tail as many times as you can while you are the head. I'm confused."

"I agree with [Mark]. It's confusing about what you're supposed to do after the head catches the tail."

"In addition to what [Gayle] said, I'm confused about the difference between 'catch' and 'tag.'"

Point out that authors of functional writing must be sure that their writing is accurate and clear so that their readers will not be confused. Explain that when directions are *accurate*, they are correct, with no mistakes or misleading information, and that when directions are written clearly, they tell the reader exactly what to do. On the "Writing Good Directions" chart, add *Are the directions accurate and clear?*

Display the "Catching Stars" chart (🎯 WA17). (See also "Catching Stars" on page 512.) Have the students turn to "Catching Stars" on *Student Writing Handbook* page 28 and read these directions quietly to themselves (or softly with partners), asking themselves if they would know exactly what to do in this game. After they have had time to read, ask:

**Q** *Are these directions accurate and clear? Why or why not?*

**Students might say:**

"The directions for 'Catching Stars' are accurate and clear because there aren't any mistakes and I know exactly what to do."

"I agree with [Kris] because there isn't anything in the directions that's confusing."

Explain that during Writing Time today partners will work on the game directions they started yesterday. After they have written their directions, partners should try following them to play their game and then revise any directions that seem confusing or unclear.

Direct the students' attention to the "Writing Good Directions" chart. Remind them to think about the questions on the chart as they write, and reread them aloud, if necessary. You might also suggest that the students review the "Directions for Tic-Tac-Toe" chart for more ideas.

## WRITING TIME

### 3 Work on Game Directions

Display the "Writing Time" chart (🎯 WA18) and have partners work on the charted tasks for 20–30 minutes. Provide additional lined paper as needed.

### Writing Time

- Finish drafting your game directions.
- Reread your directions and follow them to play your game.
- Mark any directions that need revision.
- Revise your directions.

Walk around and observe the students, assisting as needed.

### Teacher Note

If a game requires more than two players, outdoor play, or equipment that is not readily available, have partners imagine and talk through each step of the game rather than play it.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners working together in a productive way?
- Are they sharing the work fairly?
- Are they writing directions that are clear and easy to follow?
- Are the directions complete and in an order that makes sense?

Support any pair that struggles by asking questions such as:

- Q *What is the object of this game? How will you write that?*
- Q *What do players need to do to get ready? How will you write that?*
- Q *How will the players know when the game is over?*

If partners have picked a game that you feel is too complex for this writing activity, help them pick a simpler game to write about.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 117 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Discuss Partner Work

Ask and briefly discuss questions such as:

- Q *What did you find out when playing your game? What revisions did you make?*
- Q *What did you and your partner do to share the work fairly today? What do you want to do [the same way/differently] next time to share the work fairly?*

Remind the students that next week they will exchange their directions with another pair and try one another’s games. Have the students place their directions in their folders until the next lesson.

---

## EXTENSION

### Explore More Card Games

Have the students read and try to follow the directions for some of the other card games in *The Book of Cards for Kids*. After the students have played a game, discuss questions such as:

- Q *Did the order of the directions make sense? If not, how might you change the order?*
- Q *Did the directions give you all the information you needed to play the game? If not, what other information did you need?*
- Q *Were the directions accurate and clear? If not, how might you change them?*



## Excerpt

### 1, 2, 3 Dragon

by students at Germantown Academy, PA

#### **State the name of your game and why you chose it.**

The name of the game is 1, 2, 3 Dragon. We chose it because it can include everyone, because it's tiring, because of its simplicity, and because it looked fun and challenging.

#### **List the countries where it is played and its origin.**

Variations of the game are played all over the world, but with different rules, scoring, and names.

1, 2, 3 Dragon originated in China and is played by small children, usually to celebrate the New Year. During the Chinese New Year they have dancing dragons, games and food. Dragons are important because they mean good luck.

#### **Describe how your game is played. State the object of the game. Clearly describe the rules.**

10 or more people form a line with each player holding the shoulders of the person in front of them.

The person in the front is the "Head."

The person at the back of the line is the "Tail."

#### **To Begin:**

The tail shouts "1, 2, 3 dragon."

The head leads the line and tries to catch the tail.

The line must stay together the whole time.

#### **End of a Round:**

If the dragon breaks, the dragon dies. The head moves to the end of the line and becomes the tail.

If the head catches the tail, play stops and the head goes to the end of the line.

The second person in line now becomes the head.

"1,2,3 Dragon" from [www.ga.k12.pa.us](http://www.ga.k12.pa.us). Copyright © 1996 by Germantown Academy. Used by permission of Germantown Academy. All rights reserved.

## 1, 2, 3 Dragon

*(continued)*

### **Object:**

The object is to tag the tail as many times as you can while you are the head. A point is scored for each successful tag. Some people prefer to play without points.

### **List the equipment needed.**

10 or more players.

Playing area.

Ages: 8 or older.

“1,2,3 Dragon” from [www.ga.k12.pa.us](http://www.ga.k12.pa.us). Copyright © 1996 by Germantown Academy. Used by permission of Germantown Academy. All rights reserved.

The icon is a purple rounded square with a white border. Inside, the word "Excerpt" is written in a white, bold, sans-serif font. The background of the icon features faint, overlapping text in a light purple color, which is mostly illegible but appears to be from a story or poem.

## Excerpt

### Catching Stars

by students at Germantown Academy, PA

**State the name of your game and why you chose it.**

We chose this game because we like the game “Mr. Fox” and this is very similar.

**List the countries where it is played and its origin.**

This game was developed by the pygmy tribes in Africa.

**Describe how your game is played. State the object of the game. Clearly describe the rules.**

It takes seven or more players to play this game.

Divide the players into two groups: Stars and Catchers

Set up two boundaries about twenty feet apart.

Catchers: stand in the middle of the two boundaries.

Stars: stand on one side of the boundaries.

Catchers: say “star light, star bright, how many stars are out tonight.”

Stars: say “more than you can catch!”

The stars run across to the other end and try not to get tagged. The winner is the last person to get caught.

**List the equipment needed.**

None. This is a simple running game.

“Catching Stars” from [www.ga.k12.pa.us](http://www.ga.k12.pa.us). Copyright © 1996 by Germantown Academy. Used by permission of Germantown Academy. All rights reserved.



# Week 3

## OVERVIEW

### Writing Focus

- Students review directions for sequence, completeness, accuracy, and clarity.
- Students explore using *can*, *may*, and *must* in directions.
- Students proofread their drafts for spelling, punctuation, and grammar.
- Students write final versions of their game directions.
- Students present their game directions to the class from the Author's Chair.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.



### Online Resources

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

#### Whiteboard Activities

- WA19–WA22

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes: Focus 2” record sheet (CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Functional Writing genre unit family letter (BLM1)

#### Professional Development Media

- “Using ‘Turn to Your Partner’” (AV11)
- “Social Reflection” (AV14)
- “Planning a Lesson” (AV33)

## DO AHEAD

- ✓ Prior to Day 1, decide how you will combine pairs of students to form groups of four.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 118 of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 120 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) Prior to Day 2, review the functional writing pieces you have written and select a single set of directions to use to model adding modal auxiliaries such as *can*, *may*, and *must* to a draft. Prepare your sample writing to display. Alternatively, you can use the “Sample Functional Writing Draft” chart (WA20). To learn more, view “Planning a Lesson” (AV33).
- ✓ (Optional) If computers are available, you might have some students type and print out their functional writing pieces for the class book. You might want to recruit parent volunteers to help the students to do so. In addition, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A.



## TEACHER AS WRITER

*“You never know what you will learn until you start writing.”*

— Anita Brookner

Think of something you know how to do well, and imagine teaching someone else how to do it. Write a draft of the directions for this activity, and then ask yourself the questions on the “Writing Good Directions” chart. Revise the draft, if needed. Consider giving the directions to a friend or colleague to try the activity and give you feedback.

# Day 1

## Group Conferring and Revising

### Materials

- “Writing Good Directions” chart from Week 2
- Materials for playing games from Week 2
- “Class Assessment Record” sheet (CA3)

### Teacher Note

If a game requires more than two players or equipment not readily available, have partners imagine and talk through each step of the game rather than play it.

### ELL Note

Consider combining pairs in such a way that English Language Learners who speak the same primary language are in groups together. This will provide support for their discussion about the activities.

### In this lesson, the students:

- Confer in groups of four about their game directions
- Explore sequence, completeness, accuracy, and clarity in functional writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Revise their game directions

## GETTING READY TO WRITE

### 1 Exchange Game Directions and Play

Have the students get their folders and pencils. Review that last week partners worked together to write game directions for a class book. Explain that today each pair of students will join another to form a group of four, and then they will exchange directions with the other pair in the group, play or imagine playing the other pair’s game, and give helpful feedback (see “Do Ahead” on page 515).

Explain that, after pairs exchange their game directions, you would like them to read the other pair’s directions and try following them (or imagine following them; see the Teacher Note) to play the game. Tell them that, as they try to follow the directions, you would like them to ask themselves the questions on the “Writing Good Directions” chart and be ready to give the other pair feedback about the questions. If necessary, review the questions on the chart.

Put pairs together to form groups of four and ask group members to sit together.

Have pairs exchange game directions. Since each partner did her own writing, there should be two copies of the game directions: one for each student in the other pair. Distribute any necessary materials the students need, and have them read and play the games.

### 2 Confer in Groups About Game Directions

After pairs have had sufficient time to read and try each other’s game directions, signal for the students’ attention. Redirect their attention to the “Writing Good Directions” chart and use “Think, Pair, Share” to have partners discuss:



**Q** *Does the order of the directions make sense?* [pause] Turn to your partner.

Q *Does the reader have all of the information needed?* [pause] Turn to your partner.

Q *Are the directions accurate and clear?* [pause] Turn to your partner.

After partners have discussed all three questions, explain that they will give feedback to the other pair in the group about the directions. Ask and briefly discuss:

Q *If you and your partner were confused about any of the directions, how might you give that feedback in a respectful and helpful way?*

**Students might say:**

"We could say, 'We're not sure we understand what this direction means. Could you please explain it?'"

"We could say that we're not sure what to do first and what to do next, and we could talk about it."

"We could say that we need more information to know what to do and ask what else they could say."

"We could say that it would help to see a picture of a step and ask them to draw one."



Have pairs give each other feedback. As they confer, circulate and observe.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students give one another useful feedback?
- Do they give and receive the feedback respectfully?
- Do the students discuss possible revisions?

Note any difficulties that you observe groups having and prepare to discuss them later as a class.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 118 of the *Assessment Resource Book*.

After most of the groups have finished talking, signal for the students' attention. Ask and briefly discuss questions such as:

Q *What feedback did you get that helped you?*

Q *What was helpful about how the students in the other pair talked to you?*  
*Take a moment to thank them.*

Q *What suggestions do you have for how the students in the other pair might give feedback in the future? Take a moment to tell them.*

Explain that during Writing Time today the students in each pair will use the feedback they received to help them revise their game directions.

## WRITING TIME

### 3 Revise and Complete Drafts



Have partners work on revising their game directions for 20–30 minutes. If they finish, they may write whatever they choose for the rest of the period.

When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

This week, continue to confer with individual pairs about the game directions each partner is writing for the class book. Have partners show and read you their directions. As you play the game (or imagine playing it), ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

**Q** *What is the object of this game? How will you write that?*

**Q** *What do players need to do to get ready? How will you write that?*

**Q** *I'm confused by this direction. What does a player do? How can you rewrite the direction so it says that?*

**Q** *How will the players know when the game is over?*

If partners have picked a game that you feel is too complex for this writing activity, help them pick a simpler game to write about.

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 120 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Revisions

Ask and briefly discuss:

**Q** *What is one piece of feedback you and your partner gave to the other pair about their game directions? Why did you give them this feedback?*

**Q** *What is one of the changes you and your partner made to your game directions today? Read it to us. Why did you make this change?*

Have the students place their directions in their folders until the next lesson.

## In this lesson, the students:

- Explore using *can*, *may*, or *must*
- Mark places in their directions where they use, or could use, *can*, *may*, or *must*
- Revise their directions for sequence, completeness, accuracy, and clarity
- Share the work fairly

## GETTING READY TO WRITE

### 1 Briefly Review Purpose of Revision

Have the students get their folders and pencils and sit at desks with partners together. Review that yesterday they revised their directions with feedback from another pair. Remind them that the purpose of revision is to make their game directions as clear, complete, and accurate as possible before they publish them in the class book.

Explain that today you will ask them to think about a way they might revise their directions.

### 2 Discuss *Can*, *May*, and *Must*

Explain that authors of functional writing often use the words *can*, *may*, and *must* to make their directions clearer and easier for readers to understand. Show the cover of *The Book of Cards for Kids* and remind the students that they used directions from this book to play the game Authors. Tell them that you will read a brief passage from those directions aloud. Ask the students to listen for the word *must* and to think about why the author might have used it. On page 33 of the book, read the first paragraph after the subheading “Play.”

Ask and briefly discuss:

- Q *The directions say that a player must ask for the exact card he or she wants, for instance, the 9 of spades. What might happen if a player ignored this and asked for several different cards?*
- Q *Why might the author have used the word must here?*

#### Students might say:

“If players ignored that part of the directions, the game wouldn’t work. You wouldn’t be able to play.”

“In addition to what [Ben] said, I think the author says players ‘must ask’ for the exact card because it’s really important for them to do that.”

“I agree with [Tosha]. The author used *must* because this is a rule of the game. You have to do it if you want to play.”

## Materials

- *The Book of Cards for Kids* from Week 2
- “Revising to Add *Can*, *May*, or *Must*” chart (WA19)
- A pad of small (1½" × 2") self-stick notes for each student
- Your sample directions OR “Sample Functional Writing Draft” chart (WA20)
- “Writing Good Directions” chart from Day 1
- “Writing Time” chart (WA21)

## ELPS 5.E.i

### Steps 2–4

(all, beginning on page 519 and continuing on to page 522)

If necessary, point out that the word *must* tells readers that they have to follow this direction; it is a rule of the game. Explain that authors of functional writing often use *must* to signal to readers when a particular direction is absolutely necessary and has to be followed. Write the word *must* where everyone can see it; next to it add a *rule*, *something you have to do*.

Explain that authors of functional writing use *can* and *may* to tell readers when a particular direction is a *suggestion*, or something that they might consider doing but do not have to do.

Point out that directions for the game Authors could include the sentence *Players may sit around a table*. Explain that this is an example of a suggestion. Players do not have to sit around a table in order to play the game; they can sit on the floor instead. Write the words *can* and *may* where everyone can see them; next to them write a *suggestion*.

### 3 Facilitate Guided Rereading of Directions



Have partners quietly reread their directions and look up when they are finished. Distribute self-stick notes to the students and explain that you will ask them to look for and think about a few specific things in their drafts.

Display the “Revising to Add *Can*, *May*, or *Must*” chart (WA19) and read the prompts aloud, one at a time, giving partners several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

#### Revising to Add *Can*, *May*, or *Must*

- Find a place where you use, or could use, the word *can* or *may* to help readers understand that you are making a suggestion. Put a self-stick note in the margin next to that place and write *suggestion* on it.
- Find a place where you use, or could use, the word *must* to help readers understand that this particular part of the directions is a rule that has to be followed. Put a self-stick note in the margin next to the place and write *rule* on the note.

WA19

### 4 Model Revising to Add *Can*, *May*, or *Must*

Without sharing as a class, explain that partners will look at the places they marked with self-stick notes and make revisions to their directions.

Display your own writing or the “Sample Functional Writing Draft” chart (WA20) and read it aloud. If you are using your own writing, begin by writing *suggestion* in the margin next to a place where you could use *can* or *may* and writing *rule* next to two places where you could use *must*.

Ask the students to watch as you model revising to make your directions clearer and easier for readers to understand.

**You might say:**

"To get ready for a game of tic-tac-toe, players need to decide who will go first. This can be difficult to decide in a fair way, so maybe I'll give players a suggestion about how to decide fairly. I'll add this sentence at the end of step 3: *For example, players can flip a coin to decide.* Since this is just a suggestion (something players might do but don't have to do), I used the word *can*. Now I'll think about places I might use the word *must* to make rules of the game more clear. For instance, tic-tac-toe doesn't work if a player marks more than one square during a turn. I'll add a sentence about that to step 1: *He must mark just one square.* The word *must* tells readers that this is a rule; it has to be followed. Another important rule is that players must mark only blank squares. It's not allowed to mark a square that the other player has already marked. I'll add a sentence about that to step 2: *She must choose a square that is blank.* I included the word *must* so that readers understand this is a rule of the game."

WA20

## Sample Functional Writing Draft

### Directions for Tic-Tac-Toe

**Number of Players:**

- two

**Equipment:**

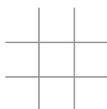
- paper
- a pencil for each player

**Object of the Game:**

- to get three X's or three O's in a row

**Get Ready:**

1. Make a tic-tac-toe board like this.



2. Decide which player will use O as his mark and which player will use X as her mark.
3. Decide which player will go first. It's best to decide in a fair way. *For example, players can flip a coin to decide.* *suggestion*

**Play:**

1. The first player draws his mark in a square. *He must mark just one square.* *rule*
2. Now the second player takes her turn. She draws her mark in one square. *She must choose a square that is blank.* *rule*
3. The players continue to take turns marking squares, trying to get three X's or three O's in a row.
4. The first player to get three X's or three O's in a row draws a line through them and says "Tic-tac-toe!" Now the game is over.

**TEKS 11.C.vi**  
Student/Teacher Activity  
Step 5 (all, beginning on  
page 522 and continuing on  
to page 523)

Explain that during Writing Time today the students will follow the same procedure to revise their own directions. You might invite them to review the “Writing Good Directions” chart and to ask themselves the questions on the chart as they revise.

## WRITING TIME

### 5 Continue Revising Drafts

Display the “Writing Time” chart (📄 WA21) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Review places you marked with self-stick notes.
- Add *can*, *may*, or *must* to make your directions clearer and easier to follow.
- Make any other revisions that improve your directions.
- Remove the self-stick notes as you finish revising.
- If you finish, work on another piece of functional writing.

WA21

Join the students in writing for a few minutes; then confer with individual pairs.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the game directions each partner is writing for the class book. Have partners show and read you their directions. As you play the game (or imagine playing it), ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?
- Have partners used *can*, *may*, or *must* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What is the object of this game? How will you write that?*
- Q *What do players need to do to get ready? How will you write that?*
- Q *I'm confused by this direction. What does a player do? How can you rewrite the direction so it says that?*
- Q *How will the players know when the game is over?*
- Q *Where is a place you might use can, may, or must to make your directions clearer and easier to understand?*

(continues)

## TEACHER CONFERENCE NOTE *(continued)*

If partners have picked a game that you feel is too complex for this writing activity, help them pick a simpler game to write about.

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 120 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share and Reflect on Revisions

Help the students reflect on their work during Writing Time today by asking questions such as:

**Q** *Who added can, may, or must to their directions today? Read us that sentence. How does this make your directions clearer and easier to follow?*

**Q** *What other revisions did you make today? Tell us about a revision.*

Explain that tomorrow the students will proofread their drafts and write final versions. Have the students place their directions in their folders until the next lesson.

## Proofreading

## Day 3

### In this lesson, the students:

- Proofread their drafts for spelling, punctuation, and grammar
- Write the final versions of their pieces
- Reach agreement before making decisions
- Share materials fairly

## GETTING READY TO WRITE

### 1 Discuss Proofreading for Spelling and Conventions

Have the students get their folders, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Remind the students

### Materials

- *Student Writing Handbooks*
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

that yesterday they revised their game directions and that their directions will ultimately go into a book of game directions for the class library.

Explain that today partners will work together to proofread their drafts and then start writing their final versions. Remind them that they should use the word bank and proofreading notes in their *Student Writing Handbooks* to help them proofread their drafts for spelling and correctness (see Unit 2, Week 2, Day 2 on page 98 and Unit 2, Week 2, Day 3 on page 103). Briefly review these procedures by reminding partners to:

- Circle words in their drafts that they are unsure how to spell and look them up in the word bank. Add any words that are not already in their word bank after looking up the correct spellings in a dictionary or other source.
- Use the proofreading notes as a list of things to check in their drafts before publishing. They will correct any errors by crossing out each error on the draft and writing the correction above it.

Ask and briefly discuss:

**Q** *How will you and your partner be sure you agree that something needs to be changed and how to change it?*

**Q** *What will you do if you don't agree?*

Encourage partners to keep their ideas in mind as they work together today.

## WRITING TIME

### **2** Proofread Drafts and Write Final Versions



Have partners work on proofreading their drafts. Provide lined paper to pairs who finish proofreading and are ready to begin their final versions. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the game directions each partner is writing for the class book. Have partners show and read you their directions. As you play the game (or imagine playing it), ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?
- Have partners used *can*, *may*, or *must* to make the directions clearer and easier to understand?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What is the object of this game? How will you write that?*
- Q *What do players need to do to get ready? How will you write that?*
- Q *I'm confused by this direction. What does a player do? How can you rewrite the direction so it says that?*
- Q *How will the players know when the game is over?*
- Q *Where is a place you might use can, may, or must to make your directions clearer and easier to understand?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 120 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Reflect on Proofreading

Ask and briefly discuss:

- Q *What words did you find in your word bank today? How did you check on words that were not in the word bank?*
- Q *What corrections did you make in your draft after reviewing your proofreading notes?*

Have the students put loose papers into their folders and explain that partners will finish working on their final versions tomorrow.

# Day 4

## Writing Final Versions and Publishing

### Materials

- “Writing Time” chart (WA22)
- Supply of loose, lined paper for final versions
- Two chairs to use for Author’s Chair sharing
- (Optional) Computers for typing and printing final versions

### In this lesson, the students:

- Finish writing their final versions
- Present their game directions from the Author’s Chairs
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students get their folders and pencils and sit at desks with partners together. Explain that they will finish working on the final versions of their game directions. Pairs who finish will begin sharing their pieces from the Author’s Chairs after Writing Time.

## WRITING TIME

### 2 Finish Final Versions

Display the “Writing Time” chart (WA22) and read it aloud.

#### Writing Time

- Finish proofreading your draft using your word bank and proofreading notes.
- Finish writing the final version of your game directions.

WA22

Have the students think quietly to themselves for a moment about the following question:

**Q** *What do you need to work on today to be ready to share your game directions from the Author’s Chairs?*



After a moment, have partners begin working on their final versions. When they finish, they may write about anything they choose. As they work, circulate, observe, and offer assistance. When the pairs seem to be working independently, confer with one pair at a time.



## TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the game rules each partner is writing for the class book. Have partners show and read you their directions. As you play the game (or imagine playing it), ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?
- Have partners used *can*, *may*, or *must* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

**Q** *What is the object of this game? How will you write that?*

**Q** *What do players need to do to get ready? How will you write that?*

**Q** *I'm confused by this direction. What does a player do? How can you rewrite the direction so it says that?*

**Q** *How will the players know when the game is over?*

**Q** *Where is a place you might use can, may, or must to make your directions clearer and easier to understand?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 120 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Conduct Author's Chair Sharing



Gather the class with partners sitting together, facing the Author's Chairs. Explain that one partner in each pair will read his game directions (unless their directions are written very differently, in which case both partners will read their directions). Give each pair of students a few moments to decide which partner will read the directions. If necessary, review the procedures you established for Author's Chair sharing in Unit 2, Week 2 (see "Do Ahead" on page 95).

Call on a pair of students to come to the Author's Chairs to read aloud one set of directions for their game. Remind the reader to speak in a loud, clear voice, and remind the audience to show interest in and

### Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).



appreciation for their classmates' writing. At the end of the sharing, facilitate a discussion using questions like those that follow. Give the authors an opportunity to respond to the class's comments and questions.

- Q *What did you learn about playing [Snap] from this pair's directions?*
- Q *What questions can we ask [Glenn] and [Joanne] about what they wrote?*

Follow this procedure to have other pairs share from the Author's Chairs.

## 4 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What do we still want to work on the next time our authors share their work?*
- Q *If you shared today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Explain that more pairs of students will share their directions from the Author's Chairs tomorrow.

## WRITING ABOUT READING

### Write Persuasively About Games

Have partners briefly review their game directions. Explain that each partner will write a persuasive letter to his classmates about why they should want to play his game. Ask:

- Q *Think about your game directions. What makes your game interesting or fun to play? In your opinion, why should people want to play it?*

#### Students might say:

"Our game is fun because you get to run around a lot."

"People should want to play our game because you can play it with just a few friends or with lots of people."

"Our game can be played anywhere. All you need is a deck of cards. That's one reason I think people will like playing it."

"In addition to what [Lucy] said, our game is exciting because it has lots of twists and turns. People will definitely like that."

Explain to the students that when they write their persuasive letters, they need to support their opinions with facts and details about their games. Ask the students to watch as you think aloud and model writing a persuasive letter about why you think people in the class should want to play your game.

**You might say:**

"I'll start by writing today's date and then a salutation: *Dear classmates.* I'll remember to put a comma after the word *classmates.* Now I can begin my letter on the next line. First I'll write a sentence that tells my partner's name and the name of our game: *Jerry and I wrote directions for the game tic-tac-toe.* Now I will write my opinion about the game and one reason why people in our class will want to play it: *I think tic-tac-toe is a great game, and you will love playing it. First, tic-tac-toe is easy to play! There are just a few rules, and they are simple to remember.* Now I'll add a second reason: *Another reason why you will enjoy tic-tac-toe is that you can play it anywhere. You don't need a big space or lots of equipment. All you need is a piece of paper and a pencil. In fact, you can even play it on the sidewalk with a piece of chalk.* If I can think of a third reason, I'll add it, too: *Also, we think you will want to play tic-tac-toe because it just needs two players. Sometimes it's hard to find enough people to play a game. That's not a problem with tic-tac-toe.* Now I'll write some concluding sentences to finish my letter: *So go ahead and try playing tic-tac-toe. You will have a great time!* Since this is a letter, I need to add a closing (with a comma after it) and then sign my name: *Sincerely, Mrs. Roberts.*"

Remind the students that they should each start their letters with today's date, a salutation, and opening sentences that state their partner's name, the title of their game, and their opinion about the game. Explain that the body of their letters should include one or two reasons why other students should choose their game to play. Remind them that they should wrap up their letters with a closing and a signature. If time permits, invite the students to share their persuasive letters with the class. Include the letters with the game directions in the class book at the end of the unit.

## Writing Final Versions and Publishing

## Day 5

**In this lesson, the students:**

- Reflect on functional writing
- Finish writing their final versions
- Present their game directions from the Author's Chairs
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

### GETTING READY TO WRITE

#### 1 Review and Reflect on Functional Writing

Have the students get their folders and pencils and sit at desks with partners together. Remind them that they have been exploring

**Materials**

- "Writing Good Directions" chart from Day 2
- Loose, lined paper for final versions
- Two chairs to use for Author's Chair sharing
- Copy of this unit's family letter (BLM1) for each student
- (Optional) Computers for typing and printing final versions



### Facilitation Tip

Reflect on your experience over the past three weeks with **avoiding repeating or paraphrasing** students' responses. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? Are they participating more responsibly in class discussions? We encourage you to continue to try this practice and reflect on the students' responses as you facilitate class discussions in the future.

### Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 2 (page 11). To see an example, view "Using 'Turn to Your Partner'" (AV11).



functional writing that gives directions for how to do something. Direct their attention to the "Writing Good Directions" chart, and review the items on the chart. In pairs and as a class, discuss:



- Q *Which of these questions were the most challenging for you to think about as you wrote your game directions, and why? Turn to your partner.*
- Q *What did you like best about writing your game directions? Turn to your partner.*
- Q *What have you learned about functional writing? Turn to your partner.*

Remind the students that writers become better over time as they practice writing over and over. Encourage the students who feel drawn to functional writing to continue to read and write it during their free time.

Explain that today partners will finish writing the final versions of their game directions and share them from the Author's Chairs.

## WRITING TIME

### 2 Finish Final Versions



Have partners work on their final versions. If they have already finished, they may write anything else they choose.

As the students work, circulate, observe, and offer assistance. When pairs seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the game directions each partner is writing for the class book. Have partners show and read you their directions. As you play the game (or imagine playing it), ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?
- Have partners used *can*, *may*, or *must* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What is the object of this game? How will you write that?*
- Q *What do players need to do to get ready? How will you write that?*
- Q *I'm confused by this direction. What does a player do? How can you rewrite the direction so it says that?*
- Q *How will the players know when the game is over?*
- Q *Where is a place you might use can, may, or must to make your directions clearer and easier to understand?*

(continues)

## TEACHER CONFERENCE NOTE *(continued)*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 120 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Conduct Author’s Chair Sharing

Gather the class with partners sitting together, facing the Author’s Chairs. Remind the students that one partner in each pair will read his game directions (unless their directions are written very differently, in which case both partners may read their directions). As you did yesterday, give each pair of students a few moments to decide which partner will read their directions.

Call on a pair of students to come to the Author’s Chairs to read aloud one set of directions for their game. Remind the partner who will read to do so in a loud, clear voice. Also remind the audience to show interest in and appreciation for their classmates’ writing. At the end of the sharing, facilitate a discussion using questions like those that follow, and then give the authors an opportunity to respond to the class’s comments and questions.

- Q *What did you learn about [hopscotch] from this pair’s directions?*
- Q *What questions can we ask [Pedro] and [Kaitlin] about what they wrote?*

Follow this procedure to have other pairs share from the Author’s Chairs.

### 4 Reflect on Audience Behavior During Author’s Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What do we still want to work on the next time authors share their work?*
- Q *If you shared today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Assure pairs who have not yet shared that they will get to share their pieces from the Author’s Chairs in the coming days. Explain that after all the directions are read aloud, you will compile them into two identical books (one book for each partner’s directions) and place them in the class library so the students can read them whenever they want to check game directions or learn a new game.

#### Teacher Note

Make time in the coming days for pairs to share their game directions from the Author’s Chairs until all pairs have had a chance to do so.

#### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 532.

### Skill Practice Note

For practice with using commas in the dates, addresses, greetings, and closings of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.

## EXTENSION

### Write Letters Home About Functional Writing

Provide letter-writing practice for the students by having them each write a letter home about what they learned about functional writing. Stimulate their thinking by reviewing the “Writing Good Directions” chart and discussing questions such as:

- Q *What did you learn about functional writing?*
- Q *What steps did you go through to develop and publish your game directions?*
- Q *What functional writing might you read or write at home?*

If necessary, review the elements of a letter (date, address, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of his published game directions and send it home.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of the Functional Writing genre unit. You will need to reassign partners before you start the next genre unit.
- Send home with each student the student’s published piece and a copy of this unit’s family letter (BLM1). Encourage the students to share their published directions with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class books of games.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

### Assessments

- Before continuing with the next unit, take this opportunity to assess individual students’ writing from this unit. See “Completing the Individual Writing Assessment” (IA1) on page 122 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students’ published writing home to share with their families, you might have each student analyze her writing using the “Student Self-assessment” record sheet (SA1) on page 121 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension “Introduce ‘Student Self-assessment’ ” on page 114.

# Genre

# Opinion Writing

During this three-week unit, the students read and write persuasive essays defending particular opinions as they explore elements of opinion writing. They brainstorm topics they have strong opinions about, and each student selects an opinion to write about. The students learn to identify an audience and purpose for their essays, state their opinions and support them with reasons, and use transitional words and phrases to connect opinions with reasons. They write introductions that capture the reader's interest and conclusions that restate their opinions and bring their essays to a close. They practice relevant skills and conventions, such as indenting paragraphs and correcting run-on sentences. They confer in pairs and revise their essays based on partner feedback. Socially, they express their own opinions as they learn to respect and consider the opinions of others. They also express interest in and appreciation for one another's writing.



## RESOURCES

## Read-alouds

- “Bugs Are Creepy”
- “Insects Are Amazing”
- “Helping Other Countries”
- “It Is Our Money and We Need It”
- “Bike Helmets”

## Writing About Reading Activity

- “Write an Opinion Paragraph About a Persuasive Essay”



## Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”
- Mini-lesson 3, “Showing Respect Online”

- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Using Filters to Narrow Results”
- Mini-lesson 7, “Evaluating Research Sources”
- Mini-lesson 8, “Citing Online Sources”
- Mini-lesson 9, “Creating Documents”



## Technology Extensions

- “Use the Internet to Research Topics”
- “Have the Students Record Their Persuasive Essays”
- “Share Persuasive Essays on a Social Networking Site”

## Extensions

- “Read Editorials and Letters to the Editor”
- “Write Letters Home About Opinion Writing”



## Online Resources

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

## Whiteboard Activities

- WA1–WA17

## Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

## Reproducibles

- Opinion Writing genre unit family letter (BLM1)
- “Too Much TV” (BLM2)

## Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Managing Pair Conferences” (AV8)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Responding Neutrally with Interest” (AV24)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Opinion Writing” (AV51)
- “Exploring Opinion Writing” (AV52)
- “Sharing Opening Sentences and Reflecting” (AV53)
- “Using Social Networking Sites” tutorial (AV78)

## RESOURCES *(continued)*

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”
- Lesson 5, “Run-on Sentences”
- Lesson 28, “Commas in Letters”

### Assessment Resource Book

- Opinion Writing genre unit assessments

### Writing Performance Task Preparation Guide

- Opinion Writing unit

### Student Writing Handbook

- “Bugs Are Creepy”
- “Insects Are Amazing”
- “Helping Other Countries”
- “It Is Our Money and We Need It”
- “Bike Helmets”
- “Persuasive Essay Excerpts with Run-on Sentences”
- “Persuasive Essay Without Indentation”
- Word Bank
- Proofreading Notes

## DEVELOPMENT ACROSS THE GRADES

	Elements of Opinion/ Argumentative Writing	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring writing clear statements of opinion</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> <li>Capitalizing the pronoun /</li> <li>Capitalizing sentences and using ending punctuation</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring writing clear statements of opinion</li> <li>Exploring opening and closing sentences that state students' opinions</li> </ul>	<ul style="list-style-type: none"> <li>Using conjunctions to connect words, phrases, and sentences</li> <li>Proofreading for punctuation and spelling</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Writing about personal opinions, including persuasive letters</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for opinion writing</li> <li>Exploring writing clear statements of opinion</li> <li>Exploring opening and closing sentences that state students' opinions</li> <li>Using linking words to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing proper nouns</li> <li>Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring clear, direct openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and correcting sentence fragments</li> <li>Using adjectives to make essays more persuasive</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> <li>Adding facts and details to reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring strong openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and indenting paragraphs</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> <li>Adding facts and details to reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring strong openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Placing commas after introductory words, phrases, and clauses</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Writing essays that support claims</li> <li>Supporting claims with reasons and relevant evidence</li> <li>Addressing counterclaims</li> <li>Writing interesting introductions that state claims</li> <li>Writing conclusions that restate claims and wrap up the essays</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and narrowing research focus</li> <li>Evaluating the credibility of sources</li> <li>Taking notes and organizing information into categories based on reasons</li> <li>Employing facts, examples, and quotations that support claims</li> <li>Quoting or paraphrasing information while avoiding plagiarism</li> <li>Using transitional words and phrases</li> <li>Establishing and maintaining a formal style</li> </ul>	<ul style="list-style-type: none"> <li>Citing sources correctly in a bibliography</li> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Opinion Writing:</b> “Bugs Are Creepy” <b>Focus:</b> <ul style="list-style-type: none"> <li>What is the author trying to do?</li> </ul>	<b>Exploring Opinion Writing:</b> “Insects Are Amazing” <b>Focus:</b> <ul style="list-style-type: none"> <li>Audience and purpose</li> </ul>	<b>Exploring Opinion Writing:</b> “Helping Other Countries” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Opinions</li> </ul>	<b>Exploring Opinion Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing opinions and reasons</li> </ul>	<b>Exploring Opinion Writing:</b> “It Is Our Money and We Need It” <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing opinions and reasons</li> </ul>
<b>Week 2</b>	<b>Exploring Opinion Writing:</b> “Bike Helmets” <b>Focus:</b> <ul style="list-style-type: none"> <li>Choosing an opinion and audience for a persuasive essay</li> </ul>	<b>Drafting Persuasive Essays</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Crafting strong openings and clear statements of opinion</li> </ul>	<b>Drafting Persuasive Essays</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Giving reasons to support opinions</li> </ul>	<b>Drafting Persuasive Essays</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<b>Drafting Persuasive Essays</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Concluding persuasive essays</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 3</b>	<b>Pair Conferring and Revising</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Does it make sense?</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Recognizing and correcting run-on sentences</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Identifying and indenting paragraphs</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author’s Chair sharing</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author’s Chair sharing</li> </ul>

# Week 1

## OVERVIEW

### Essays

#### “Bugs Are Creepy”

(see page 558)

Bugs look creepy and disgusting, and they bother people.

#### “Insects Are Amazing”

(see page 559)

Insects are very important to nature, and they are interesting to watch and study.

#### “Helping Other Countries”

(see page 560)

The United States should use its wealth to help other countries that do not have as much money.

#### “It Is Our Money and We Need It”

(see page 561)

Our country should keep our money to help our own schools and to support the U.S. economy.



### Online Resources

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

#### Whiteboard Activities

- WA1–WA4

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)

#### Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Responding Neutrally with Interest” (AV24)
- “Introducing Vocabulary During a Read-aloud” (AV30)

## TEACHER AS WRITER

*“We do not write because we want to; we write because we must.”*

— W. Somerset Maugham

In this unit, the students explore opinion writing—a type of writing intended to persuade readers of the author’s opinion through well-thought-out argument and evidence. Much writing that states and supports an opinion arises from an author’s sense that something is amiss and needs to be addressed or corrected.

Make a list of topics that you feel compelled to address in your own life, community, country, or the world. What bothers you about these things? Are they unfair? Inconvenient? Wrong in other ways? Jot down some notes about your thoughts in your notebook.

### Writing Focus

- Students hear and discuss persuasive essays.
- Students identify the purpose and audience for persuasive essays.
- Students think about what information is communicated in persuasive essays.
- Students generate opinions they feel strongly about for persuasive essays.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students work in a responsible way.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1) on page 134 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 135 of the *Assessment Resource Book*.



# Day 1

## Exploring Opinion Writing

### Materials

- “Bugs Are Creepy” (see page 558)
- *Student Writing Handbook* page 29

### In this lesson, the students:

- Work with new partners
- Share what they learn about their partners
- Hear and discuss a persuasive essay
- Think about the author’s purpose
- Write about things that interest them

### ABOUT OPINION WRITING

In this unit, the students explore the elements of opinion writing by crafting persuasive essays, and they learn that the purpose of a persuasive essay is to persuade the reader of the author’s opinion. They identify topics that they have strong opinions about and think about who the intended audience of a persuasive essay might be. They explore how essays can be structured as they learn to state an opinion in the opening paragraph, support the opinion in subsequent paragraphs, use transitional words to connect opinions and reasons, and reaffirm the opinion in closing.

The students learn that many published persuasive essays contain researched facts and data to support a given position. Although the students are not expected to research their topics in grade 4, you might wish to incorporate a stronger research focus into this unit by having the students find data and other information about their topics to support their positions. If so, be ready to help them find resources about their topics at the library or on the Internet.

There are two phases to this unit: Immersion and Drafting (two weeks) and Revision, Proofreading, and Publication (one week). During the first phase, the students explore and try their hand at writing persuasive essays. In the second phase, they write, revise, and publish their persuasive essays for a class collection, and they consider ways to publish their essays for a wider audience beyond the classroom.

### GETTING READY TO WRITE

#### 1 Pair Students and Discuss Working Together

Randomly assign partners (see “Do Ahead” on page 539) and make sure they know each other’s names. Explain that partners will work together for the next three weeks.

### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

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



Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Have partners take a few minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

- Q *What did you learn about the writing your partner has done this year?*
- Q *What have you learned about working with someone else that will help you in working with your new partner?*

## 2 Read “Bugs Are Creepy” Aloud

Explain that in this unit the students will focus on writing a special kind of nonfiction. Tell them that you will read aloud a short *essay*, or piece of nonfiction writing. Invite them to think about what the author’s opinion is in this essay.

Without identifying it as a persuasive essay, read “Bugs Are Creepy” (on page 558) aloud slowly and clearly.



### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**antennae:** long thin body parts on top of the head of an insect for touching and smelling

**miniature aliens:** very small creatures from another planet

**allergic to:** made sick by

## 3 Reread the Essay and Discuss the Author’s Purpose



Have the students open to page 29 of their handbooks. Have partners read “Bugs Are Creepy” together. Ask them to think as they read about the author’s opinion. After partners have had a chance to read the essay, signal for their attention. Ask and briefly discuss:

- Q *What is the author’s opinion about bugs? How do you know?*
- Q *Do you agree with the author’s opinion? Why or why not?*

#### Students might say:

“The author thinks that bugs and insects are ‘creepy.’”

“I agree with [Karla]. He gives lots and lots of reasons why he thinks they are gross and creepy.”

“I don’t agree with the author because the things that are ‘creepy’ about bugs for the author are not creepy for me.”

“In addition to what [Pete] said, I don’t want a fly eating my food, but I think most bugs are kind of cool.”

Point out that the author is trying to *persuade*, or convince, the reader that bugs are disgusting and annoying; that is the author’s *purpose*, or

### Teacher Note

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

### TEKS 10.A.i

Student/Teacher Narrative  
Step 3 (all, beginning on page 541 and continuing through the second paragraph on page 542)

### Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

reason for writing. Explain that this kind of opinion writing is called a *persuasive essay*.

Point out that the author states a clear opinion in the first paragraph: “I think that bugs are creepy, gross, and annoying.” Then he supports that opinion with several reasons in the paragraphs that follow.

Explain that the students will spend the next few weeks exploring and learning to write persuasive essays. Ask:

**Q** *Why might it be good to know how to write a persuasive essay?*

**Students might say:**

“You could send a persuasive essay to the president or other leaders to explain why you think something is unfair or should be changed.”

“If there is something that you want to change at school, like having more recess, you could write a persuasive essay about it and send the essay to the principal.”

“I agree with [Olivia]. You can write a persuasive essay to try to convince other people to agree with your opinion.”

Explain that during Writing Time today the students may begin thinking about opinions they have that they might want to write a persuasive essay about, or they may write about anything else they choose.

## WRITING TIME

### 4 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together for 20–30 minutes of silent writing. During this time, they may list opinions or topics they might want to write a persuasive essay about or write about anything they choose.

If necessary, remind the students that all of their writing should be double-spaced and that there should be no talking, whispering, or walking around during the silent writing period. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners’ ideas with the class. After a moment, signal for their attention and ask:

**Q** *What did your partner write about today?*

**Q** *What did you and your partner do to work well together when you were talking and sharing your writing?*

### Teacher Note

Note that on Days 1 and 2 of this week, the students may do persuasive writing or write about anything else they choose. On Day 3, after exposure to more examples of persuasive writing, all the students will be asked to begin writing in this genre.

## In this lesson, the students:

- Hear and discuss a persuasive essay
- Think about the author’s audience and purpose
- Generate possible opinions for persuasive essays
- Write about things that interest them

## GETTING READY TO WRITE

### 1 Discuss Audience

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Review that yesterday the students read a persuasive essay titled “Bugs Are Creepy.” Ask:



**Q** *What do you remember about the author’s opinion about bugs in this essay? Turn to your partner.*

Have partners discuss their thinking. After a few moments, signal for the students’ attention and have them turn to page 29 of their handbooks and briefly review the essay. Ask:

- Q** *What is the author’s purpose, or what is his reason for writing this essay?*
- Q** *Who might the author be trying to convince that bugs are creepy, and why?*

#### Students might say:

“His purpose is to make us agree that bugs are creepy.”

“I think this author is writing to someone who likes bugs.”

“In addition to what [Chase] said, I think he is writing to a science teacher who wants him to study bugs. I think so because people study bugs in science, and the author wants the teacher to know how he feels about bugs.”

Point out that while many different kinds of people may read a persuasive essay, authors of persuasive essays usually have a certain kind of *audience* (reader) in mind when they are writing. In this case, the audience is probably people who like bugs.

Title a piece of chart paper “Things We Notice About Persuasive Essays.” Under the title, add the following items: *Author’s purpose is to convince the reader about something* and *Author writes with a certain audience in mind*.

Explain that today the students will hear and read a persuasive essay by a different author. Encourage them to think about this author’s purpose for writing and the audience she might have in mind.

## Materials

- “Insects Are Amazing” (see page 559)
- *Student Writing Handbook* pages 29–31
- Chart paper and a marker
- “Writing Time” chart (WA1)

## Teacher Note

To review the procedure for “Turn to Your Partner,” see Unit 1, Week 1, Day 2 (page 11). To see an example, view “Using ‘Turn to Your Partner’” (AV11).



### TEKS 9.E.v

### TEKS 9.E.vi

Student/Teacher Activity  
Step 1 (third discussion question in Step 1)

### TEKS 9.E.v

### TEKS 9.E.vi

Student/Teacher Narrative  
Step 1 (the last three paragraphs at the bottom of page 543)

## Teacher Note

Save the “Things We Notice About Persuasive Essays” chart to use on Day 3 and throughout the unit.

TEKS 9.E.v  
TEKS 9.E.vi  
TEKS 10.A.i  
Student/Teacher Activity  
Step 3 (all)

## 2 Read “Insects Are Amazing” Aloud

Have the students turn to page 30 of their handbooks and invite them to follow along as you read the essay. Read “Insects Are Amazing” (on page 559) aloud slowly and clearly.

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**bug:** annoy or bother (second appearance of the word)

**aphids:** tiny insects that eat plants

**break it down:** turn it into dirt

**scents:** smells

**think twice:** think hard and then change your mind

## 3 Discuss the Author’s Audience and Purpose

Ask:



**Q** *What is the author’s purpose in writing this essay, or what is she trying to convince us of? Turn to your partner.*

After a moment, have a few volunteers share their thinking.

#### Students might say:

“She’s trying to convince us that insects are important.”

“In addition to what [Katie] said, I think she wants us to study bugs instead of killing them.”

Remind the students that in the persuasive essay they read yesterday, the author tried to convince them of the opposite point of view. Ask and briefly discuss:

**Q** *Who do you think is the audience for “Insects Are Amazing,” or who is the author writing to?*

**Q** *In the sentence “I actually think they are amazing,” the author tells us exactly what her opinion is. She then gives several reasons that support her opinion. What reasons does she give?*

**Q** *Compare this essay to the one you read yesterday. Which essay is more persuasive to you, and why?*

**Students might say:**

"I think the audience might be kids who kill insects for fun because they don't know much about insects. Otherwise, why would the author be trying to convince them?"

"One reason the author gives is that insects are cool to watch. She also says they are interesting to learn about."

"I think today's essay is more persuasive. It gives more facts about good things insects do and explains some ways that insects are cool."

"I disagree with [Stephan]. Yesterday's essay is more convincing to me because the author gives lots of reasons why bugs are creepy and gross."

## 4 Generate Possible Opinions for Persuasive Essays

Explain that people often write persuasive essays when they have strong opinions about whether something is good or bad, or right or wrong. In the two essays the students have read so far, one author feels that bugs are creepy while the other feels that bugs are amazing. Title a sheet of chart paper "Possible Opinions for Persuasive Essays." Under the title write *Bugs are creepy* and *Bugs are amazing*.

Ask the students to watch as you write a few other opinions on the chart. Add a few sentences that reflect opinions that you hold.

### Possible Opinions for Persuasive Essays

- *Bugs are creepy.*
- *Bugs are amazing.*
- *We should have more recess.*
- *Basketball is the most exciting sport.*
- *Sharing with your classmates is important.*
- *Watching a lot of TV is not healthy.*

Use "Think, Pair, Share" to discuss:



**Q** *What opinions do you have that you might be able to write a persuasive essay about? [pause] Turn to your partner.*

### Teacher Note

Save the "Possible Opinions for Persuasive Essays" chart to use on Day 3 and throughout the unit. Tomorrow you will model choosing one opinion from the chart and using it to do a quick-write.

### Teacher Note

To review the procedure for "Think, Pair, Share," see Unit 1, Week 2, Day 1 (page 32). To see an example, view "Using 'Think, Pair, Share'" (AV13).



## Teacher Note

If the students struggle to come up with ideas, ask follow-up questions such as:

- Q *What is something that annoys or bothers you [at school/at home/in our community/in the world]?*
- Q *What is something you feel strongly about?*
- Q *What do you think is really important or worthwhile?*

Have a few volunteers share their thinking.

### Students might say:

- "It's not right to exclude people."
- "Mystery books are the most interesting books to read."
- "I have a strong opinion that cabbage is gross."
- "Snakes are the best pets."
- "I think anyone who sees bullying should report it."

As the students report ideas, record them on the chart. Tell them that you will add to the chart as they think of more ideas in the coming days.

Explain that today the students may continue to think about and list opinions for persuasive essays, write about some of their opinions, or write about anything they choose.

## WRITING TIME

### 5 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together. Display the "Writing Time" chart (WA1) and have them write silently for 20–30 minutes.

#### Writing Time

- Think about and list opinions you might want to write a persuasive essay about.
- Write about your opinions.
- Write about anything you choose.

WA1

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners' ideas with the class. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when you were talking and sharing your writing?*

## In this lesson, the students:

- Hear, discuss, and write persuasive essays
- Think about features of persuasive essays
- Think about the author’s audience and purpose
- Quick-write about their opinions

## GETTING READY TO WRITE

### 1 Review Persuasive Essays

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you. Review that they read two persuasive essays earlier this week on the topic of insects. Have them open their handbooks to page 29 and briefly review “Bugs Are Creepy.” After a few minutes, ask them to turn to page 30 and review “Insects Are Amazing.”

When the students have finished reviewing the essays, ask and briefly discuss:

- Q *What opinions about insects do the authors of these two essays have?*
- Q *What are some reasons the authors give to support their opinions?*

Review that both “Bugs Are Creepy” and “Insects Are Amazing” are examples of persuasive essays. Point out that each author clearly states an opinion early in the essay and then gives several reasons that support that opinion.

Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart from Day 2. Leave a blank line or space below the most recent entry. Add the following items after the blank line: *Author clearly states opinion early in the essay* and *Author gives reasons that support the opinion*.

Explain that today the students will hear and read another persuasive essay, this one on a different topic. Invite them to think as they read about what they notice the author doing.

### 2 Read “Helping Other Countries” Aloud

Have the students turn to page 32 of their handbooks. Explain that this essay is about raising money to send to other countries to help them buy things they need. Invite the students to follow along in their handbooks as you read “Helping Other Countries” (on page 560) aloud. Read the essay aloud slowly and clearly, clarifying vocabulary as you read.

## Materials

- “Helping Other Countries” (see page 560)
- *Student Writing Handbook* pages 29–34
- “Things We Notice About Persuasive Essays” chart from Day 2
- “Possible Opinions for Persuasive Essays” chart from Day 2
- Chart paper and a marker
- “Writing Time” chart (WA2)

**TEKS 12.C.i**  
**TEKS 12.C.ii**  
Student/Teacher Narrative  
Step 1 (all)

## Teacher Note

On Week 2, Day 2, the students will learn about writing interesting openings that capture the reader’s attention. Leaving a blank line, as described here, will allow for this item to appear in a logical sequence when it is added to the “Things We Notice About Persuasive Essays” chart in Week 2.

## Teacher Note

To review the procedure for defining vocabulary during a read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8). For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



## Suggested Vocabulary

**debated:** discussed

**polluted:** dirty and unhealthy

## ELL Vocabulary

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

**only dream about:** want but can never get

**sneakers:** shoes

**hottest:** most fashionable

**vitamins:** natural substances that are in foods and that help people be healthy

### 3 Discuss the Author's Audience and Purpose

Ask and briefly discuss:

- Q *What is the author's purpose in writing, or what is he trying to convince us to believe?*
- Q *Who do you think the author's audience is, or who is he writing to?*
- Q *In the sentence "I definitely think we should send money to other countries that need it," the author states his opinion clearly and in one sentence. He then gives us several reasons for his opinion. What reasons does he give?*

#### Students might say:

"The author is trying to convince us that we should send money to poor countries around the world."

"I agree with [Sarafina]. I think the audience might be people who don't want to help people they don't know."

"The author says that we should give money because then people in poorer countries can have important things like clean water or medicine."

### 4 Quick-write: Opinions

Direct the students' attention to the "Possible Opinions for Persuasive Essays" chart and review the items on it. Explain that the students will each choose one opinion from the chart that they feel strongly about and do a 5-minute quick-write about it. Ask the students to watch as you model doing a quick-write about an opinion.

Select an opinion you can write about from the "Possible Opinions for Persuasive Essays" chart. On another piece of chart paper, model first

writing a sentence stating that opinion, followed by some reasons that support it. Think aloud as you write.

**You might say:**

"I'll choose an opinion from the chart I feel strongly about so that I'll be able to think of plenty of things to write. My opinion is that watching a lot of TV is not healthy. First I'll write an opening sentence that states my opinion: *I think that watching a lot of TV is not healthy.* Notice that I state my opinion clearly and in one sentence so that the reader can understand it right away. Next I'll try to persuade the reader by writing reasons that support my opinion. Here's my first reason: *People who watch a lot of TV sit around and do not get enough exercise.* I'll add a bit more detail to the reason: *Our bodies need exercise to stay healthy!* Now I'll write a second reason that supports my opinion: *Also, TV can be bad for people's brains.* I'll add some detail to this reason: *Watching too much TV makes people unable to concentrate or pay attention.*"

When you finish writing, review that you stated your opinion clearly in the first sentence and then wrote a few reasons that support your opinion. Point out that you added some detail to each reason to make it more persuasive.

Use "Think, Pair, Share" to discuss:



**Q** *What opinion on the chart will you choose, and what will you write?*  
[pause] *Turn to your partner.*

After partners have talked, ask the students to each open to the next blank page of their notebooks and to write for 5 minutes.

When time is up, call for the students' attention and have a few volunteers share what they wrote with the class. Explain that during Writing Time today you would like all the students to write about their opinions. Each student may continue the piece he started during the quick-write, or he may start a new piece and write about any opinions he feels strongly about.

## WRITING TIME

### 5 Write Independently

Ask the students to return to their seats. Display the "Writing Time" chart (WA2) and have them write silently for 10–15 minutes.

#### Writing Time

- Continue the piece you started during the quick-write.
- Start a new piece about an opinion you have.

WA2

#### Teacher Note

Save the charted model quick-write to use on Day 4.

#### Teacher Note

Today's Writing Time has been shortened to 10–15 minutes to accommodate the teacher modeling, cooperative work, and quick-write in Step 4.

# Day 4

## Exploring Opinion Writing

### Materials

- “Things We Notice About Persuasive Essays” chart from Day 3
- Charted model quick-write from Day 3
- “Writing Time” chart (WA3)
- “Possible Opinions for Persuasive Essays” chart from Day 3
- “Class Assessment Record” sheet (CA1)

Remind the students to double-space all writing in their notebooks so they have space to revise later, if necessary. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as:

- Q *What opinion did you write about today?*
- Q *Who stated an opinion clearly in one sentence? Read it to us.*
- Q *What reasons did you give for your opinion? Read one reason to us.*

Explain that the students will continue to write about their opinions tomorrow.

### In this lesson, the students:

- Hear, discuss, and write persuasive essays
- Think about features of persuasive essays
- Think about the author’s audience and purpose

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students get their notebooks and pencils and sit at desks with partners together. Remind the students that yesterday they read a third persuasive essay, “Helping Other Countries,” and continued adding to their list of things they notice about persuasive essays. Ask:

- Q *What are some things we notice about persuasive essays?*

#### Students might say:

“A persuasive essay is about the writer’s opinion.”

“I agree with [Danielle]. People write these essays to convince other people to agree with them.”

“We notice that writers explain their opinions at the beginning of the essays.”

“In addition to what [Tarik] said, persuasive essays have reasons that support the opinion.”

If necessary, briefly review the items on the “Things We Notice About Persuasive Essays” chart. If the students suggest new ideas, add them to the chart.

Review that yesterday the students also did a quick-write about an opinion they feel strongly about. Direct the students’ attention to the charted model quick-write from Day 3 as an example. Remind them that they stated their opinions clearly and then wrote some reasons that supported their opinions. Ask:

Q *What opinion did you write about yesterday?*

Q *What is a reason you gave to support your opinion?*

After a few volunteers have shared, explain that today the students will continue writing about their opinions. Ask:



Q *What other opinions do you have that you might want to write about?*  
*Turn to your partner.*

## WRITING TIME

### 2 Write Independently

Display the “Writing Time” chart (WA3) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue the opinion piece you started yesterday during the quick-write.
- Start a new piece about an opinion you have.
- State your opinion clearly in your piece.
- Add reasons that support your opinion.

WA3

Remind the students that they may refer to the “Possible Opinions for Persuasive Essays” chart for ideas. Join them in writing for a few minutes; then walk around the room and observe.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify opinions to write about?
- Can they state their opinions clearly in their writing?
- Can they give reasons that support their opinions?

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 134 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as:

- Q *What opinion did you write about today?*
- Q *Who stated an opinion clearly at the beginning of your piece? Read it to us.*
- Q *What reasons did you give for your opinion? Read one of them to us.*

Explain that the students will continue to write about their opinions tomorrow.



### Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, “Great idea” or “Good job”) or criticizing (for example, “That’s wrong”) the students’ responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students’ intrinsic motivation, try responding with genuine curiosity and interest (for example, “Interesting—say more about that”) while avoiding evaluative statements, whether positive or negative.

To see this Facilitation Tip in action, view “Responding Neutrally with Interest” (AV24).



## In this lesson, the students:

- Hear and discuss a persuasive essay
- Think about the author’s audience and purpose
- Write about their opinions
- Respectfully consider the opinions of others

## GETTING READY TO WRITE

### 1 Gather and Review Persuasive Essays

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Review that yesterday they read a persuasive essay about helping other countries by sending them money. Have the students open their handbooks to page 32, and give them a few minutes to review “Helping Other Countries.” Then ask and briefly discuss:



**Q** *What opinion does the author of this essay have about sending money to other countries?*

#### Students might say:

“The author thinks that giving money is a good thing to do.”

“I agree with [Charlene]. The author says that people in the U.S. should send money to other countries because even a little bit of money could help them a lot.”

“In addition to what [Jonah] said, the author says that it’s more important to help people than it is to spend money so you can have fancy stuff.”

Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart. Review that in a persuasive essay, the author has a purpose and audience in mind, clearly states an opinion early in the essay, and includes reasons that support the opinion.

Explain that today the students will hear and read another persuasive essay about sending money to other countries, this one with a different point of view. Invite them to think about what the author’s opinion is in this essay.

## Materials

- “It Is Our Money and We Need It” (see page 561)
- *Student Writing Handbook* pages 32–34
- “Things We Notice About Persuasive Essays” chart from Day 4
- “Possible Opinions for Persuasive Essays” chart from Day 4
- “Writing Time” chart (WA4)
- “Class Assessment Record” sheet (CA2)

## 2 Read Aloud “It Is Our Money and We Need It”

Have the students turn to page 34 of their handbooks. Invite them to follow along as you read “It Is Our Money and We Need It” (on page 561) aloud. Read the essay aloud slowly and clearly, clarifying vocabulary as you read.

### Suggested Vocabulary

**collection drive:** event to have people give money to help others

**salary:** money someone gets for doing a job

**the economy is bad:** many people don’t have jobs and can’t buy the things they need

### ELL Vocabulary

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

**urging:** asking

**supplies:** things that are needed or wanted

**benefit:** help

## 3 Discuss the Author’s Audience and Purpose

Ask and briefly discuss:

**Q** *What sentence early in the essay tells us exactly what this author’s opinion is about sending money to other countries?*

If necessary, explain that this sentence in the first paragraph states the author’s opinion: “I think that people in our country should not give money to help other countries.” Remind the students that the author’s purpose in a persuasive essay is to convince the reader to agree with her opinion. Then have partners briefly discuss:



**Q** *What are some reasons the author gives to support her opinion that we should not send money to other countries? Turn to your partner.*

**Q** *Who do you think is the audience, or who is the author writing to? Turn to your partner.*

Invite a few volunteers to share their responses with the class.

### Students might say:

“One reason the author gives is that our schools need things like pencils.”

“Another reason the author gives is that the economy is bad in many parts of our country. She thinks that we should spend our money here, not in other countries.”

“I think the audience is people who want to raise money to help other countries.”

## 4 Add to the “Possible Opinions for Persuasive Essays” Chart

Direct the students’ attention to the “Possible Opinions for Persuasive Essays” chart and review the items on it. Remind the students that the two essays they read about sending money to other countries had *opposing* opinions, or opinions that are the opposite of each other. Point out that the two essays about insects had opposing opinions, too. Add the following sentences to the chart: *We should send money to help other countries* and *We should not send money to help other countries*. Ask:

**Q** *What other opinions do you have that you might be able to write a persuasive essay about?*

Add any suggestions to the chart.

Explain that during Writing Time today you would like all the students to write about their opinions. Remind the students to state their opinions clearly in their writing and to include reasons that support their opinions. Tell them that they may refer to the “Possible Opinions for Persuasive Essays” chart for ideas.

## WRITING TIME

### 5 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA4) and have them write silently for 20–30 minutes.

#### Writing Time

- Continue the opinion piece that you started yesterday.
- Start a new piece about an opinion you have.
- State your opinion clearly in your piece.
- Add reasons that support your opinion.

WA4

Join the students in writing for a few minutes; then walk around the room and observe.

#### Teacher Note

Save the “Possible Opinions for Persuasive Essays” and the “Things We Notice About Persuasive Essays” charts to use in Week 2.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify opinions to write about?
- Can they state their opinions clearly in their writing?
- Can they give reasons that support their opinions?

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 135 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share Writing and Discuss Disagreeing Respectfully



Ask partners to share what they wrote with each other. Alert the students to be ready to share their partners’ ideas with the class. After a few moments, signal for their attention and ask:

- Q *What opinion did your partner write about today?*
- Q *Do you have the same opinion as your partner or a different opinion? Explain.*

Explain that in the coming week the students will each develop a persuasive essay on a topic they feel strongly about. They will share their opinions in pairs and with the whole class, and they may sometimes disagree or have opposing opinions. Ask:

- Q *Why is it important that we find a respectful way to talk to one another about our opinions, especially if we disagree?*

#### Students might say:

“It’s important to talk about our opinions because that’s how we learn from each other.”

“It’s important to be respectful because we’re all allowed to have our own opinions.”

“It’s OK if we disagree. We’re not all going to think the same thing all the time.”

Explain that the students will explore ways to talk about their opinions in a respectful way in the coming weeks.

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## EXTENSION

### Read Editorials and Letters to the Editor

Collect newspapers and magazines that have op-ed pieces or letters to the editor that might be accessible for your students. Read these together as a class or make them available for the students to read independently. Take time to discuss what the author's opinion is, how that opinion is supported in the piece, and whether the students are persuaded by the piece. You might encourage interested students to write persuasive letters in response to an op-ed piece they read.



## Essay

### Bugs Are Creepy

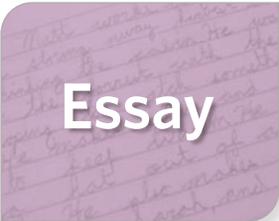
I think that bugs are creepy, gross, and annoying. I don't like them. In fact, I hate them.

When I say "bugs," I mean all insects and spiders. I think they are all creepy. For example, they are often furry with long skinny legs. Many have wiggly antennae, and some have wings and can fly. They look weird, like miniature aliens. Who knows, they might be aliens! I have no idea why they exist.

Another terrible thing about bugs is that bugs bite! Mosquitoes, spiders, ants, earwigs, and many other kinds of bugs bite. Some bugs like ticks or mosquitoes bite you to suck your blood. Yuck! Others bite you just to hurt you, whether you are going to kill them or not. One time, a tiny black ant bit me, and it really hurt. Some bug bites can even kill you, like a scorpion's bite and the bites of certain spiders like black widows. Also, you might die or get sick if you get stung by a bee and are allergic to bee stings.

Since bugs are everywhere, you can't get away from them. They are in the city, and they are in nature. For instance, you can find them on the sidewalk and in the dirt. They are in the garden under every rock and on the prettiest flowers. They are in your house. They are in your kitchen and on your food! Do you really feel like eating food after a fly has landed on it and taken a bite? Gross! Bugs even come out at night to fly around lights. I just can't get away from them!

As you can see, I think that bugs are strange, disgusting, and really annoying. I don't want to see them, touch them, or be bitten by them. I'm sure I'm not the only person who feels this way about bugs. . . . I bet you do, too!



## Essay

### Insects Are Amazing

I don't like when people call insects "bugs." That means that they bug them. Insects don't bug me. I actually think they are amazing. They are cool to watch, fun to play with, and interesting to learn about.

Insects are very important because they help plants and animals. For example, ladybugs eat aphids. Aphids eat the flowers in your garden. If you want a healthy garden, leave those ladybugs alone. Also, when an animal or a plant dies, insects eat it to help break it down. If you don't want a lot of smelly dead animals around, let those insects do their work. Also, many animals eat insects. I bet you think birds are beautiful. If there were no bugs, many birds would die because they need insects to eat.

Insects are also cool to watch and learn about. They do all sorts of cool things. For instance, ants can carry ten times their weight! In addition, ants and many other kinds of insects like bees can communicate without talking. They can tell each other where food is or where danger is by the way they move or by leaving scents. Have you ever watched all the moths that fly to a light at night? Why do they do that? How come they don't run into each other? These are the kinds of questions that entomologists (people who study insects) ask and get to figure out. That to me sounds like a pretty cool job.

Lastly, I don't see why insects are such a big deal since they don't usually bother people. Most insects live under rocks or in places that people don't always go. Most just want to be left alone. It seems to me that we should just leave them alone and let them do their work. When we do see them, we should just study them and learn more about them.

I hope you will think twice before you kill the next insect you see. That insect might be food for an animal, or it might be helping in some way you don't know about. Maybe, if you think twice, you will even agree with me that insects are amazing.



## Essay

### Helping Other Countries

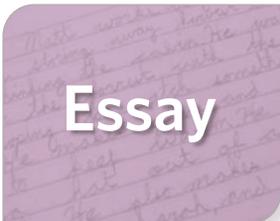
Recently my class debated whether or not we should collect money to send to poor countries. I definitely think we should send money to other countries that need it. If we did, people in those countries could have things like clean water and they would see America as kind and caring. What seems like a little money to us is sometimes a lot of money to people in a poor country.

Here in America, we have so many things that the people in poor countries only dream about. We have toys for kids, schools, cars, clean water, nice clothes, and food. In many poor countries, kids and adults are dying because they are drinking polluted water or because they can't get the medicine they need. Sometimes there aren't any schools for the kids. Here in America, so many kids have fancy sneakers or video games that they don't need. What is more important: for you to be able to have the newest, hottest sneakers or for a family to be able to eat?

Also, if America would give some money to poorer countries, I think other countries would see that we are friendly and that we care. Maybe the world would be more peaceful if big countries like America shared some of their money with countries that need more.

Finally, a little amount of money to us is a lot to a person in a poor country. For example, if you bought a \$40 pair of sneakers instead of a \$60 pair, you could send \$20 to a family so they could buy a goat. That goat would provide them with milk to drink with their meals. They would get vitamins that they need to help them be healthy. Also, the goat could have babies, and the family could eat some or sell them to buy other things.

If every person in America gave a little money, it would add up to a lot. It would make a big difference to people in other countries who don't have as much as we do. That's why I think that we should give money to help people in parts of the world that need help.



## Essay

### It Is Our Money and We Need It

Has there ever been a collection drive at your school urging you to give money to another country far away from the United States? Sometimes the money that is collected goes to build schools in other countries. The money also buys pencils and pays the salary of a teacher in a foreign country. I think that people in our country should not give money to help other countries for a few reasons.

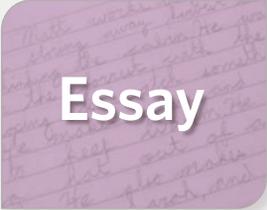
We should not give our money away because our own schools need it. Many schools in this country don't have enough supplies. For example, our class usually doesn't have a supply of pencils to use. We have to bring pencils from home most of the time. I don't see why we should be expected to buy pencils for children in other countries when American children don't even have a steady supply of pencils. We should worry about ourselves before we worry about other countries.

Another reason we should keep our money is that the economy is bad in many parts of the United States. Thousands of people are losing their jobs and houses. The last thing we, as a country, need to be doing with our money is giving it away to pay a teacher's salary in a foreign country. I don't see how giving away our money for something that will not benefit our country is going to help our economy.

We have enough problems here, and we need to think about helping our own people first. For those reasons, I don't think the United States should give money to help other countries.

# Week 2

## OVERVIEW

An icon for an essay, featuring a purple square with a white border and a background of faint, handwritten text in purple ink.

### Essay

#### **“Bike Helmets”**

(see page 584)

People should always wear helmets when riding bikes.



### Online Resources

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

#### **Whiteboard Activities**

- WA5–WA11

#### **Assessment Form**

- “Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Predictable Structure of the Writing Lessons” (AV3)
- “Social Reflection” (AV14)
- “Conferring About Opinion Writing” (AV51)
- “Exploring Opinion Writing” (AV52)
- “Sharing Opening Sentences and Reflecting” (AV53)

## TEACHER AS WRITER

*“I’m still doing business at the same old stand—love, work, war, death, what the world is like outside this window tonight.”*

— Alan Dugan

Look at the list of topics you feel compelled to address that you wrote in Week 1. Select one item on the list and write a paragraph that expresses your opinion about why this topic is important and what you think should be done about it. Do the same for several other items on the list that you feel strongly about.

### Writing Focus

- Students hear and discuss persuasive essays.
- Students each choose a topic and write a persuasive essay about it.
- Students state opinions and use reasons to support them.
- Students explore transitional words and phrases.
- Students explore strong openings and conclusions for persuasive essays.

### Social Development Focus

- Students listen to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students express interest in and appreciation for one another’s writing.
- Students act in fair and caring ways.

## DO AHEAD

- ✓ Prior to Day 1, make a class set of the “Conference Notes” record sheet (CN1) on page 137 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, decide if you will allow small groups of students to visit the library, media center, computer lab, or another location in the school to research their topics during Writing Time. Arrange for this ahead of time with the librarian or other adults in the school.
- ✓ Prior to Day 4, prepare a sheet of chart paper titled “Transitional Words and Phrases for Persuasive Essays.” Under the title, list the following: *another, for example, also, because, besides, especially, particularly, for instance, in addition, in fact, in order to, since*.

# Day 1

## Exploring Opinion Writing

### Materials

- “Bike Helmets” (see page 584)
- *Student Writing Handbook* page 35
- “Things We Notice About Persuasive Essays” chart from Week 1 and a marker
- “Possible Opinions for Persuasive Essays” chart from Week 1
- Class set of “Conference Notes” record sheets (CN1)

### Teacher Note

The Getting Ready to Write routine established early in the year helps the students quickly settle into the lesson. For more information, view “Predictable Structure of the Writing Lessons” (AV3).



### Teacher Note

For more information about opinion writing, view “Exploring Opinion Writing” (AV52).



### In this lesson, the students:

- Hear, discuss, and write a persuasive essay
- Think about the author’s audience and purpose
- Choose an opinion and audience for a persuasive essay
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

## GETTING READY TO WRITE

### 1 Briefly Review Persuasive Essays

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind the students that last week they began exploring persuasive essays. They read four persuasive essays—two about insects and two about sending money to help other countries. Ask:

**Q** *What did you learn last week about persuasive essays?*

Briefly review the “Things We Notice About Persuasive Essays” chart and add any new ideas to the chart. Remind the students that they brainstormed opinions that they might want to write a persuasive essay about. Review the items on the “Possible Opinions for Persuasive Essays” chart.

### 2 Discuss Expressing Personal Opinions

Explain that the authors of last week’s essays expressed their opinions, even though they probably knew some people would disagree with them. Ask and briefly discuss:

**Q** *If you really believe something, why is it important to express that opinion, even though others might not agree with you?*

#### Students might say:

“It’s important to express your opinion because people need to think for themselves.”

“When we all express our opinions, we have more interesting discussions.”

“It’s important because everyone’s opinion counts.”

“I agree with [Ali]. Plus, we live in a free country, and people are allowed to express their opinions.”

Tell the students that they will read and discuss another persuasive essay today, and then they will begin writing persuasive essays about

opinions that are important to them. Tell them that it is important for all the students in the class to feel safe and comfortable expressing their opinions, both in speaking and in writing. Ask:

**Q** *What can you do when listening to other people's opinions to make it safe and comfortable for everyone?*

**Students might say:**

"When I'm listening to someone else, I can try to see things from that person's point of view."

"I can try to listen really carefully and be nice, even if I don't agree."

"If I disagree with someone, I can use our prompt 'I disagree with him because . . .'"

"In addition to what [Serena] said, maybe I'll change my mind when I hear someone else's opinion."

Encourage the students to keep these ideas in mind as they listen to others' opinions. Tell them that you will check in with them later to see how they did.

### 3 Read "Bike Helmets" Aloud

Have the students open to page 35 of their handbooks. Invite them to follow along as you read the essay "Bike Helmets" (on page 584) aloud, slowly and clearly.

#### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**helmet:** hard hat that protects the head

**prevent serious head injuries:** stop someone's head from being hurt

### 4 Discuss the Author's Audience and Purpose

Ask:



**Q** *What is the author trying to convince us about in this essay? Turn to your partner.*

**Q** *Who is the audience, or who do you think the author is trying to convince? Turn to your partner.*

**Q** *What are some reasons the author gives to support the opinion that people should wear bike helmets? Turn to your partner.*

Have a few volunteers share their thinking.

#### TEKS 10.D.ii

Student/Teacher Activity  
Step 4 (all, beginning on page 565 and continuing on to page 566)



#### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead build the students' intrinsic motivation by responding with genuine curiosity and interest; for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . ."
- "You have a point of view that's [similar to/different from] what [Jackson] just said. How is it [similar/different]?"

**Students might say:**

"I think when the author says that people should wear a helmet every time they ride a bike, it tells us pretty clearly what his opinion is."

"I think the audience is probably kids and young people. The author wants to convince them to wear helmets."

"One reason that supports this opinion is that it is the law in most towns and cities."

"In addition to what [Satya] said, another reason is that wearing a helmet could save your life."

As a class, discuss:

**Q** *Do you agree or disagree with the opinion in this essay? Why?*

## **5** Select an Opinion and Audience for a Persuasive Essay

Direct the students' attention to the "Possible Opinions for Persuasive Essays" chart and review the items on it. Add the sentence *People should wear a helmet every time they ride a bike* to the chart. Ask:

**Q** *What other opinions for persuasive essays could we add to the chart?*

Add any suggestions to the chart. Explain that today the students will each choose one opinion that they have not yet written about and begin writing a draft of a persuasive essay in their notebooks. This week they will work on writing and developing their essays, including revising their opening sentences. Next week they will revise their essays further and proofread them. Then they will publish their essays for the class to read.

Use "Think, Pair, Share" to discuss:



**Q** *What opinion do you feel strongly enough about to publish a persuasive essay about it? [pause] Turn to your partner.*

**Q** *In addition to your classmates, who will the audience for your essay be, or who will you be trying to convince? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class. As they report, emphasize that they should keep their audience in mind as they write today.

**You might say:**

"[Gabriel] says he wants to convince his mother that he should be able to watch TV as long as he finishes his homework. While he is writing his essay, he's going to remember who he is trying to convince."

## WRITING TIME

### **6** Write Independently

Have the students get their notebooks and pencils, sit at desks with partners together, and work on their persuasive essays for 20–30 minutes.

Remind them to write their drafts double-spaced in their notebooks. Join them in writing for a few minutes; then begin conferring with individual students.



## TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners’ ideas with the class. After a moment, signal for their attention and ask questions such as:

Q *What opinion did your partner write about today? Who is your partner trying to convince in his or her essay?*



Q *Do you and your partner agree or disagree with each other’s opinions? Turn to your partner.*

Q *What did your partner say to let you know that he or she respects your opinion?*

Explain that the students will continue to develop their persuasive essays tomorrow.

### Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Opinion Writing” (AV51).



# Day 2

## Drafting Persuasive Essays

### Materials

- “Bike Helmets” chart (WA5)
- “Bugs Are Creepy” chart (WA6)
- “Insects Are Amazing” chart (WA7)
- “Things We Notice About Persuasive Essays” chart from Day 1 and a marker
- *Student Writing Handbook* pages 29 and 35
- “Writing Time” chart (WA8)

**TEKS 11.B.x**  
**TEKS 11.B.xi**  
**TEKS 11.B.xii**  
Student/Teacher Narrative  
Step 1 and Step 2 (all,  
beginning on page 568 and  
continuing on to page 569)

### In this lesson, the students:

- Explore, discuss, and write strong openings and clear statements of opinion in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Discuss Interesting Opening Paragraphs

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Briefly review that yesterday they each chose an opinion they feel strongly about and began writing a persuasive essay. Explain that over the next four days they will develop their essays and that you will help them focus on and strengthen different parts of the essays to make them as persuasive as possible.

Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart, and review that good persuasive essays have a clear statement of opinion early in the piece. Tell the students that good persuasive essays also have an interesting opening that captures the reader’s attention. In the blank space that you left in the “Things We Notice About Persuasive Essays” chart in Week 1, write *Author captures the reader’s attention with an interesting opening paragraph*. Explain that today the students will look at the opening paragraphs of several essays to see what the authors did to capture the reader’s attention and to make their opinions clear.

### 2 Analyze Opening Paragraphs

Display the “Bike Helmets” chart (WA5) and have the students look at the essay on page 35 of their handbooks. Read the first paragraph aloud as they follow along, and then ask:

**Q** *What sentence in the opening paragraph of this essay tells us exactly what the author’s opinion is?*

Underline the sentence “Well, I think riding without a helmet is dangerous and people should wear a helmet every time they ride a bike,” and ask the students to do the same in their handbooks. Point out that this author opens the essay with a question and then states his opinion by answering the question. Ask:

**Q** *Why might starting an essay with a question be a good way to capture the reader’s attention?*

**Students might say:**

"When we read a question, we might wonder why the author is asking that question."

"It's more interesting than just starting with 'Well, I think people should wear a helmet every time they ride a bike.'"



**Q** *If you wanted to start your essay with a question and then state your opinion in the answer, what might you write? Turn to your partner.*

Have a few volunteers share what their opening questions and answers might be.

**Students might say:**

"My essay could start with 'What is the most exciting sport? It's baseball!'"

"I could write, 'Should kids be able to vote for the president of our country? I vote yes!'"

"My opening sentences could be 'Should parents put a time limit on how long their kids can play video games? Yes, because like most kids, once I start playing, I can't stop.'"

Display the "Bugs Are Creepy" chart (WA6) and have the students look at the essay on page 29 of their handbooks. As you did with "Bike Helmets," read the first paragraph aloud as the students follow along. Then ask:

**Q** *What sentence in the opening paragraph of this essay tells us exactly what the author's opinion is?*

**Q** *How does the author capture the reader's attention?*

Underline the sentence "I think that bugs are creepy, gross, and annoying." If necessary, point out that the author uses strong emotion to grab the reader's attention: "In fact, I hate them."

Display the "Insects Are Amazing" chart (WA7) and follow the same procedure, reading the first paragraph of the essay aloud as the students follow along on page 30 of their handbooks.

Underline the sentence "I actually think they are amazing," pointing out that to capture the reader's attention, the author makes a joke about *bug* (an insect) and *bug* (to annoy).

Point out that, in both "Bugs Are Creepy" and "Insects Are Amazing," the authors write opening paragraphs that have clear statements of opinion and strong, specific language that captures the reader's attention.

TEKS 11.B.x  
TEKS 11.B.xi  
TEKS 11.B.xii  
Student/Teacher Activity  
Step 3 and Step 4 (all,  
beginning on page 570 and  
continuing on to page 571)

TEKS 11.B.i  
TEKS 11.B.ii  
TEKS 11.B.iii  
TEKS 12.C.i  
TEKS 12.C.ii  
Student/Teacher Activity  
Step 4 (all, beginning on page  
570 and continuing on to  
page 571)

### 3 Analyze Opening Paragraphs of the Students' Essays

Have the students reread the drafts of their essays quietly to themselves. After a moment, ask them to think—again quietly to themselves—about the questions that follow. Pause after each question to give the students time to think. Ask:

- Q *Do you have an opening sentence or question that will get your audience interested in reading your essay? [pause] If so, how will it interest them? If not, what might you write?*
- Q *Do you state your opinion clearly somewhere in the first paragraph? [pause] If not, where might you state it, and what could you write?*



Have partners discuss what they thought about. After a few moments, signal for their attention and have a few volunteers share their thinking with the class.

## WRITING TIME

### 4 Write Independently

Display the “Writing Time” chart (WA8) and have the students write silently for 20–30 minutes. If necessary, remind them to double-space their drafts.

#### Writing Time

- Work on your persuasive essay.
- Revise your opening sentences to get your reader interested.
- Make sure to state your opinion clearly in the first paragraph.
- Make sure to give reasons that support your opinion.

WA8

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Opening Sentences and Reflect

Explain that each student will read her opening sentence aloud. Ask the students to listen carefully to one another’s sentences and to think about which sentences make them curious.

Go around the room and have the students each read their opening sentences aloud, without comment. When all have read, ask and briefly discuss:

- Q *What sentences did you hear that made you curious?*

Explain that the students will continue to develop their persuasive essays tomorrow.

### Teacher Note

To see an example of this technique, view “Sharing Opening Sentences and Reflecting” (AV53).



# Day 3

## Drafting Persuasive Essays

### Materials

- “Bugs Are Creepy” from Week 1 (see page 558)
- “Bike Helmets” from Day 1 (see page 584)
- “Things We Notice About Persuasive Essays” chart from Day 2 and a marker
- *Student Writing Handbook* pages 29 and 35
- “Writing Time” chart (WA9)

### Teacher Note

In the third paragraph, the supporting reason is that bugs bite. The author provides further support by providing facts about various types of bugs that bite and gives an example from his own life: the time he was bitten by an ant. In the fourth paragraph, the supporting reason is that bugs are everywhere; the author includes facts and details about all the places where bugs live.

### In this lesson, the students:

- Explore how authors use supporting paragraphs in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another’s writing
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

## GETTING READY TO WRITE

### 1 Analyze Supporting Paragraphs of Essays

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart. Review that good persuasive essays have a clear statement of opinion and that they also give reasons that support the opinion.

Tell the students that today they will look more closely at how authors of persuasive essays write and organize the reasons that support their opinions. Then the students will think about how they can make the supporting reasons in their own essays more persuasive.

Have the students turn to page 29 of their handbooks, where “Bugs Are Creepy” appears. Remind them that yesterday they reread the first paragraph to see how the author captures the reader’s attention and states a clear opinion. Explain that today you will reread the body (middle paragraphs) of the essay. Ask the students to follow along as they think about how the author has organized this essay.

Read the first two paragraphs of “Bugs Are Creepy” (on page 558) aloud. Explain that after stating his opinion in the first paragraph, the author uses the second paragraph to begin supporting his opinion. Point out that in this paragraph, the author includes facts and details about how bugs look (such as their skinny legs, their wiggly antennae, and their wings) to help readers understand exactly why he thinks bugs are creepy.

Read the third and fourth paragraphs aloud as the students follow along. Point out that each of the paragraphs gives a reason (with more facts and details) that supports the author’s opinion. Then ask:

- Q *Why might an author want to put each supporting reason in a separate paragraph?*
- Q *Why might an author want to add more facts and details about a supporting reason?*

**Students might say:**

"Putting each reason in a separate paragraph helps you follow the essay. The author gives you his opinion and then follows it with supporting reasons, one after another."

"It would be confusing if all his supporting reasons were in one paragraph and all mixed up."

"Adding facts and details can help convince readers. It also makes the essay more interesting to read."

Follow the same procedure with "Bike Helmets" (on page 584). Read the first four paragraphs aloud as the students follow along on page 35 of their handbooks. Point out that this essay is organized in a way similar to "Bugs Are Creepy": after clearly stating his opinion in the first paragraph, the author gives a reason that supports his opinion in each of the following paragraphs and adds facts and details about each reason.

Direct the students' attention to the "Things We Notice About Persuasive Essays" chart. Add *Author puts each supporting reason in its own paragraph* and *Author writes facts and details about each supporting reason*.

## 2 Analyze the Supporting Paragraphs of the Students' Essays

Have the students reread the drafts of their essays quietly to themselves. After a moment, ask them to quietly think about the following questions as you ask them, one at a time. Pause after each question to give the students time to think.

- Q *What are the reasons that support your opinion?*
- Q *How might you organize your reasons into paragraphs?*
- Q *What facts and details can you add to your essay to tell more about your reasons?*



Have partners discuss what they thought about. After a few moments, signal for their attention and have a few volunteers share their thinking with the class.

## 3 Prepare to Write and Discuss Resources

Explain that during Writing Time today the students will continue to work on their persuasive essays, giving reasons to support their opinions. Encourage them to refer back to the two essays they looked at today to help them organize their own essays.

Point out that some students may want to do research to find facts and details about their reasons. Invite them to look for more information on the Internet or in the class or school library. Ask:

- Q *Where might you look for information about the reasons you've chosen to research?*



### Technology Tip

See the technology extension "Use the Internet to Research Topics" on page 576 for ideas on how to support the students in researching online.

If you decide to have small groups of students visit the library, media center, or another location in the school to look for more information, discuss how the students will take responsibility for themselves outside the classroom. Ask:

**Q** *What will you do to act in a considerate and responsible way [at the library]? Why is that important?*

## WRITING TIME

### 4 Write Independently

Display the “Writing Time” chart (WA9) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on your persuasive essay.
- Include reasons that support your opinion.
- Think about what you can add to give more information about your reasons.

WA9

Remind the students to look at “Bugs Are Creepy” and “Bike Helmets,” if they wish, to help them organize their own essays. Join the class in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?
- Are the reasons supported by facts and details?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Opinion Statements and Reflect

Explain that each student will read one sentence from his essay that he feels is especially persuasive. Ask the students to listen carefully to their classmates’ sentences and to think about whether they agree or disagree with the opinions or reasons. Give the students a few minutes to select a sentence.

Go around the room and have the students each read their sentences aloud, without comment. When all the students have read their sentences, ask and briefly discuss:

- Q *What sentences did you hear that made you curious?*
- Q *What sentences did you hear that you agree with? Why?*
- Q *What sentences did you hear that you disagree with? Why?*
- Q *How are we doing with respectfully listening to one another and talking about our opinions? What can we do better?*

Explain that the students will continue drafting their persuasive essays tomorrow.

### Teacher Note

For more information about the importance of sharing and reflecting, view “Social Reflection” (AV14).



### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students’ responses.



## TECHNOLOGY EXTENSION

### Use the Internet to Research Topics

You might choose to have the students research their topics online. If the students need support for doing so, you might teach Technology Mini-lesson 4, “Choosing Effective Search Terms,” located in Appendix A. (If only some students need support, you might teach Mini-lesson 4 to just those students.) You might customize Technology Mini-lesson 4 for this unit by using the essay “Bike Helmets” as an example. Model searching online to find more facts and details to strengthen the essay’s supporting paragraphs. You might begin by considering one of the essay’s supporting ideas, such as “It’s the law for kids to wear bike helmets,” “Bike helmets prevent serious head injuries,” or “When you ride your bike, you could get hit by a car,” and then model creating effective search terms. Possible search terms include “bike helmets law kids,” “bike helmets head injuries,” or “bike car accidents,” respectively.

You might also teach the following Technology Mini-lessons in Appendix A: Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Using Filters to Narrow Results”; Mini-lesson 7, “Evaluating Research Sources”; and Mini-lesson 8, “Citing Online Sources.” For more information about teaching Technology Mini-lessons 4–8, see “About Teaching the Online Research Lessons” on page 700.

# Day 4

## Drafting Persuasive Essays

### Materials

- “Things We Notice About Persuasive Essays” chart from Day 3 and a marker
- “Transitional Words and Phrases for Persuasive Essays” chart, prepared ahead
- “Insects Are Amazing” chart (WA7) from Day 2
- *Student Writing Handbook* page 30
- “Writing Time” chart (WA10)

**ELPS 5.E.i**  
**ELPS 5.F.iii**  
Steps 1–3  
(all, beginning on page 576 and continuing on to the top of page 578)

### In this lesson, the students:

- Explore how authors use transitional words and phrases in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another’s writing
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

## GETTING READY TO WRITE

### 1 Explore Transitional Words and Phrases

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you. Review that this week they are drafting persuasive essays about opinions they feel strongly about. Explain that they will continue to work on their drafts today.

Explain that one way the students might make their essays clearer and easier to follow is by adding *transitional words and phrases*. Explain that these are words and phrases that help readers understand how an opinion and the reasons that support it are linked (connected). On the “Things We Notice About Persuasive Essays” chart, add *Author uses transitional words and phrases to link opinion and reasons*.

Direct the students’ attention to the “Transitional Words and Phrases for Persuasive Essays” chart. Read aloud the words and phrases listed on the chart. Ask:

**Q** *What other transitional words and phrases might you use in a persuasive essay to link your opinion and the supporting reasons?*

Add the students’ ideas to the chart.

## 2 Analyze Transitional Words and Phrases in “Insects Are Amazing”

Display the “Insects Are Amazing” chart (WA7) and have the students open to *Student Writing Handbook* page 30, where the essay is reproduced. Read the first two paragraphs aloud as the students follow along. Point out that the author uses the transitional words and phrases *because*, *for example*, and *also* in the second paragraph. Underline the words and phrases on the chart. Explain that these transitional words and phrases help the reader understand how the reasons are connected to the opinion.



Have partners quietly read the third and fourth paragraphs of the essay in their handbooks. Ask them to work together to underline transitional words and phrases. Remind them to refer to the “Transitional Words and Phrases for Persuasive Essays” chart, if necessary, and to think about other transitional words they may know. After a few minutes, signal for the students’ attention and ask:

**Q** *What is a transitional word or phrase you underlined? Read the sentence where you found it.*

## 3 Analyze the Students’ Own Writing for Use of Transitional Words

Have the students reread their persuasive essay drafts and look up when they are finished. Say the following prompt, and then give the students a few quiet minutes to review their writing and mark passages.

- Find a place where you use, or might use, a transitional word or phrase to connect a reason back to your opinion. Draw a small star in the margin next to that place.



Have partners turn and share their ideas with each other. After a few moments, signal for the students’ attention and have a few volunteers share their thinking with the class.

### Teacher Note

If you have already taught the Personal Narrative, Fiction, and/or Expository Nonfiction genre units, remind the students that they explored transitional words and phrases in those units. Explain that the transitional words and phrases listed on the chart are especially useful in persuasive essays.

### Technology Tip

For more transitional words and phrases, you might search online using the keywords “transitional words and phrases.”

### Teacher Note

You might want to explain that the word *because* helps the reader understand that one reason insects are amazing is *because* they help plants and animals. The phrase *for example* helps the reader understand that “ladybugs eat aphids” is an *example* of how insects help plants.

### Teacher Note

If necessary, point out that the author uses the transitional words and phrases *also*, *for instance*, *in addition*, and *since* in the paragraphs. Students may also point out *Lastly*.

## Teacher Note

Save the “Transitional Words and Phrases for Persuasive Essays” chart to use throughout the unit.

Explain that the students will continue to work on their persuasive essays today. Encourage them to use transitional words and phrases to help readers connect the opinion and supporting reasons.

## WRITING TIME

### 4 Draft Persuasive Essays

Display the “Writing Time” chart (📄 WA10). Have the students return to their seats and work silently for 20–30 minutes on the charted tasks.

#### Writing Time

- Continue writing your persuasive essay.
- Include reasons that support your opinion.
- Use transitional words and phrases to connect your opinion and supporting reasons.

WA10

Remind the students to refer to the “Transitional Words and Phrases for Persuasive Essays” chart, if they wish. Join the class in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as those that follow. Invite volunteers to read one or two sentences of their writing aloud as they share.

- Q *Who added a transitional word or phrase to your essay? Tell us about it.*
- Q *How will adding this [word/phrase] help readers understand what you are saying in your essay?*

Explain that tomorrow the students will finish drafting their persuasive essays.

### Materials

- “Insects Are Amazing” from Week 1 (see page 559)
- “Bike Helmets” from Day 1 (see page 584)
- *Student Writing Handbook* pages 30 and 35
- “Things We Notice About Persuasive Essays” chart from Day 4 and a marker
- “Writing Time” chart (WA11)

### In this lesson, the students:

- Explore how authors conclude persuasive essays
- Finish drafting persuasive essays
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Analyze Conclusions of Essays

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Remind them that this week they explored how authors begin persuasive essays, clearly state opinions, support their opinions with reasons, and use transitional words and phrases to connect opinions and reasons. Explain that today the students will explore how authors conclude (end) their essays, and then they will think about how they want to conclude their own essays.

Have the students open to page 30 of their handbooks, where the essay “Insects Are Amazing” is reproduced (see page 559). Ask partners to review it together, focusing on the last paragraph of the essay. Encourage them to think about what the author writes in the last paragraph. After a few moments, signal for their attention and ask:



**Q** *What do you notice about the last paragraph of this essay?*

**Q** *What words or phrases show you that the essay has reached an end?*

#### Students might say:

“The author says she hopes that readers won’t kill insects.”

“I can tell it’s the end because the author says that she thinks insects are amazing and that maybe readers will agree with her now.”

“I agree with [Margaret]. The author says her opinion again, but in a way that’s a little bit different.”

If necessary, point out that the author restates (states again) her opinion at the end of the essay. Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart and add *Author restates opinion at the end* to it.

Following the same procedure, have the students open to page 35 of their handbooks, where the essay “Bike Helmets” is reproduced (see page 584). Have partners review the essay, focusing on the last paragraph. After a few moments, signal for their attention and ask:



**Q** *What do you notice about the last paragraph of this essay?*

**Q** *What words or phrases show you that the essay has reached an end?*

**Students might say:**

"I notice that the author says his opinion again."

"I agree with [Dash]. The author says his opinion again, but in a different way: 'So please wear your helmet every time you ride.'"

"I can tell the essay is ending because the author really tries to convince the reader. He uses the word *please*."

If necessary, point out that this author also restates his opinion at the end of the essay.

## 2 Review Conclusions of the Students' Essays

Have the students review the drafts of their own persuasive essays for a few moments; then use "Think, Pair, Share" to discuss:



**Q** *What might you write to restate your opinion at the end of your essay?*  
[pause] *Turn to your partner.*

Signal for their attention and have a few volunteers share their thinking with the class.

## 3 Prepare to Write

On the "Things We Notice About Persuasive Essays" chart, underline the following four ideas:

- Author clearly states opinion early in the essay.
- Author gives reasons that support the opinion.
- Author uses transitional words and phrases to link opinion and reasons.
- Author restates opinion at the end.

Explain that during Writing Time today the students will finish drafting their persuasive essays and get ready to revise, proofread, and publish them next week. When they believe they are finished, they should look at the underlined items on the "Things We Notice About Persuasive Essays" chart and make sure they have included these things in their essays. They should also carefully reread their essays to check that they make sense.

# WRITING TIME

## 4 Write Independently

Display the "Writing Time" chart (🗨️ WA11). Have the students work silently for 20–30 minutes on the charted tasks.

**TEKS 12.C.i**  
**TEKS 12.C.ii**  
Student/Teacher Activity  
Step 1 and Step 2  
(all, beginning on page 581  
and continuing on to page  
582)

### Teacher Note

If the students have used class or library resources to find additional reasons, facts, or details for their persuasive essays this week, you might review the Unit 5 extension "Cite Print Sources in a Bibliography" (page 443). If the students have used online resources, you might teach Technology Mini-lesson 8, "Citing Online Sources," in Appendix A.

### Writing Time

- Finish writing your draft.
- Check the underlined items on the “Things We Notice About Persuasive Essays” chart.
- Carefully reread your essay to make sure it makes sense.

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

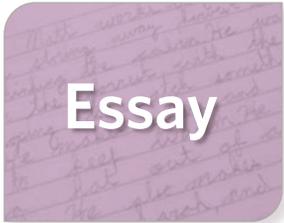
### 5 Share Concluding Paragraphs and Reflect

Explain that each student will read the last paragraph of his essay aloud. Ask the students to listen carefully to one another and to think about whether they can tell what each person's essay is about from the last paragraph.

Go around the room and have each student read his last paragraph aloud, without comment. When all have read, ask and briefly discuss:

- Q *Could you tell what most of the essays are about from the last paragraph? Why or why not?*
- Q *What's interesting about hearing just the last paragraph of other people's writing?*

Explain that the students will revise, proofread, and publish their persuasive essays next week.



## Essay

### Bike Helmets

What do you think when you see a kid riding a bike without a helmet? Well, I think riding without a helmet is dangerous and people should wear a helmet every time they ride a bike.

First of all, it is the law. In most towns and cities, kids and teens have to wear a bike helmet every time they ride a bike. If they do not, they will be stopped by the police and their parents will be called. So, if you don't want to be stopped by the police, wear your helmet.

When you are riding your bike on the street, you could get hit by a car. Cars go very fast, and when drivers pull out of parking spots and driveways, they might not see you riding your bike. If a car hits you, your head could hit the ground. If you are wearing a helmet, your head will be protected and the helmet will save your life.

Because bike helmets can prevent serious head injuries, parents and older kids should set a good example by wearing bicycle helmets when they ride. I know teens might not like the idea, but if everyone or almost everyone wears a helmet, kids won't think it is strange.

A bicycle helmet protects your head and could save your life if you fall off your bike. Also, it's the law for kids to wear helmets, and you don't want to break the law! So please wear your helmet every time you ride.



# Week 3

## OVERVIEW

### Writing Focus

- Students confer about their persuasive essays.
- Students revise their essays based on partner feedback.
- Students correct run-on sentences.
- Students proofread their essays for accuracy and correctness.
- Students identify and indent paragraphs.
- Students publish their persuasive essays for the class and possibly for a wider audience.

### Social Development Focus

- Students help one another improve their writing.
- Students express interest in and appreciation for one another's writing.
- Students listen respectfully to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students make decisions and solve problems respectfully.



### Online Resources

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

#### Whiteboard Activities

- WA6, WA12–WA17

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducibles

- Opinion Writing genre unit family letter (BLM1)
- (Optional) “Too Much TV” (BLM2)

#### Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Using Social Networking Sites” tutorial (AV78)

## DO AHEAD

- ✓ Prior to Day 1, prepare a sheet of chart paper titled “Questions to Ask Myself as I Listen” with the following questions written on it:  
*Is it clear what this author’s opinion is?*  
*Are there convincing reasons that support the opinion?*  
*Does this essay make sense? If not, where am I confused?*
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 136 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might teach Technology Mini-lesson 9, “Creating Documents,” in Appendix A to help the students type and print the final versions of their essays. Alternatively, you might recruit parent volunteers to help them do so.

## TEACHER AS WRITER

*“Look at what’s happening in this world. Every day there’s something exciting or disturbing to write about. With all that’s going on, how could I stop?”*

— Gwendolyn Brooks

Select one of the opinion paragraphs you wrote in Week 2 and develop it into a persuasive essay by listing several reasons that support your opinion. Devote a paragraph to each reason, providing information or a rationale to justify your opinion. When you finish, consider having a friend or colleague read it and give you feedback about whether he or she is persuaded by your essay, and why.

# Day 1

## Pair Conferencing and Revising

### Materials

- “Questions to Ask Myself as I Listen” chart, prepared ahead
- “Class Assessment Record” sheet (CA3)

### In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Discuss and solve problems that arise in their work together

## GETTING READY TO WRITE

### 1 Prepare for Pair Conferences

Have the students get their notebooks and pencils and sit at desks with partners together. Explain that today partners will meet to confer about their drafts. They will share their drafts and get feedback about anything that is confusing or unclear; then they will make any necessary revisions.

Remind the students that, in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. Review that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible. Ask and briefly discuss:

- Q *What have you learned about giving feedback respectfully?*
- Q *What problems can arise when giving feedback? How will you avoid those problems today?*

### 2 Prepare to Give Feedback: Does It All Make Sense?

Explain that as partners listen to each other’s writing, you would like them to ask themselves a few questions. Direct the students’ attention to the “Questions to Ask Myself as I Listen” chart (see “Do Ahead” on page 587) and read the questions aloud.

## Questions to Ask Myself as I Listen

- Is it clear what this author's opinion is?
- Are there convincing reasons that support the opinion?
- Does this essay make sense? If not, where am I confused?

Encourage partners to ask themselves these questions and to listen carefully to each other. Explain that you would like the students to be ready to report the feedback they heard to the class.

### 3 Confer in Pairs



Give partners ample time to read one another's drafts and confer.



#### CLASS ASSESSMENT NOTE

Circulate among conferring pairs and observe the conferences without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they giving each other specific feedback about the charted questions?
- Are they giving feedback in a helpful and respectful way?

Make note of productive ways you see pairs interacting, as well as any problems, to bring up during Step 4.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 136 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, signal for the class's attention.

### 4 Reflect on Feedback Received

Ask and briefly discuss:

- Q *What feedback did your partner give you that will help you revise your draft?*
- Q *How was your partner respectful when giving you feedback?*
- Q *I noticed that [partners were talking to each other in a kind way]. How did that affect your work together?*

#### Teacher Note

If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so. For more information, view "Managing Pair Conferences" (AV8).



Explain that during Writing Time today the students will revise their drafts based on their partners' feedback.

## WRITING TIME

### 5 Finish Revising Drafts

Have the students work on revising their drafts. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.



### TEACHER CONFERENCE NOTE

As you did in Week 2, continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 137 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Reflect on Writing

Help the students reflect on their work today by briefly discussing:

- Q *Who incorporated feedback from your partner in your revision today?  
Read us the original passage and then read us the revision.*

Tell the students that they will begin proofreading their drafts tomorrow.

## Proofreading

## Day 2

### In this lesson, the students:

- Proofread for spelling, punctuation, and grammar
- Listen for and correct run-on sentences

## GETTING READY TO WRITE

### 1 Prepare to Proofread

Have the students get their *Student Writing Handbooks*, pencils, and notebooks and sit at desks with partners together. Explain that tomorrow the students will begin copying their first drafts into final versions. Tell the students that they will publish their persuasive essays by sharing them with the class from the Author's Chair later in the week and by placing them in the class library.

Explain that the students will want to make their essays as clear as possible so nothing gets in the way of convincing their readers of their opinions. Today they will proofread their drafts to make sure they have corrected all errors before publishing.

### 2 Proofreading for Run-on Sentences

Explain to the students that they will practice listening for and correcting run-on sentences. Display the “Persuasive Essay Excerpts with Run-on Sentences” chart (WA12) and have the students open their *Student Writing Handbooks* to page 36, where the excerpts are reproduced. Ask the students to watch and listen as you read the first passage aloud, pausing only at the comma after *work* and the periods. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What run-on sentences do you notice in the passage?*

### Materials

- “Persuasive Essay Excerpts with Run-on Sentences” chart (WA12)
- *Student Writing Handbook* page 36
- “Writing Time” chart (WA13)

**Students might say:**

"It doesn't sound right."

"In addition to what [Kim] said, some of the sentences sound funny—like they go on too long."

"I noticed a sentence that sounded like it might be two sentences squished together. It was confusing."

If necessary, point out that the passage does not sound right when it is read aloud because it contains several run-on sentences. Model rereading the passage while thinking aloud about how to split the first run-on into two complete sentences, capitalizing the first word in each new sentence and adding a period at the end. Demonstrate correcting the third run-on by using a comma and the conjunction *or* to join the two thoughts. Invite the students to help you.

**You might say:**

"One idea I heard is that the first sentence is a run-on. I agree.

I can hear it when I read: 'Volunteer work is very important in any community everyone should try doing some volunteer work, I think.'

That sounds like two sentences run together without a break between them. I'll put a period after *community* and capitalize *Everyone*.

The next sentence sounds like it might be a run-on, too. Listen: 'There are many different kinds of volunteer work here are some examples.'

We should put a period after *work* and capitalize *Here*. I'll do that.

The next sentence sounds correct. It is a complete thought and a complete sentence with a subject and predicate. I heard a comment that the next sentence is a run-on. I can hear it when I read: 'They can help out at the public library they can tutor students in after-school programs.' That sounds like two sentences squished together. Let's add the word *or* between *library* and *they*. I'll also remember to put a comma before *or*."



Have partners work together to read the second passage of "Persuasive Essay Excerpts with Run-on Sentences" and correct any run-on sentences. Remind the students that they can correct a run-on sentence by dividing it into two sentences or by using a comma and a conjunction, such as *and*, *but*, or *or*, to combine the thoughts. After a few minutes, signal for the students' attention and invite volunteers to tell the class how they corrected the passage.

Explain that you would like the students to read their own drafts aloud today, listen for any run-on sentences, and correct them. Remind the students to make sure they have used capital letters, periods, and commas as appropriate.

### **3** Review Proofreading with Word Bank and Proofreading Notes

Remind the students that in addition to correcting any run-on sentences, they should use their word banks and proofreading notes in their handbooks to help them proofread their drafts for spelling errors

#### **Skill Practice Note**

For more practice producing complete sentences and recognizing and correcting run-on sentences, see Lesson 1, Lesson 2, and Lesson 5 in the *Skill Practice Teaching Guide*.

and correctness before publishing. (See Unit 2, Week 2, Day 2 on page 98 for the introduction of the word bank and Unit 2, Week 2, Day 3 on page 103 for the introduction of the proofreading notes.) Briefly review these procedures by reminding the students to:

- Circle words in their drafts that they are unsure how to spell, and look them up in their word banks. If necessary, they will add words to their word banks after looking up the correct spellings in a dictionary or other resource.
- Use their proofreading notes as a list of things to check in their drafts before publishing. They will correct any errors by crossing them out and writing the corrections above them.

## WRITING TIME

### 4 Proofread Drafts

Display the “Writing Time” chart (📊 WA13) and have the students work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.

#### Writing Time

- Check for run-on sentences.
- Proofread your draft for spelling, grammar, and punctuation.
- If you finish, work on any other piece of writing.

WA13



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?
- Has the student corrected any run-on sentences?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any run-on sentences?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Ask and briefly discuss:

- Q *Who corrected a run-on sentence in your essay today? Read us the corrected sentence.*
- Q *What words did you find in your word bank today? How did you check on words that were not in the word bank?*
- Q *What corrections did you make in your draft after reviewing your proofreading notes?*

Explain that the students will begin working on their final versions tomorrow.

**In this lesson, the students:**

- Explore identifying and indenting paragraphs
- Work on their final versions for publication

**GETTING READY TO WRITE****1** Briefly Review

Have the students stay at their desks. Remind them that yesterday they read their essays aloud to listen for run-on sentences; they also proofread their essays for spelling, punctuation, and grammar errors. Tell them that today they will begin copying their first drafts into final versions. Before this step, they will think about another way to make their essays as easy to read and as persuasive as possible.

**2** Discuss Identifying and Indenting Paragraphs

Display the “Bugs Are Creepy” chart (WA6) and briefly review the essay. Point out that the essay is organized into paragraphs: the first paragraph introduces the author’s opinion; the second, third, and fourth paragraphs each give a supporting reason why the author thinks bugs are creepy; the final paragraph is the conclusion and restates the author’s opinion.

Ask:

- Q** *Why do you think the author might have decided to organize the essay into paragraphs?*

**Students might say:**

“The essay would be hard to read if it was just one big, long paragraph.”

“I agree with [Blake]. If the opinion and all the reasons were squished together in one paragraph, you would get confused about what the author is trying to say.”

“The paragraphs make me read more slowly so that I really pay attention to what the author is saying.”

If necessary, explain that using paragraphs helps writers organize their ideas and make their arguments stronger and easier for readers to understand. Point out that, in most cases, writers include one idea or reason in a paragraph, along with any supporting details or facts.

Explain that when writers begin a new paragraph, they *indent* it, so that the first sentence of the paragraph does not start at the left margin of the

**Materials**

- “Bugs Are Creepy” chart (WA6) from Week 2
- “Persuasive Essay Without Indentation” chart (WA14)
- *Student Writing Handbook* page 37
- “Writing Time” chart (WA15)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

**Teacher Note**

You might point out how the author of “Bugs Are Creepy” uses transitional words and phrases such as *another*, *since*, and *as you can see* to signal to the reader that a new paragraph is starting.

page. Use the displayed “Bugs Are Creepy” chart (WA6) to point out examples of correctly indented paragraphs.

### 3 Model Identifying and Indenting Paragraphs

Display the “Persuasive Essay Without Indentation” chart (WA14) and have the students open their handbooks to page 37. Read the essay aloud as the students follow along. Ask and briefly discuss:

- Q *What is this author’s opinion about watching a lot of TV?*
- Q *How does it feel to read a draft of an essay that is written as one paragraph?*

**Students might say:**

“The author thinks that watching a lot of TV is unhealthy and bad for people.”

“Having the essay as just one paragraph makes it hard to follow everything the author is saying.”

“It hurts my eyes to read it. Also, I got kind of confused about some of the reasons.”

Explain that now you will work together with the class to revise the way this draft is organized. Ask the students to watch and listen as you reread the draft aloud and think about where you might create paragraphs.

Model rereading the draft while thinking aloud about how to mark the draft using the standard symbols for indentation and paragraphing (see diagram below). Invite the students to help you.

#### Persuasive Essay Without Indentation

¶ → | How much TV do you watch? Almost everybody watches some TV. Most people have a favorite show they enjoy viewing. That is fine, but I think that watching a lot of TV is not healthy or a good idea. ¶ People who watch too much TV sit around and don’t get enough exercise. Our bodies need regular exercise to stay healthy. That’s because exercise builds muscles. It helps people stay flexible. It also burns calories. ¶ Another big problem with TV is that it can be bad for people’s brains. Watching too much TV makes people unable to concentrate or pay attention. TV is especially bad for young children’s brains. It can change the way the brain works. ¶ In addition, watching TV takes time away from other

WA14

(continues)

(continued)

important parts of life. If people watch a lot of TV, they are probably not talking to their friends or family. They are probably not going outside and enjoying nature. It's true that TV can be fun to watch. It is a nice way to relax sometimes. But I think you will agree with me that watching a lot of TV is bad for your body, bad for your brain, and bad for your life!

**You might say:**

"To mark a sentence that should be indented, draw an arrow in the left margin next to that sentence, like this. I'll draw an arrow next to the first sentence because it should be indented as the start of the opening paragraph. I will also draw the symbol for a paragraph here in the margin. The paragraph symbol looks like a backward P with an extra line in it. Reading on, I find the sentence in which the author states her opinion: 'That is fine, but I think that watching a lot of TV is not healthy or a good idea.' That has to be part of the opening paragraph, too. Now I'll keep reading the draft, looking for where the second paragraph should begin. I heard someone say that the next sentence is the author's first supporting reason: 'People who watch too much TV sit around and don't get enough exercise.' Since each reason gets its own paragraph, I think I should indent this sentence and make it the start of the second paragraph. So I will draw the symbol for a new paragraph in the margin and also draw an arrow to show that the sentence with this reason should be indented. Reading on, I see that the next four sentences give facts and details about exercise, and so I think they are part of the same paragraph."

Finish modeling identifying and indenting paragraphs in the essay.

Explain that today you would like the students to reread their own drafts to check that their essays are organized into paragraphs and that each paragraph is correctly indented. Remind them to continue proofreading their drafts for spelling and other errors, if necessary. If they finish, they may begin copying their drafts neatly onto lined paper (or typing them on the computer) for their final versions.

## WRITING TIME

### 4 Proofread Drafts and Write Final Versions

Display the "Writing Time" chart (WA15) and have the students work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.

### Writing Time

- Check that your essay is organized into paragraphs.
- Check that the first sentence of each paragraph is correctly indented.
- Continue proofreading your essay for spelling and punctuation errors.
- If you finish, begin copying your final version on loose, lined paper.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?
- Has the student corrected any run-on sentences?
- Has the student organized the essay into paragraphs that are correctly indented?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*

(continues)

## TEACHER CONFERENCE NOTE *(continued)*

**Q** *Have you read your essay aloud to listen for any run-on sentences?*

**Q** *Have you organized your essay into paragraphs? Are they indented?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Ask and briefly discuss:

**Q** *Who added a paragraph break in your essay today? Tell us about it.*

**Q** *What other changes did you make to your essay? How do these changes make your essay clearer or more persuasive?*

Explain that the students will finish working on their final versions tomorrow.

## WRITING ABOUT READING

### Write an Opinion Paragraph About a Persuasive Essay

Remind the students that they have heard and read a number of persuasive essays over the past few weeks. Ask and briefly discuss:

**Q** *What does a good persuasive essay include?*

If necessary, refer the students to the “Things We Notice About Persuasive Essays” chart. The students may also review the various persuasive essays they have read (starting on *Student Writing Handbook* page 29).

Explain that you will reread one essay that the students read earlier. Ask the students to think as they listen about whether this essay includes the various features of a well-written persuasive essay. Read “Helping Other Countries” (on page 560) aloud, stopping periodically during the reading to have the students discuss the items they notice.

Explain that one way to form an opinion about a persuasive essay is to consider whether you find it personally persuasive; a second way to form

### Materials

- “Things We Notice About Persuasive Essays” chart from Week 2
- “Helping Other Countries” from Week 1 (see page 560)
- *Student Writing Handbook*
- Copy of “Too Much TV” (BLM2) for each student

### Teacher Note

Prior to doing this activity, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Too Much TV” (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

an opinion is to consider whether the essay contains the characteristics or features that well-written persuasive essays usually include. Ask the students to watch as you think aloud and model writing an opinion paragraph about the essay “Helping Other Countries.”

**You might say:**

“After I read the persuasive essay ‘Helping Other Countries,’ I found myself agreeing with the author’s opinion. I also noticed that the essay had many of the features of a well-written persuasive essay. I’ll start by writing: *I think that ‘Helping Other Countries’ is a great example of a persuasive essay. After reading it, I completely agreed with the author that we should give money to people in poorer countries.* Notice that I stated my opinion and put the title of the essay in the opening sentences. Now I need to explain why I think this essay is well written, using details from the text. I’ll write: *I think this essay is well written because the author states his opinion clearly at the beginning. Also, he gives many good reasons why we should give money. He includes lots of facts. For example, he points out that in many countries, people don’t have important things like medicine, clean water, or schools for kids. He also says that a little bit of money from us can make a big difference in other parts of the world. I thought that was very persuasive.* What else do I notice about the essay? I’ll write: *In addition, the author does a good job of grabbing the reader’s attention by asking interesting questions, such as ‘What is more important: for you to be able to have the newest, hottest sneakers or for a family to be able to eat?’ When I read that, I was definitely persuaded to agree with the author!* Now I need some closing sentences. I’ll write: *I enjoyed reading ‘Helping Other Countries’ and found it very persuasive, too.”*

Tell the students that people may differ about how well written and persuasive they think a particular essay is, and that is fine. The important thing is that they explain their thinking by using details from the essay and information from the “Things We Notice About Persuasive Essays” chart.

Distribute a copy of “Too Much TV” (BLM2) to each student. Have them read the essay quietly.

When the students have finished reading “Too Much TV,” explain that they should each start their opinion paragraph with an opening sentence or two that states their opinion and includes the title of the essay, give a reason for their opinion and a fact or detail from the essay to support their reasons, and provide a closing sentence that restates their opinion and wraps up their paragraph. Have the students write about their opinions. If time permits, invite the students to share their opinion paragraphs with the class.

## In this lesson, the students:

- Finish writing their final versions
- Present their essays from the Author’s Chair
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing
- Respectfully consider the opinions of others

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students stay in their seats. Explain that they will finish working on the final versions of their persuasive essays. Students who complete their essays today will begin sharing their pieces from the Author’s Chair after Writing Time.

## WRITING TIME

### 2 Finish Final Versions of Persuasive Essays

Display the “Writing Time” chart (🕒 WA16) and read it aloud. Have the students think quietly to themselves for a moment about the following question:

**Q** *What do you need to work on today to be ready to share your persuasive essay from the Author’s Chair?*

After a moment, have the students begin working on the charted tasks for 20–30 minutes.

#### Writing Time

- Finish proofreading your draft using your word bank and proofreading notes.
- Finish writing the final version of your persuasive essay.
- Reread it to make sure it is free of errors.
- If you finish, work on any other piece of writing.

WA16

When the students seem to be working independently, confer with individual students.

## Materials

- “Writing Time” chart (WA16)
- Supply of loose, lined paper for final versions
- Chair to use for Author’s Chair sharing
- (Optional) Computers for typing and printing final versions

**TEKS 11.E.i**  
Student/Teacher Activity  
Step 2 (all)



## TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give several different reasons that support her opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?
- Has the student corrected any run-on sentences?
- Has the student organized the essay into paragraphs that are correctly indented?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any run-on sentences?*
- Q *Have you organized your essay into paragraphs? Are they indented?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Review Sharing Writing from the Author’s Chair

Gather the class with partners sitting together, facing the Author’s Chair. Explain that each student will read his opinion essay to the class from the Author’s Chair. If necessary, remind them of the procedure you established for presenting from the Author’s Chair (see Unit 2, Week 2, “Do Ahead” on page 95).

Before asking a student to share from the Author’s Chair today, discuss how the students will act, both as presenting authors and as members of the audience. Ask and discuss:

- Q *How will you let the author know that you’re interested in his or her piece? Why is it important to express interest in one another’s writing?*
- Q *How will you show that you respect the author’s opinion, even if you disagree, and that you are carefully considering what he or she wrote?*

Remind the students that the purpose of the persuasive essay is to convince the reader of a particular opinion. Encourage them to think as they listen about whether they agree or disagree with the author’s opinion and whether the essay is convincing them to change their minds.

### 4 Conduct Author’s Chair Sharing

Ask a student who has finished the final version of her persuasive essay to read it aloud from the Author’s Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class’s comments and questions:

- Q *What did you learn about [dogs] from hearing [Ellen’s] essay?*
- Q *Do you agree or disagree with her opinion? Why?*
- Q *Were you persuaded to change your mind after hearing [Ellen’s] essay?*
- Q *What questions can we ask [Ellen] about what she wrote?*

Follow this procedure to have other students share from the Author’s Chair.

### 5 Reflect on Author’s Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared an essay today, did you feel that people were being respectful of your opinions and were considering them carefully? Why or why not?*

Explain that all of the students will get a chance to share their essays from the Author’s Chair in the coming days.

ELPS 3.F.i  
Steps 3–5  
(all)

# Day 5



## TECHNOLOGY EXTENSION

### Have the Students Record Their Persuasive Essays

If you have access to recording equipment, consider having the students create audio or video recordings of their persuasive essays. Make the recorded narratives available in the classroom, school library, or online for others to enjoy.

## Writing Final Versions and Publishing

### Materials

- “Things We Notice About Persuasive Essays” chart from Week 2
- “Writing Time” chart (WA17)
- Supply of loose, lined paper for final versions
- Chair to use for Author’s Chair sharing
- Copy of this unit’s family letter (BLM1) for each student
- (Optional) Computers for typing and printing final versions



### Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students’ responses as you facilitate class discussions in the future.

### In this lesson, the students:

- Finish writing their final versions
- Present their essays from the Author’s Chair
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing
- Respectfully consider the opinions of others

## GETTING READY TO WRITE

### 1 Reflect on Persuasive Essays

Have the students stay in their seats. Review that over the past three weeks they learned about persuasive essays and took their own persuasive essays through the writing process, from first drafts to publication. Ask the following question, referring the students if necessary to the “Things We Notice About Persuasive Essays” chart:

**Q** *What have you learned about writing a persuasive essay?*

#### Students might say:

“I learned that people write persuasive essays to try to persuade others to agree with them.”

“I learned that it’s a good idea to write your opinion really clearly at the beginning of your essay.”

“A good persuasive essay has reasons that support the author’s opinion.”

“I learned that it also has facts and details to make the reasons more convincing.”

Explain that the students will finish working on the final versions of their persuasive essays. Students who finish will begin sharing their pieces from the Author’s Chair after Writing Time.

## WRITING TIME

### 2 Finish Final Versions of Persuasive Essays

Display the “Writing Time” chart (📄 WA17) and read it aloud. Have the students think quietly to themselves for a moment about the following question:

Q *What do you need to work on today to be ready to share your persuasive essay from the Author’s Chair?*

After a moment, have the students begin working on the charted tasks for 20–30 minutes.

#### Writing Time

- Finish writing the final version of your persuasive essay.
- Reread it to make sure it is free of errors.
- If you finish, work on any other piece of writing.

WA17

When the students seem to be working independently, confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Is the student able to write an opening that gets the reader interested?
- Does the student state his opinion clearly in the opening paragraph?
- Does the student give several different reasons that support his opinion?
- Are the reasons supported by facts and details?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?
- Has the student corrected any run-on sentences?
- Has the student organized the essay into paragraphs that are correctly indented?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q *What other facts and details can you write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any run-on sentences?*
- Q *Have you organized your essay into paragraphs? Are they indented?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 137 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Gather for Author’s Chair Sharing

Gather the class with partners sitting together, facing the Author’s Chair. Briefly discuss how they will act as members of the audience. Ask:

- Q *What will you do to be a respectful member of the audience today?*

Encourage the students to be attentive and considerate audience members, and tell them that you will check in with them to see how they did.

Remind the students to think as they listen about whether they agree or disagree with the author’s opinion and whether the essay is convincing enough to change their minds.

### 4 Conduct Author’s Chair Sharing

Have a student read her persuasive essay aloud from the Author’s Chair. At the end of the sharing, facilitate a discussion using questions like

those that follow, and give the author an opportunity to respond to the class’s comments and questions:

- Q *What did you learn about [organic food] from hearing [Kim’s] essay?*
- Q *Do you agree or disagree with her opinion? Why?*
- Q *Were you persuaded to change your mind after hearing [Kim’s] essay?*
- Q *What questions can we ask [Kim] about what she wrote?*

Follow this procedure to have other students share from the Author’s Chair.

## 5 Reflect on Audience Behavior During Author’s Chair Sharing

Ask and briefly discuss:

- Q *How did we improve as an audience today? What should we continue to work on the next time authors share their work?*
- Q *What is something an audience member did that showed respect when you read your essay today?*

Assure the students that they will all get to share their published essays from the Author’s Chair in the coming days. Explain that after the students have shared their persuasive essays from the Author’s Chair, they may take the essays home to share with their families. Then the students will bring the essays back to class, and you will compile them into a class book. This book will be available for the students to read during independent reading time.

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## EXTENSION

### Write Letters Home About Opinion Writing

Provide letter-writing practice for the students by having them write letters home to tell what they learned about opinion writing. Stimulate their thinking by reviewing the “Things We Notice About Persuasive Essays” chart and discussing questions such as:

- Q *What’s special about opinion writing?*
- Q *What steps did you go through to develop and publish your opinion piece?*
- Q *What is one thing you’re proud of about your published opinion piece?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of his own published piece and send it home.

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### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 608.

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### Skill Practice Note

For practice with using commas in the dates, addresses, greetings, and closings of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.



### Technology Tip

To help your students learn how to participate safely in online communities, you might teach the following Technology Mini-lessons: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 2, “Maintaining Privacy Online”; and Mini-lesson 3, “Showing Respect Online.” See Appendix A. For more information about these mini-lessons see “About Digital Citizenship Lessons” on page 690.

For more information, view the “Using Social Networking Sites” tutorial (AV78).



## TECHNOLOGY EXTENSION

### Share Persuasive Essays on a Social Networking Site

A social networking site designed specifically for students can be a safe and engaging forum for exchanging ideas and opinions. If you or your school has established such a site, have the students post their persuasive essays there. Encourage the students to read and comment on one another’s pieces. Before the students post their work, discuss social media etiquette and the importance of taking responsibility for public comments.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of the Opinion Writing genre unit. You will need to reassign partners before you start the next genre unit.
- Send home with each student the student’s published piece and a copy of this unit’s family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

### Assessments

- Before continuing with the next unit, take this opportunity to assess individual students’ writing from this unit. See “Completing the Individual Writing Assessment” (IA1) on page 140 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students’ published writing home to share with their families, you might have each student analyze her writing using the “Student Self-assessment” record sheet (SA1) on page 139 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension “Introduce ‘Student Self-assessment’ ” on page 114.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year CCSS-type writing performance task by teaching the Opinion Writing unit on page 105 of the *Writing Performance Task Preparation Guide*. For more information, see “Teaching the Units” on page vi of the preparation guide.

# Genre

# Poetry

During this two-week unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about feelings, objects, weather, animals, and things that make noise. The students learn that poets can break capitalization and punctuation rules intentionally, and they think about what this would look like in their own poems. They tap into their creativity and express interest in and appreciation for one another's creativity and writing.



## RESOURCES

**Read-alouds**

- “Feeling Ill”
- “Lullaby”
- “lawnmower”
- “Windy Nights”
- “Up and Down”
- “Egg”
- “Crickets”
- “Over My Toes”
- “cow”
- “Poet Quotes: What Is Poetry?”

**Writing About Reading Activity**

- “Write Opinions About a Poem”

**Technology Mini-lesson**

- Mini-lesson 10, “Creating Presentations”

**Technology Extension**

- “Listen to Poets Read Their Poetry Aloud”

**Online Resources**

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

**Whiteboard Activities**

- WA1–WA8

**Assessment Forms**

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

**Reproducibles**

- Poetry genre unit family letter (BLM1)
- “Sometimes Poems” (BLM2)
- “mosquito” (BLM3)

**Professional Development Media**

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Asking Questions Once and Using Wait-time” (AV28)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Poetry” (AV54)
- “Exploring Poetry” (AV55)
- “Sharing One Line and Reflecting” (AV56)
- “Using Web-based Teaching Resources” tutorial (AV75)

## RESOURCES *(continued)*

### Extensions

- “Read and Discuss ‘Sometimes Poems’”
- “Explore Sensing Like a Poet”
- “Explore Onomatopoeia”
- “Write Letters Home About Poetry”

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 14, “Verbs”
- Lesson 28, “Commas in Letters”

### Assessment Resource Book

- Poetry genre unit assessments

### Student Writing Handbook

- “Feeling Ill”
- “Lullaby”
- “lawnmower”
- “Windy Nights”
- “Up and Down”
- “Egg”
- “Crickets”
- “Over My Toes”
- “cow”
- “Poet Quotes: What Is Poetry?”
- Word Bank
- Proofreading Notes

## DEVELOPMENT ACROSS THE GRADES

	Elements of Poetry	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Acting out and visualizing poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating shared lists of descriptive movement and color words</li> <li>Using descriptive language (movement, sound, and color words)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Exploring sound and imagery in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating lists of interesting sound and movement words</li> <li>Using figurative language (personification, metaphor, and simile)</li> <li>Using descriptive language (sound and movement words)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Exploring sound and imagery in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating lists of interesting and descriptive words</li> <li>Using figurative language (simile and metaphor)</li> <li>Using descriptive language (words that describe how things look and move)</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading for spelling</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using personification</li> <li>Exploring placement of words and letters on the page and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using simile and personification</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using rhythm and rhyme</li> <li>Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using metaphor, simile, and personification</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using rhythm and rhyme</li> <li>Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using metaphor</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using rhythm and rhyme</li> <li>Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>

# GRADE 4 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Poetry:</b> “Feeling Ill” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas for a “feeling” poem</li> </ul>	<b>Exploring Poetry:</b> “Lullaby” and “lawnmower” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas for poems about objects</li> </ul>	<b>Exploring Poetry:</b> “Windy Nights” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas for poems about weather</li> </ul>	<b>Exploring Poetry and Pair Conferring:</b> “Up and Down” and “Egg” <b>Focus:</b> <ul style="list-style-type: none"> <li>Shapes of poems</li> </ul>	<b>Exploring Poetry:</b> “Crickets” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas for poems about animals and things that make noise</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 2</b>	<b>Exploring Poetry:</b> “Over My Toes” <b>Focus:</b> <ul style="list-style-type: none"> <li>Alliteration and repetition</li> </ul>	<b>Exploring Poetry and Pair Conferring:</b> “cow” <b>Focus:</b> <ul style="list-style-type: none"> <li>Animal similes</li> </ul>	<b>Selecting and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Image, sound, and form</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Intentionally breaking the rules</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author’s Chair sharing</li> </ul>

# Week 1

## OVERVIEW

The icon features the word "Poems" in a large, white, sans-serif font. Above it, in a smaller, lighter font, is the text "The evening star beautiful of all stars".

### Poems

**"Feeling Ill"** by Michael Rosen (see page 637)

This poem captures the sensations of being sick in bed.

**"Lullaby"** by Kristine O'Connell George (see page 638)

Personification creates an image of a tree gently rocking the birds in her branches to sleep.

**"lawnmower"** by Valerie Worth (see page 639)

In this poem, a lawnmower spits and grinds across a lawn.

**"Windy Nights"** by Rodney Bennett (see page 640)

Wind rattles, rumbles, and roars in this poem.

**"Up and Down"** by Douglas Florian (see page 641)

This poem describes the ups and downs of wildlife in a tree.

**"Egg"** by Kristine O'Connell George (see page 642)

The words form an egg shape in this poem about—eggs!

**"Crickets"** by Myra Cohn Livingston (see page 643)

Repetition, onomatopoeia, and alliteration make crickets come alive in this poem.



### Online Resources

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

#### Whiteboard Activities

- WA1–WA4

#### Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes" record sheet (CN1)

#### Reproducible

- (Optional) "Sometimes Poems" (BLM2)

#### Professional Development Media

- "Cooperative Structures Overview" (AV9)

- "Using 'Turn to Your Partner'" (AV11)
- "Using 'Think, Pair, Share'" (AV13)
- "Asking Questions Once and Using Wait-time" (AV28)
- "Introducing Vocabulary During a Read-aloud" (AV30)
- "Conferring About Poetry" (AV54)
- "Exploring Poetry" (AV55)
- "Sharing One Line and Reflecting" (AV56)

## TEACHER AS WRITER

*“Poetry is the language of extremity. . . . You feel something potent and then you transfer it onto the page.”*

— Li-Young Lee

This week take time to read poetry. As you read, consider:

- What makes a poem a poem?

Write your thoughts in your writing notebook and add to it as you get new ideas.

### Writing Focus

- Students hear, discuss, and write poems.
- Students think about what a poem is.
- Students explore imagery and form in poems.
- Students explore onomatopoeia, repetition, and alliteration in poems.
- Students generate and quick-write ideas for poems.
- Students cultivate their creativity.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Consider reading this unit’s poems with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. If possible, show the students related photographs, video, or objects (such as a video of someone mowing a lawn for the poem “lawnmower,” or an egg for the poem “Egg”) to aid their comprehension.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1) on page 152 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a class set of the “Conference Notes” record sheet (CN1) on page 154 of the *Assessment Resource Book*.



# Day 1

## Exploring Poetry

### Materials

- “Feeling Ill” (see page 637)
- *Student Writing Handbook* page 38
- Chart paper and a marker
- “Writing Time” chart (WA1)

### Teacher Note

For more information about poetry, view “Exploring Poetry” (AV55).



### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

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

### In this lesson, the students:

- Work with new partners
- Hear and discuss a poem
- Think about what makes a poem a poem
- Explore sensory details in poems
- Quick-write ideas for a “feeling” poem

### IMMERSION IN POETRY

In this unit, the students generate ideas and write poems using published poems as models and sources of inspiration. They learn that poems use words and images to communicate feelings and create vivid pictures in the reader’s mind. They develop an intuitive understanding of what poetry is by exploring *images* (for example, sensory details, metaphor, personification), *sounds* (for example, repetition, alliteration, onomatopoeia), and *forms* (for example, line length, stanzas). While the learning of literary terms is not emphasized at grade 4, exploring these concepts and how they function in poems is.

The students are encouraged to activate their imaginations and take creative risks in this unit. They see how poets often create their own rules and even intentionally break rules for poetic effect. The students learn that poetry gives writers endless freedom in using words to express their ideas.

## GETTING READY TO WRITE

### 1 Pair Students and Discuss Working Together

Randomly assign partners (see “Do Ahead” on page 615) and make sure they know each other’s names. Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Explain that over the next two weeks partners will work together to explore writing poetry.

Ask:



**Q** *What have you learned about being a good partner? Turn to your partner and tell him or her what you will do to be a good partner.*

After a moment, signal for the students' attention and discuss as a class:

**Q** *What did your partner say he or she will do to be a good partner to you?*

Encourage partners to keep these things in mind as they start working together today.

## 2 Introduce Poetry

Ask the students to flip through their *Student Writing Handbooks* and to stop on any page that has a poem on it. After a moment, signal for their attention. Ask partners to look at each other's pages to see if they agree that they have both stopped on poems. Ask and briefly discuss as a class:



**Q** *How do you know that you stopped on a poem?*

**Q** *What do you think makes a poem a poem?*

### Students might say:

"I know it's a poem because it has lots of short lines."

"I know it's a poem because it has rhyming words."

"A poem doesn't take up the whole page, like a story."

"In addition to what [Paola] said, I think a poem gives you a picture in your head."

Explain that you will read a poem aloud today, and encourage the students to continue to think as they listen about what makes a poem a poem.

## 3 Read and Discuss "Feeling Ill"

Ask the students to close their handbooks and listen as you read the poem "Feeling Ill" by Michael Rosen aloud. Invite them to imagine what is happening in this poem as they listen.

Read "Feeling Ill" on page 637 (including the title) aloud twice, slowly and clearly. Ask:



**Q** *What did you imagine as you listened to this poem? Turn to your partner.*

Have a few volunteers share their thinking with the class. Ask the students to open to *Student Writing Handbook* page 38, where "Feeling Ill" is reproduced. Explain that in "Feeling Ill" the poet uses *sensory details*, or words that help us imagine what is happening in the poem using our senses. Ask the students to reread the poem to themselves and notice the sensory details. Then ask:

**Q** *What sensory details does the poet include to help you see what's happening? Hear? Feel? Smell or taste?*

### Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 2 (page 11). To see an example, view "Using 'Turn to Your Partner'" (AV11).



### Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- "I agree with \_\_\_\_\_ because . . ."
- "I disagree with \_\_\_\_\_ because . . ."
- "In addition to what \_\_\_\_\_ said, I think . . ."

**TEKS 10.D.i**

**TEKS 10.D.ii**

Student/Teacher Narrative  
Step 3 (third paragraph in  
Step 3 on page 617)

**TEKS 10.D.i**

**TEKS 10.D.ii**

Student/Teacher Activity  
Step 3 (discussion questions in Step 3  
on page 617 and 618)

## Teacher Note

Save the “Notes About Poems” chart to use on Day 2 and throughout the unit.

## Teacher Note

To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 1 (page 32). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



## Skill Practice Note

For practice with recognizing verbs, see Lesson 14 in the *Skill Practice Teaching Guide*.

## Teacher Note

If the students have difficulty answering the question, suggest some examples like those in the diagram; then ask, “What other ideas for lines do you have?”

### Students might say:

“The words ‘smelling the orange on the table’ make me imagine that smell as I’m lying in bed.”

“I started to feel a headache when I read ‘holding my head with my hand.’”

“‘Waiting for the clock to change’ makes me think of how long it seems like it takes to feel better when you get sick.”

Explain that most poems include sensory details; they are one thing that makes a poem a poem. Title a sheet of chart paper “Notes About Poems,” and underneath, write *Poems have sensory details that help us see, hear, smell, taste, and feel what’s happening.*

Ask:

**Q** *What else do you think makes “Feeling Ill” a poem?*

As the students respond, record their ideas on the chart. If the students suggest ideas that apply to some (but not all) poems, begin these chart entries with the word *some* (for example, *Some poems rhyme* and *Some poems have short lines*). Explain that you will continue to add to the chart in the coming days.

## 4 Quick-write: Ideas for a “Feeling” Poem

Use “Think, Pair, Share” to discuss:



**Q** *Imagine that we are writing a poem like “Feeling Ill,” but it is called “Feeling Happy.” What sensory details might we include in the poem to help a reader see, hear, smell, taste, and feel what makes us feel happy? [pause] Turn to your partner.*

Without discussing the question as a class, point out that all the lines in “Feeling Ill” begin with a verb (or action word) that ends with *-ing*. Then ask:

**Q** *What lines that begin with verbs ending with *-ing* might we include in our poem?*

Have a few volunteers share their ideas with the class. As they report, record their ideas on a sheet of chart paper titled “Ideas About Feeling Happy.”

## Ideas About Feeling Happy

- eating fresh strawberries
- kicking a soccer ball
- playing with my cousin
- smelling bread baking in the oven
- hearing my favorite music
- tasting macaroni

Explain that the students will choose another feeling (such as sad, angry, silly, or bored) and quick-write lines that begin with verbs ending with *-ing* that they could include in a poem about that feeling. Have them open to the next blank page in the writing ideas section of their notebooks and write their ideas for 5 minutes. Encourage them to quickly write whatever ideas come to mind.

When time is up, call for the students' attention and have a few volunteers share their lines with the class. Explain that during Writing Time today the students may write more lines to create a poem like "Feeling Ill" or write about anything they choose.

## WRITING TIME

### 5 Write Independently

Have the students sit at desks with partners together. Display the "Writing Time" chart (WA1) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write more lines to create a poem like "Feeling Ill."
- Write about anything you choose.

WA1

If necessary, remind the students that during Writing Time there should be no talking, whispering, or walking around. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

#### Teacher Note

Post the "Ideas About Feeling Happy" chart for the students to refer to throughout the unit.

#### Teacher Note

Note that on Days 1-3 of this week, the students may write poems or anything else they choose. On Day 4, after exposure to several more poems, all of the students will be asked to begin writing poems.

## SHARING AND REFLECTING

### 6 Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when talking and sharing your writing?*

# Day 2

## Exploring Poetry

### Materials

- “Lullaby” (see page 638)
- “lawnmower” (see page 639)
- “Notes About Poems” chart from Day 1
- *Student Writing Handbook* pages 39–40
- “Writing Time” chart (WA2)

### In this lesson, the students:

- Hear and discuss poems
- Explore sensory details in poems
- Quick-write ideas for poems about objects
- Explore personification
- Speak clearly and listen to one another
- Discuss and solve problems that arise in their work together

### LITERARY CONCEPTS IN GRADE 4

In this unit, the students explore the literary concepts that follow. This work prepares them for more formal instruction about literary terms in poetry in subsequent grades. While we encourage you to introduce the students to literary terms where appropriate, having the students use the terms themselves is not a focus of this unit. The formal definitions below are for your reference; within the lessons we suggest alternative, student-friendly definitions to use with your class.

- *alliteration*: repeating consonant sounds at the beginning of successive words (“Sing a song of sixpence.”)
- *metaphor*: direct or indirect assertion that a thing is something else (“Life is a broken-winged bird that cannot fly.”)
- *onomatopoeia*: representing something using words that imitate the sounds associated with it (*splash, pitter-patter, tick-tock*)
- *personification*: endowing a thing or an animal with human characteristics (“The wind stood up and gave a shout.”)
- *repetition*: repeating words or sounds for poetic effect (“Bells, bells, bells”)
- *rhyme*: words ending with the same sound (*twinkle* and *sprinkle*)
- *rhythm*: pattern of stresses and pauses in a poem
- *simile*: a comparison of two things, connected by words such as *like* or *as* (“My love is like a red, red rose.”)

# GETTING READY TO WRITE

## 1 Briefly Review Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that yesterday the students began exploring poetry. They read the poem “Feeling Ill” and brainstormed lines for other “feeling” poems. Briefly review the items on the “Notes About Poems” chart. Remind the students that you will add items to the chart throughout the unit.

## 2 Read and Discuss “Lullaby”

Tell the students that you will read aloud a poem called “Lullaby” by Kristine O’Connell George. Ask the students to close their eyes and create a picture in their minds as they listen to the poem. Then read “Lullaby” on page 638 (including the title) aloud twice, slowly and clearly. Clarify vocabulary during the first reading.

### Suggested Vocabulary

**patter:** walk softly with small steps

Have the students open their eyes; then ask:

**Q** *What did you hear that helps you imagine the tree in your mind?*

Ask the students to open to *Student Writing Handbooks* page 39, where “Lullaby” is reproduced. Explain that in the poem the poet writes about the tree as if it were a person and that writing about things in this way is called *personification*.

Ask the students to reread the poem silently to themselves and, as they read, to look for places where the author writes about the tree as if it were a person. When the students have finished reading, ask:

**Q** *What examples of personification do you notice? What words does the poet use to write about the tree as if it were a person?*

#### Students might say:

“She says the tree sighs.”

“In addition to what [Tremaine] said, the poet calls the tree ‘she’ instead of ‘it.’”

“She says the tree ‘rocks her birds to sleep.’”

## 3 Read and Discuss “lawnmower”

Tell the students that the other poem you will read today is called “lawnmower” by Valerie Worth. Ask the students to turn to *Student Writing Handbook* page 40, where “lawnmower” is reproduced. Explain that “lawnmower” is another poem that uses personification. Ask

**TEKS 10.D.iii**  
Student/Teacher Narrative  
Step 2 (third paragraph in  
Step 2)

**TEKS 10.D.iii**  
Student/Teacher Activity  
Step 2 (discussion questions in  
Step 2)

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 1, Day 1, Step 3 (page 8). For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



### Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then waiting. This means not repeating the question or asking it again a different way; it means just asking the question once and then **using wait-time** for the students to think before calling on anyone to respond. If students are confused by a question or need to hear it again, have them ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps them develop the habit of listening the first time. To see this Facilitation Tip in action, view “Asking Questions Once and Using Wait-time” (AV28).



the students to follow along as you read the poem and look for places where the poet writes about the lawnmower as if it were a person. Read “lawnmower” on page 639 (including the title) aloud twice, slowly and clearly. Clarify vocabulary during the first reading.

### Suggested Vocabulary

**grinds:** rubs together hard

### ELL Vocabulary

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

**lawnmower:** machine that cuts grass

**spitting:** tossing out from the mouth

Ask and briefly discuss:

- Q *What examples of personification did you notice? What words does the poet use to write about a lawnmower as if it were a person?*
- Q *What sensory details do you notice in this poem that help you imagine what’s happening?*

#### Students might say:

“The poet says the lawnmower has teeth and a head, and that it spits.”

“I agree with [Jana]. It says that the lawnmower doesn’t know what it’s throwing away.”

“The words ‘thick, green spray’ helped me picture what the grass looks like when the mower spits it out.”

“At the end, the words ‘soft, delicious’ helped me imagine what the grass might feel and taste like.”

### ELL Note

If necessary, simplify this question by rephrasing it in the following way:

- Q *Look around the classroom. We could write a poem about the pencil sharpener. What else could we write a poem about?*

### Teacher Note

Objects in the classroom might include staplers, scissors, pencils or pens, books, pencil sharpeners, the clock, and personal belongings, such as hats, shoes, and lunchboxes.

## 4 Quick-write: Ideas for Poems About Objects

Remind the students that in the poems “Lullaby” and “lawnmower” the poets write about objects as if they were people. Ask and have the students think quietly to themselves about the following question:

- Q *If you were going to write a poem about an object in the classroom, what might it be?*

Ask the students to get the objects they are thinking about and carry them back to their seats with their writing materials. (If students select the same object, you might have those students move to sit together.) Have students who are not able to carry their objects back to their seats sit where they can see the objects. Tell the students that you would like them to look carefully at the objects they selected and to think about the following questions:

- Q *What sensory details might you use to describe what your object looks like? Sounds like? Smells like? Feels like?*

**Q** *If your object came to life, what might it do?*

After the students have had a chance to think, signal for their attention. Have them open to the next blank page in their notebooks, write the name of the object at the top of the page, and quick-write some ideas for what they could include in a poem about that object.

Have the students write for 3–4 minutes; then call for their attention and have a few volunteers share their ideas with the class. After sharing, ask the students to resume writing for a few more minutes.

Call for the students' attention and have a few volunteers share what they wrote.

**Students might say:**

"My object is a stapler. I wrote that it is long, gray, and cold, and that it chews through a sheet of paper."

"I wrote that my pencil is wearing a yellow jumpsuit and dances around on the paper."

Direct the students' attention to the "Notes About Poems" chart and add *Poems can be about anything* and *You can write about an object as if it were a person (personification)*.

Explain that during Writing Time today the students may continue what they started during the quick-write, continue writing "feeling" poems with lines that begin with verbs ending with *-ing* (from Day 1), or write about anything they choose.

## WRITING TIME

### 5 Write Independently

Have the students sit at desks with partners together. Display the "Writing Time" chart (WA2) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue writing what you started during the quick-write.
- Continue to write "feeling" poems.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

#### **ELL Note**

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and to talk quietly with you or a partner about what they drew. If necessary, write down key words and phrases they want to use so they can copy the words into their writing.

## SHARING AND REFLECTING

### 6 Share Writing and Reflect



Ask partners to talk together briefly about what they wrote today. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *Did you or your partner write about an object? Read us what you wrote.*
- Q *What problems did you and your partner have working together today? What will you do to avoid those problems next time?*

# Day 3

## Exploring Poetry

### Materials

- “Windy Nights” (see page 640)
- “Notes About Poems” chart from Day 2
- *Student Writing Handbook* pages 38–41
- “Writing Time” chart (WA3)
- “Class Assessment Record” sheet (CA1)

### ELL Note

You might provide the prompt “I notice . . .” to your English Language Learners to help them verbalize their responses to this question.

### In this lesson, the students:

- Hear and discuss poems
- Explore rhyme and sensory details in poems
- Explore personification and alliteration in poems
- Quick-write ideas for poems about weather

## GETTING READY TO WRITE

### 1 Discuss Rhyme in Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that this week the students have been exploring poetry and that they read and heard three poems (“Feeling Ill,” “Lullaby,” and “lawnmower”). Have the students open to *Student Writing Handbook* page 38. Explain that you would like the students to read the poems and notice which of the poems have words that rhyme. Then give the students a few minutes to read the poems. Ask:

- Q *Which of the poems have words that rhyme? Why do you say that?*

If necessary, point out that “lawnmower” has words that rhyme (*spray*, *away*, and *hay*) and so does “Lullaby” (*cheep* and *sleep*). Explain that some people think that poems must rhyme, but, in fact, some poems rhyme and some do not. Point out that “Feeling Ill” has no words that rhyme. On the “Notes About Poems” chart, add *Some poems rhyme and some don’t*.

Briefly review other items on the chart and ask the students to listen for rhymes and the other things listed as they hear a new poem today.

## 2 Read and Discuss “Windy Nights”

Tell the students that you will read aloud a poem called “Windy Nights” by Rodney Bennett. Ask the students to close their eyes and imagine what is happening in the poem as they listen.

Read “Windy Nights” (including the title) aloud once, slowly and clearly.

### ELL Vocabulary

English Language Learners may benefit from having the following vocabulary defined:

**chimneys:** parts of a house that let smoke out from the fireplace

**rude:** not polite

Have the students open their eyes. Ask them to open to *Student Writing Handbook* page 41, where “Windy Nights” is reproduced and then reread the poem to themselves. After a moment, ask:

**Q** *What do you notice about how this poet writes about the wind?*

#### Students might say:

“He writes as if the wind is alive.”

“I agree with [Levi]. The poet says the wind is ‘rude.’ Usually you would call a person rude but not the wind.”

“In addition to what [Anita] said, he uses the word *racing*. That makes you think of someone running.”

As the students share, refer to any items they mention on the “Notes About Poems” chart, if appropriate.

## 3 Discuss the Way Words Sound in the Poem

Ask the students to read the poem aloud with you, paying attention to the way the words sound as they read. Read the poem aloud; then ask:

**Q** *What rhyming words do you notice in this poem?*

**Q** *What sound at the beginning of words do you notice over and over in this poem?*



**Q** *Why do you think the poet included so many words that have the /r/ sound in this poem? Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

#### Students might say:

“I notice that the last words in the second and fourth lines rhyme.”

“All the /r/ sounds make you think the wind is really blowing hard and tearing everything up.”

Explain that the repetition of beginning sounds, such as /r/ in this poem, is called *alliteration*. Point out that poets may use alliteration to make poems sound like what they are about—in this case, the wind.

**TEKS 10.D.iv**  
Student/Teacher Activity  
Step 3 (discussion questions)

**TEKS 10.D.iv**  
Student/Teacher Narrative  
Step 3 (last paragraph on page 625  
and the first paragraph on page 626)

On the “Notes About Poems” chart, add *Repetition of beginning sounds (alliteration) can help a poem sound like what it is about.*

## 4 Quick-write: Ideas for Poems About Weather

Ask and briefly discuss:

**Q** *If you were going to write a poem like “Windy Nights” about another kind of weather, what kind of weather might you write about?*

**Students might say:**

“rain”

“snow”

“tornadoes”

“a hot, sunny day”

“foggy days”

Ask the students to open to the next blank page in the writing section of their notebooks and write the name of the type of weather they are thinking about at the top of the page. Have them think quietly to themselves about the questions that follow as you ask them, one at a time:

**Q** *What sensory details might you use to describe this type of weather?*

**Q** *How might you write about this type of weather as if it were a person?*



After the students have had a chance to think, have partners share their thinking. After a moment, signal for their attention and have them quick-write some ideas for what they could include in a poem about the weather.

Have the students write for 3–4 minutes; then call for their attention and have a few volunteers share their ideas with the class. After sharing, ask the students to resume writing for a few more minutes.

Call for the students’ attention and have a few volunteers share what they wrote.

**Students might say:**

“I wrote about a hot, dry day. I want to describe things you would find in the desert, like a cactus or sand.”

“I thought about rain. I think I would want to use words like *splash*, *slosh*, and *pitter-patter*.”

“I thought about a tornado. I’m going to write about how it tears up everything in its path.”

Explain that during Writing Time today the students may continue what they started during the quick-write, continue writing ideas for poems about objects or feelings, or write about anything they choose.



### ELL Note

If necessary, simplify this question by rephrasing it in the following way:

**Q** *If this type of weather were a person, what might it do?*

## WRITING TIME

### 5 Write Independently

Have the students sit at desks with partners together. Display the “Writing Time” chart (🗨️ WA3) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue writing what you started during the quick-write.
- Continue to write about objects or feelings.
- Write about anything you choose.

WA3

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem to be writing freely and creatively?
- Are they engaged in their writing?
- Do they seem overly cautious or inhibited about what they put on paper?

After about 10 minutes, support any student who struggles to start by asking questions such as:

- Q *What kind of weather could you write about?*
- Q *What sensory details can you write to describe what [a windy day] sounds like? Looks like? Feels like?*
- Q *What does [wind] sound like? What words make you think of the sound of [wind]?*

Record your observations on the “Class Assessment Record” sheet (CA1); see page 152 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share Writing and Reflect



Ask partners to talk briefly together about what they wrote today. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *Did you or your partner write about weather? Read us what you wrote.*

Explain that all of the students will start writing poems tomorrow, and they will continue to draft poems during the coming week. Tell them that they will eventually select one of their drafted poems to improve, revise, and publish in a class collection of poetry.

# Day 4

## Exploring Poetry and Pair Conferring

### Materials

- “Up and Down” (see page 641)
- “Egg” (see page 642)
- “Windy Nights” from Day 3 (see page 640)
- “Lullaby” and “lawnmower” from Day 2 (see pages 638–639)
- “Feeling Ill” from Day 1 (see page 637)
- *Student Writing Handbook* pages 38–43
- “Notes About Poems” chart from Day 3
- Class set of “Conference Notes” record sheets (CN1)

### In this lesson, the students:

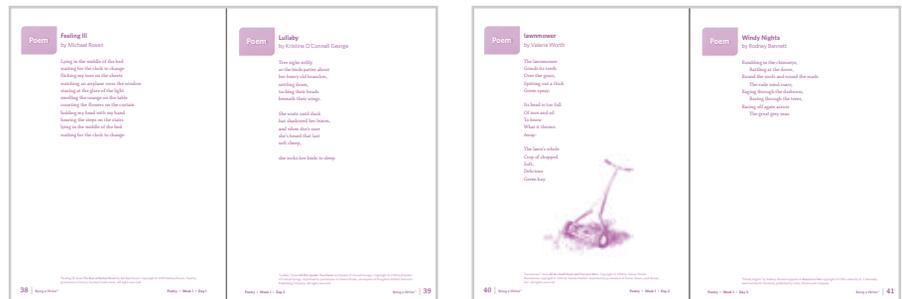
- Hear, discuss, and write poems
- Think about what poems look like on the page
- Explore sensory details in a poem
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Explore Form in Poetry

Have the students get their *Student Writing Handbooks* and sit at desks with partners together. Review that this week they read the poems “Feeling Ill,” “Lullaby,” “lawnmower,” and “Windy Nights” and thought about what makes a poem a poem. Tell the students that one thing that makes a poem a poem is its *form*, or what it looks like on the page.

Explain that you would like one partner in each pair to open her *Student Writing Handbook* to pages 38–39, while the other partner opens his handbook to pages 40–41. By laying the books side by side, the students in each pair should be able to see all four poems from this week.



Ask:

- Q *What do you notice about how these poems look on the page?*
- Q *In what ways do they look similar? In what ways do they look different?*

Point out that some poems have short lines (as in “lawnmower”), some have longer lines (as in “Feeling Ill”), and some have both (as in “Lullaby”)

and “Windy Nights”). Also point out that some poems have *stanzas*, or sections separated by a space, while others do not. Ask:

**Q** *What do you notice about the stanzas in “lawnmower”?*

**Students might say:**

“I notice that the poem has three stanzas.”

“In addition to what [Wen] said, each stanza has five lines.”

Direct the students’ attention to the “Notes About Poems” chart, and add *Poems can have short or long lines*, *Some poems have stanzas*, and *Some poems have the same number of lines in each stanza*.

## 2 Read and Discuss “Up and Down” and “Egg”

Tell the students that you will read a poem called “Up and Down” by Douglas Florian aloud. Invite the students to listen for sounds and images that help them imagine what is happening in the poem. Ask the students to close their eyes and listen as you read the poem aloud.

Read “Up and Down” on page 641 (including the title) aloud once, slowly and clearly. Clarify vocabulary during the first reading.

### Suggested Vocabulary

**for later referral:** to get later

### ELL Vocabulary

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

**jay:** kind of bird

**buries:** puts in the ground

Have the students open their eyes. Ask them to open to *Student Writing Handbook* page 42, where “Up and Down” is reproduced, and then read the poem to themselves. Ask:



**Q** *What sensory details are included in this poem? Turn to your partner.*

**Q** *What do you notice about how this poem looks on the page? Turn to your partner.*

**Q** *What else do you notice about this poem?*

**Students might say:**

“The word *screeching* really makes me hear that bird!”

“Where it says ‘Up in a tree’ the words go up on the page.”

“I agree with [Tori]. Also, the word *down* goes down on the page.”

“All the lines are pretty short.”

“It has some rhymes in it—*jay* and *away*, and *squirrel* and *referral*.”

Point out that poets sometimes arrange words or letters in unusual ways to help communicate what the poem is about. On the “Notes About Poems” chart, add *Some poems have words or letters placed on the page in unusual ways.*

Ask the students to turn to page 43 of their handbooks and follow along as you read “Egg” by Kristine O’Connell George aloud. Read “Egg” on page 642 (including the title) aloud slowly and clearly; then ask:

**Q** *What do you notice about the shape of this poem? Why do you think the poet did that?*

**Students might say:**

“The poet is writing a poem about eggs in an egg shape!”

“She probably wants us to see the egg when we read the poem.”

Point out that poets think carefully about what their poems look like on the page and that the shape of a poem can help the reader understand what the poem is about. On the “Notes About Poems” chart, add *A poem’s shape can help the reader understand what it’s about.*

Explain that today you would like each student to pick one of the five poems they read this week and try writing a poem that looks similar to it on the page. Encourage them to write poems using their quick-write ideas from earlier in the week. They may also write poems about any other topics they choose. Review the items on the “Notes About Poems” chart and encourage the students to use some of these ideas in their poems. Tell the students that you will give them a chance to share their writing with their partners at the end of Writing Time.

## WRITING TIME

### 3 Draft Poems in the Students’ Notebooks

Have the students write poems silently for 20–30 minutes. If necessary, remind them to write their drafts, double-spaced, in their notebooks. Join the students in writing for a few minutes; then begin conferring with individual students.



### TEACHER CONFERENCE NOTE

Over the coming days, confer with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

*(continues)*

### Teacher Note

You may want to shorten today’s Writing Time to leave more time for the pair conferences in Step 4.

### Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Poetry” (AV54).



## TEACHER CONFERENCE NOTE *(continued)*

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs About Poems

Gather the class with partners sitting together, facing you. Explain that partners will read what they wrote today to each other and confer about it. Ask:

- Q *What would you like your partner to do to show that he or she is interested in your writing and your creative ideas?*

#### Students might say:

- "I would like my partner to listen as I read my poem."
- "I would like my partner to ask me questions about the poem."
- "I would like my partner to tell me the part she likes."
- "I would like my partner to notice the sensory details I used."



Have partners share their writing with each other.

Observe the students closely and provide sufficient time for both partners to share their writing before signaling for their attention.

### 5 Reflect on Pair Conferences and Poems

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

- Q *What did your partner do to show interest in your writing and creative ideas?*
- Q *What did you do to show interest in your partner's writing?*
- Q *What sensory details did your partner include in his or her poem? What did you imagine from those details?*
- Q *Did you or your partner place letters or words on the page in unusual ways? Tell us about that.*

### Teacher Note

If necessary, signal to the students about halfway through sharing time so partners can switch roles if they have not yet done so.

## Teacher Note

Prior to doing this activity, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Sometimes Poems” by Judith Viorst (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

## EXTENSION

### Read and Discuss “Sometimes Poems”

Tell the students that you will read a poem called “Sometimes Poems” by Judith Viorst aloud. Distribute a copy of “Sometimes Poems” (BLM2) to each student and ask the students to follow along as you read it aloud. Read the poem aloud, slowly and clearly. Ask:

- Q *What do you notice about the shape of this poem?*
- Q *What happens in this poem? How does the poem’s shape help us understand what happens?*

#### Students might say:

“Where it says ‘sometimes poems are short and fat,’ the poem looks short and fat.”

“I agree with [Rocky]. But the poems she writes are tall and thin, so the poem looks tall and thin. There’s only one word on each line.”

“In addition to what [Fiona] said, she accidentally sits on a poem, so that part’s written sideways like it’s squashed.”

Remind the students that the shape of a poem and the way the letters and words are arranged on the page can help readers understand what the poem is about. Encourage them to try writing shape poems and to experiment with different arrangements of letters and words on the page.

# Day 5

## Exploring Poetry

### Materials

- “Crickets” (see page 643)
- “Notes About Poems” chart from Day 4
- *Student Writing Handbook* page 44
- “Animals and Things That Make Noise” chart (WA4)

### In this lesson, the students:

- Hear, discuss, and write poems
- Explore how repetition, onomatopoeia, and shape function in a poem
- Explore sensory details in a poem
- Quick-write ideas for poems about animals and things that make noise

## GETTING READY TO WRITE

### 1 Explore Elements of Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that the students have been thinking about sensory details and sounds in poems, as well as what poems look like on the page. Ask the students to open their notebooks and briefly review the poems they have written. Ask and briefly discuss:

- Q *What is an interesting sensory detail you have written? Read that detail aloud to us.*
- Q *What sounds have you intentionally included in a poem? Read us a few words with those sounds.*
- Q *What decisions have you made about what a poem looks like on the page? Show us the poem and tell us about your decisions.*

## 2 Read and Discuss “Crickets”

Ask the students to open to *Student Writing Handbook* page 44 and follow along quietly as you read the poem “Crickets” by Myra Cohn Livingston aloud. Invite them to think about what the poet might be trying to do in the poem.

Read “Crickets” aloud, slowly and clearly; then read the poem aloud again, this time having the students read aloud with you. Ask and briefly discuss:



- Q *What do you notice about this poem? Turn to your partner.*
- Q *How does the way the words are placed on the page help you to understand what it’s about?*
- Q *What does this poem sound like? How does the poet create that sound?*

### Students might say:

“I notice that the poem has two sides. It makes you think that crickets are talking to each other.”

“The two columns of words in the poem look like a cricket’s antennae.”

“Words like *tick* and *click* sound like the sounds crickets make.”

“In addition to what [Xavier] said, I notice she repeats words over and over. That makes it sound more like crickets chirping.”

Point out that the poet repeats sounds like /t/ and /k/, as well as entire words and phrases such as *time*, *tick*, *night*, and *they tell* to make this poem sound like what it is about—crickets chirping. Explain that repeating entire words or phrases in poems is called *repetition*.

Point out that another way this poet makes the poem sound like what it is about is by using words like *tick* and *click*, which sound like a cricket’s chirp. Explain that words like *tick* and *click* are examples of *onomatopoeia*, and that onomatopoeia is “the use of words that sound like what they are describing.” On the “Notes About Poems” chart, add *Poets may repeat words or phrases to create sound in poems (repetition)* and *Poems can include words that sound like what the poem is about (onomatopoeia)*.

**TEKS 10.D.iv**  
Student/Teacher Activity  
Step 2 (all)

### Teacher Note

For more practice with onomatopoeia, see the extension “Explore Onomatopoeia” on page 636.

### ELL Note

If necessary, simplify this question by rephrasing it in the following way:

**Q** *Crickets are animals that make noise. What is another animal that makes noise? What else can you think of that makes noise?*

## **3** Quick-write: Ideas for Poems About Animals and Things That Make Noise

Ask and have the students think quietly to themselves about the following question:

**Q** *“Crickets” is a poem about an insect that makes noise. If you were going to write a poem about an animal or thing that makes noise, what might you write about?*

After giving the students a moment to think, display the “Animals and Things That Make Noise” chart ( WA4) and call on a few volunteers to share their thinking with the class. As the students share, record their ideas on the chart.

When there are two or three ideas on the chart, have the students each open to the next blank page in their notebooks and list more things that move or make noise that they could write a poem about.

After about 5 minutes, call for the students’ attention and have a few more volunteers share their thinking with the class. Continue to add their ideas to the “Animals and Things That Make Noise” chart.

### **Animals and Things That Make Noise**

- snake
- a barking dog
- birds chirping
- the fire alarm
- an ambulance
- TV

WA4

Explain that during Writing Time today the students will continue to write poems. Encourage them to write poems about animals or other things that make noise and to include repetition in their poems if they can. Briefly review the “Notes About Poems” chart and encourage the students to think about including sensory details, shapes, and sounds to help readers understand what the poem is about.

## **WRITING TIME**

### **4** Write Independently

Have the students return to their seats and write poems silently for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Creativity

Tell the students that poets must tap into their creativity to write poems that readers can imagine and enjoy. Explain that *creativity*, or the ability to create something new or to recreate something familiar in a new way, helps poets write unique poems about ordinary things like eggs and lawnmowers.

Ask the students to review the poetry they wrote today and to choose one line to share with the class. Encourage each student to choose a line he likes or that he believes shows his creativity. After a moment, go around the room and have each student read his line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking questions such as:

- Q *What lines did you hear that got your imagination going?*
- Q *What words did you hear that made you feel as if you could sense what was being described?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to work on poems during the coming week.

### Teacher Note

To see an example of this technique, view "Sharing One Line and Reflecting" (AV56).



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## EXTENSIONS

### Explore Sensing Like a Poet

Collect objects that make sounds; that have interesting shapes, colors, or textures; or that have unique smells or tastes. Have the students handle, listen to, smell, taste, and/or feel the objects and brainstorm words to describe what they are sensing. Chart the brainstormed words and invite the students to write poems about the objects using the words.

### Explore Onomatopoeia

Remind the students that they heard the poem “Windy Nights” earlier. Explain that in addition to using alliteration to create the sound of wind, the poet also uses onomatopoeia, or words that sound like what they are describing. Tell the students that you will read “Windy Nights” aloud again and that as you read, you want them to listen for words that are examples of onomatopoeia. Read the poem aloud, emphasizing the words *rumbling*, *rattling*, and *roars*. Ask:

**Q** *What words did you hear in the poem that are examples of onomatopoeia?*

Have volunteers share their thinking. If necessary, point out that *rumbling*, *rattling*, and *roars* are examples of onomatopoeia. Tell the students that by using words like these, the poet helps us imagine what the poem is about.



## Feeling Ill

by Michael Rosen

Lying in the middle of the bed  
waiting for the clock to change  
flicking my toes on the sheets  
watching an airplane cross the window  
staring at the glare of the light  
smelling the orange on the table  
counting the flowers on the curtain  
holding my head with my hand  
hearing the steps on the stairs  
lying in the middle of the bed  
waiting for the clock to change.

"Feeling Ill" from *The Best of Michael Rosen* by Michael Rosen. Copyright © 1995 Michael Rosen.  
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## Lullaby

by Kristine O'Connell George

Tree sighs softly  
as the birds patter about  
her heavy old branches,  
settling down,  
tucking their heads  
beneath their wings.

She waits until dusk  
has shadowed her leaves,  
and when she's sure  
she's heard that last  
soft cheep,

she rocks her birds to sleep.

"Lullaby" from *Old Elm Speaks: Tree Poems* by Kristine O'Connell George. Copyright © 1998 by Kristine O'Connell George. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

The evening star  
beams  
of all stars

# Poem

## lawnmower

by Valerie Worth

The lawnmower  
Grinds its teeth  
Over the grass,  
Spitting out a thick  
Green spray;

Its head is too full  
Of iron and oil  
To know  
What it throws  
Away:

The lawn's whole  
Crop of chopped  
Soft,  
Delicious  
Green hay.



“lawnmower” from *All the Small Poems and Fourteen More*. Copyright © 1994 by Valerie Worth.  
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## Windy Nights

by Rodney Bennett

Rumbling in the chimneys,  
Rattling at the doors,  
Round the roofs and round the roads  
The rude wind roars;  
Raging through the darkness,  
Raving through the trees,  
Racing off again across  
The great grey seas.

“Windy Nights” by Rodney Bennett appears in *Knock at a Star* copyright © 1999, edited by X. J. Kennedy and Dorothy M. Kennedy, published by Little, Brown and Company.



# Poem

## Up and Down

by Douglas Florian

Up<sup>i</sup>n a tree  
A screeching jay  
Is teaching others:  
Stay Away!  
D  
o  
w  
n on the ground  
A quiet squirrel  
Buries acorns  
For later referral.

“Up and Down” from *Autumblings*. Text copyright © 2003 Douglas Florian. Used by permission of HarperCollins Publishers.



## Egg

by Kristine O'Connell George

There are  
No tags, no tabs  
Or wrapping paper,  
Nor flaps, nor string,  
Sticky tape or ribbon.  
Never hidden up high  
On a cupboard shelf.  
Egg is a package  
That can open  
Itself.

"Egg" from *The Great Frog Race and Other Poems* by Kristine O'Connell George. Copyright © 1997 by Kristine O'Connell George. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



# Poem

## Crickets

by Myra Cohn Livingston

they tell  
the time  
of night  
they tick

the time  
of night  
they tick  
they tell

of night  
they tick  
and tell  
the time

they tick  
they tell  
the time  
they click

"Crickets" from *I Never Told and Other Poems* by Myra Cohn Livingston. Copyright © 1992 by Myra Cohn Livingston. Used by permission of Marian Reiner.

# Week 2

## OVERVIEW

### Poems

#### “Over My Toes”

by Michael Rosen (see page 664)

Listen to the sea washing over toes in this poem.

#### “cow”

by Valerie Worth (see page 665)

The poet uses similes to describe a moving cow.

### Excerpts

#### “Poet Quotes: What Is Poetry?”

(see page 666)

Professional poets discuss what poetry is to them.



### Online Resources

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

#### Whiteboard Activities

- WA5–WA8

#### Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducibles

- Poetry genre unit family letter (BLM1)
- (Optional) “mosquito” (BLM3)

#### Professional Development Media

- “Social Reflection” (AV14)
- “Using Web-based Teaching Resources” tutorial (AV75)

## TEACHER AS WRITER

### *Rain*

*Like a drummer's brush,  
the rain hushes the surface of tin  
porches.*

— Emanuel di Pasquale

Read the poem above aloud and listen to the sounds of the words. Notice how the sounds of the words support the meaning of the poem.

This week try writing some short poems that include words with sounds that support the meaning of your poem. If helpful, use the poem above as a model. Here's an example of a poem modeled on "Rain":

### *Wind*

*Like a magician's whip,  
the wind whistles and flaps the  
white sheets.*

### Writing Focus

- Students hear, discuss, and write poems.
- Students explore alliteration and repetition in poems.
- Students explore similes in poems.
- Students review their poetry drafts and select one to revise, proofread, and publish.
- Students revise their poems, thinking about images, sound, and form.
- Students explore intentionally breaking punctuation and capitalization rules in poetry.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students express interest in and appreciation for one another's writing.

## DO AHEAD

- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2) on page 153 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their poems. You can also recruit parent volunteers to help the students do so. In addition, you might teach Technology Mini-lesson 10, "Creating Presentations," in Appendix A to help the students learn how to use visuals to enhance their poems.

### Materials

- “Over My Toes” (see page 664)
- “Notes About Poems” chart from Week 1
- *Student Writing Handbook* page 45

### In this lesson, the students:

- Hear, discuss, and write poems
- Explore how alliteration and repetition function in a poem

## GETTING READY TO WRITE

### 1 Briefly Review Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Remind the students that they have been exploring poetry and that last week they thought about sensory details, alliteration, repetition, and onomatopoeia in poems, as well as what poems look like on the page.

As you did last week, have the students briefly review the poems they have written; then ask and briefly discuss:

- Q *What is an interesting sensory detail you have written? Read that detail aloud to us.*
- Q *What is a sound you have intentionally included in a poem? Read us a few words with that sound.*
- Q *What decisions have you made about what a poem looks like on the page? Show us the poem and tell us about your decisions.*
- Q *Where is a place you used repetition? Read that part to us. Why did you decide to repeat those words?*

### 2 Read and Discuss “Over My Toes”

Tell the students that you will read another poem aloud today called “Over My Toes” by Michael Rosen. Briefly review the “Notes About Poems” chart and ask the students to notice how the poet includes some of the items on the chart in this poem.

Ask the students to close their eyes and listen as you read the poem aloud. Read “Over My Toes” on page 664 (including the title) aloud once, slowly and clearly.

Have the students open their eyes and turn to *Student Writing Handbook* page 45, where “Over My Toes” is reproduced. Read the poem aloud again, this time having the students read it aloud with you. Ask and briefly discuss:



- Q *What is this poem about? Turn to your partner.*
- Q *What does this poem sound like? How does the poet create that sound?*

**Students might say:**

"This poem is about being at the beach with your toes in the sand and water."

"The poet uses alliteration by repeating the /s/ sound. It's like you can hear the ocean."

"The repetition in the poem reminds me of waves washing up on the beach again and again."

As the students mention items that appear on the "Notes About Poems" chart, point them out.

Explain that during Writing Time today the students will continue to write poems. Encourage them to think about the sounds of their words and to try including repetition to help readers imagine what the poem is about. Remind the students to refer to the "Notes About Poems" chart as they write.

## WRITING TIME

### 3 Write Independently

Have the students sit at desks with partners together. Have them write poems silently for 20–30 minutes. Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

As you did last week, confer with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them and then **using wait-time**. Notice the effect this has on the students' attentiveness during class discussions.

## Day 2

### Materials

- “cow” (see page 665)
- “Notes About Poems” chart from Day 1
- *Student Writing Handbook* page 46

## SHARING AND REFLECTING

### 4 Reflect on Creativity

Have the students review the poems they wrote today and each choose one line to share with the class. Encourage each student to choose a line that she believes shows her creativity. After a moment, go around the room and have each student read her line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking:

- Q *What lines did you hear that got your imagination going?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will confer in pairs about their poems tomorrow.

## Exploring Poetry and Pair Conferring

### In this lesson, the students:

- Hear, discuss, and write poems
- Explore similes in a poem
- Confer in pairs about poems
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Explore Elements of Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Have the students briefly review the poems they have written; then ask and briefly discuss:

- Q *What is an interesting sensory detail you have written? Read that detail aloud to us.*
- Q *What is a sound you have intentionally included in a poem? Read us a few words with that sound.*
- Q *What decisions have you made about what a poem looks like on the page? Show us the poem and tell us about your decisions.*
- Q *Where is a place you used repetition? Read that part to us. Why did you decide to repeat those words?*

## 2 Read and Discuss “cow”

Explain that you will read another poem aloud today called “cow” by Valerie Worth. Briefly review the “Notes About Poems” chart and ask the students to notice how the poet includes some of the items on the chart in this poem.

Have the students close their eyes and listen as you read the poem aloud. Read “cow” on page 665 (including the title) aloud once, slowly and clearly.

### Suggested Vocabulary

**jut:** stick out

Have the students open their eyes. Ask them to open to *Student Writing Handbook* page 46, where “cow” is reproduced. Ask the students to read the poem to themselves. Then ask and briefly discuss:



**Q** What do you notice about this poem? Turn to your partner.

**Q** According to this poet, how does a cow move?

If necessary, point out that this poet says the cow moves like a mountain. Ask:

**Q** What words does this poet use to help us imagine this cow moving like a mountain?

#### Students might say:

“The poet talks about how ‘her hipbones jut like sharp peaks’ of mountains.”

“It says her ‘hoofs thump like dropped rocks.’ I can hear the cow’s hooves going ‘thump, thump, thump’ as she walks.”

Explain that poets often compare one thing to another in poems, and explain that when you compare one thing to another using the words *like* or *as*, it is called a *simile*.

On the “Notes About Poems” chart, add *Poets often use simile (compare one thing to another using the word like or as)*.

## 3 Brainstorm Other Animal Similes

Ask and briefly discuss:

**Q** If a cow moves like a mountain, what kind of animal might move like a river? A train? A rock? A yo-yo?

#### Students might say:

“A snake is long and winding, like a river.”

“I think a horse runs like a train. Really fast!”

“Turtles are like rocks. They just sit there. They don’t move around much at all.”

“Maybe chimpanzees move like yo-yos. They swing from branches and go up and down.”

**TEKS 9.B.i**  
Student/Teacher  
Narrative  
Step 2 (all)

**TEKS 10.D.iii**  
Student/Teacher Activity  
Step 2 (all)

### Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 5.

Explain that during Writing Time today the students will continue to write poems. Encourage them to include some of their ideas about how animals move in their poems. Tell the students that you will give them a chance to share their writing with their partners at the end of Writing Time.

Briefly review the “Notes About Poems” chart and encourage the students to refer to the chart as they write today.

## WRITING TIME

### 4 Write Independently

Have the students return to their seats and write poems silently for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 154 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Confer in Pairs About Poems

Gather the class with partners sitting together, facing you. Explain that each student will choose one poem to read to his partner today and that you would like the listening partner to close her eyes and try to get a picture in her mind as she listens to the poem. After hearing the poems, the students will tell their partners what they imagined as they listened. Ask:

- Q *How will you read your poem so your partner is able to get a picture in his or her mind?*
- Q *What kinds of things will you listen for to help you get a picture in your mind?*

**Students might say:**

"I will read my poem slowly so my partner can think about the words."

"I will listen for sensory details, like what things look like or sound like."



Encourage the students to read their poems aloud more than once, if necessary. Have partners share their writing.

Observe the students closely and provide sufficient time for both partners to share their poems before signaling for their attention.

### 6 Reflect on Pair Conferences and Poems

Help the students reflect on their work today by asking:

- Q *What picture did you get in your mind as you listened to your partner's poem today?*
- Q *What did you do to show interest in your partner's writing?*

Tell the students that tomorrow they will each choose one poem to revise and publish in a class book.

#### Teacher Note

If necessary, signal to the students about halfway through sharing time so partners can switch roles if they have not yet done so.

#### Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. You may also view "Social Reflection" (AV14).



# Day 3

## Selecting and Revising Drafts

### Materials

- “Notes About Poems” chart from Day 2
- Pad of small (1½" × 2") self-stick notes for each student
- “Writing Time” chart (WA5)
- “Class Assessment Record” sheet (CA2)

### TEKS 12.A.ii

Student/Teacher Activity  
Step 2 and Step 3 (all, beginning on page 652 and continuing on to page 653)

### Teacher Note

The purpose of this guided rereading is to give the students experience with critically reading and thinking about their drafts *before* beginning to revise. Note that some students will not be finished with their drafts and will need time in the coming days both to complete and revise them.

### In this lesson, the students:

- Review their poetry drafts and select one to develop and publish
- Reread their writing critically
- Analyze and revise for images, sounds, and form
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Review and Select Drafts

Have the students stay in their seats. Review that the students have been writing drafts of poems, and explain that today they will look through all their drafts and select one to develop for publication in a class book.

Remind the students that they have been thinking about what makes a poem a poem. Direct their attention to the “Notes About Poems” chart and review the items on it. Ask and briefly discuss:

**Q** *As you’re looking through your poems, what might you want to look for to help you decide on one to develop?*

#### Students might say:

“I want to look for a poem that has some good sensory details.”

“I wrote some poems with interesting sounds. I think I’ll pick one of those.”

“I want my poem to be different from everyone else’s, so I’m going to look for one that is really unique.”

Give the students a few minutes to review and select their poems. If they finish, have them select a second poem to develop if they have time.

### 2 Facilitate Guided Rereading of Drafts

Explain that the students will carefully reread their drafts and that you will help them think about ways they can add to, revise, and improve their poems. Have them quietly reread their drafts and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Say the following and give the students several minutes to review their drafts and mark passages with self-stick notes:

- Find one place in your poem where you describe, or could describe, something using sensory details. Put a self-stick note in the margin next to that place and write *sensory details* on it.

When most students have finished, call for their attention and ask a few volunteers to read what they marked. Probe their thinking by asking questions such as:

**Q** *What do you hope your reader will imagine when reading that line?*

Using the same procedure, take the students through the following prompts, saying them one at a time and giving the students time to mark passages before having volunteers share.

- Do the sounds of the words in your poem help to communicate what the poem is about? Find a place where you might be able to use onomatopoeia and add some interesting-sounding words. Also find a place where you might use alliteration or repetition to create sound in your poem. Put a self-stick note in the margin next to that place and write *sounds* on it.
- Does your poem have a particular shape? If so, does the shape help to communicate what your poem is about? If you think you can change the shape to better communicate what your poem is about, put a self-stick note in the margin next to that place and write *shape* on it.

## WRITING TIME

### 3 Reread and Revise Poems

Display the “Writing Time” chart (WA5) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Review the things you marked with self-stick notes.
- Revise your poem.
- Remove the self-stick notes when you finish revising.
- If necessary, continue adding to your poem until it is finished.

WA5

If the students finish, they may follow the same procedure to review and revise a second poem. Join the students in writing for a few minutes; then walk around the class and observe, assisting students as needed.

#### Teacher Note

If the students have difficulty finding and marking sensory details, make the prompt more specific by saying:

- Mark a place where you describe, or could describe, what something looks like.
- Mark a place where you describe, or could describe, what something sounds like.
- Mark a place where you describe, or could describe, what something smells or tastes like.
- Mark a place where you describe, or could describe, what something feels like.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to revise their drafts to include sensory details and/or sounds?
- Are they thinking about what their poems look like on the page?
- Do they seem engaged in revising their poems?

Support any student who struggles by asking questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader [see/hear/smell/taste/feel] what you're writing about?*
- Q *Read your poem aloud. What sounds do you hear? Do those sounds help to communicate what your poem is about? If not, what words might have the sounds that would make sense in your poem?*
- Q *What do you want your poem to look like on the page? How can you arrange the words so it looks like that?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 153 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Revisions and Creativity

Have the students review their revisions from today and each choose one revised line to share with the class. Encourage each student to choose a line that he feels is an improvement over the original line and that shows his creativity. After a moment, go around the room and have each student read his line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking:

- Q *How does the line you read improve your poem?*
- Q *What lines did you hear your classmates read that got your imagination going?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will proofread and begin writing final versions of their poems tomorrow.

# WRITING ABOUT READING

## Write Opinions About a Poem

Tell the students that you will read a poem aloud called “mosquito” by Valerie Worth. Briefly review the “Notes About Poems” chart and ask the students to think about which of these things the poet has done in the poem. Distribute copies of the poem, and ask the students to follow along as you read it aloud. Read the poem aloud, slowly and clearly.

Ask:

- Q *What do you like about this poem?*
- Q *What things on the “Notes About Poems” chart do you notice in “mosquito”? Why do you think the poet decided to include these things?*

### Students might say:

“The poet uses a lot of /s/ sounds in the poem. That makes it sound like a mosquito buzzing.”

“She says the mosquito ‘sings,’ which is something people do.”

“‘Wings as clear as windows’ is a simile. It helps me imagine what the mosquito’s wings look like.”

Explain that a poet may decide to include many of the items on the “Notes About Poems” chart in her poem or none at all. What is important is that the items she includes are used effectively, or that they help the reader understand what the poem is about. Explain that you would like the students to write short opinion paragraphs about whether or not they think items from the “Notes About Poems” chart are used effectively in “mosquito” and why. Ask the students to watch as you model writing one such opinion paragraph.

### You might say:

“I want to write about how the poet compares the mosquito to other things. I’ll start by writing: *In the first stanza of ‘mosquito,’ the poet compares the mosquito to a person by saying it ‘sings in the ear.’ In the second stanza, she makes another comparison when she says ‘wings/As clear/As windows.’ I think these comparisons are effective because they make me think about the mosquito in a new way—as something human-like and beautiful instead of as a bug that stings. I think that is Valerie Worth’s point in this poem. I’ll write: I think these comparisons are effective because they help the reader think about mosquitoes in a new way, and that is what the poem is about. Now I need a closing sentence. I’ll write: Valerie Worth’s poem makes me want to look at other things in new ways.*”

Tell the students that they will now write their own opinion paragraphs about whether or not they think items from the “Notes About Poems” chart are used effectively in “mosquito” and why; then have the students write their opinions. If time permits, invite the students to share their opinion paragraphs with the class.

## Materials

- Copy of “mosquito” (BLM3) for each student
- “Notes About Poems” chart

## Teacher Note

Prior to doing this activity, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to access and print “mosquito” (BLM3). Make enough copies for each student to have one; set aside a copy for yourself.

## Teacher Note

Items from the “Notes About Poems” chart that appear in “mosquito” include: sensory details (*sting, sings, clear, sleek, velvets, slender, glitters*); repetition/alliteration (*more/mosquito, sting/sings, wings/windows, she/six/slender/swatter*); personification (“she sings,” “she bends six slender knees”); simile (“wings as clear as windows”); rhyme (*sting/sings, knees/sees*); sound (the /s/ sounds throughout the poem are suggestive of a mosquito’s buzz); and three stanzas with five lines each.

# Day 4

## Proofreading

### Materials

- “Lullaby” chart (WA6)
- “Crickets” chart (WA7)
- “Feeling Ill” chart (WA8)
- *Student Writing Handbook* pages 38–46
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

### In this lesson, the students:

- Explore how poets follow and break punctuation and capitalization rules
- Decide how they will punctuate and capitalize their poems
- Proofread and correct spelling and punctuation
- Begin writing the final versions of their poems

## GETTING READY TO WRITE

### 1 Discuss How Poets Follow and Break Rules

Have the students get their notebooks, *Student Writing Handbooks*, and pencils and sit at desks with partners together. Explain that today the students will work on the final versions of their poems and that tomorrow they will publish them by sharing them from the Author’s Chair. Then the students will contribute their poems to a book for the class library.

Explain that the students will proofread their poems for spelling errors and make sure they have used punctuation and capitalization in their poems exactly the way they want to. Tell the students that poets do not always follow the rules when it comes to punctuation and capitalization. When they break the rules, they do so on purpose, not accidentally. Explain that before the students look at their own poems and decide how to punctuate and capitalize them, they will look at how poets follow and break these rules. Ask:

**Q** *When writing sentences, what do we usually do at the beginning and end to make sure they are written correctly?*

If necessary, remind the students that a sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

Display the “Lullaby” chart (WA6) and have the students turn to this poem on *Student Writing Handbook* page 39.

Ask them to scan the poem to see if the poet follows the rules for punctuating and capitalizing sentences. After a moment, ask:

**Q** *Does this poet follow the rules for punctuating and capitalizing sentences in this poem? Why do you say that?*

As the students refer to punctuation and capitalization in the poem, underline or circle the punctuation marks and letters on the chart. If necessary, point out that this poet follows the rules by capitalizing the first letter in each of the two sentences in the poem and ending each sentence with a period.

Next, display the “Crickets” chart (C WA7) and ask the students to turn to this poem on *Student Writing Handbook* page 44.

Ask:



**Q** *What do you notice about how this poem is punctuated? Turn to your partner.*

Have a few volunteers share with the class. If necessary, point out that “Crickets” has no punctuation or capitalization at all, and explain that this is an example of a poet breaking the rules of sentence writing and punctuation on purpose. She breaks the rules because she wants the poem to sound a certain way when it is read aloud. Repeat this procedure with “Feeling Ill” (C WA8), marking on the chart the places the students refer to as they share their ideas.

## 2 Review Drafts for Punctuation and Capitalization

Ask the students to review their poems and think quietly to themselves about the following questions:

- Q** *Do you follow the rules of capitalizing the first letters of sentences and using periods at the ends? If so, do you do this all the way through your poem?*
- Q** *If you did not start out following these rules, what did you do instead? Do you want to leave your poem this way or revise it to follow the rules?*
- Q** *If you choose not to follow the rules, do you do this consistently all the way through your poem?*

Give the students a few moments to check and revise their punctuation and capitalization, and encourage them to use the poems in their *Student Writing Handbooks* as models for how to punctuate their own poems.

## 3 Review Proofreading for Spelling and Conventions

Remind the students that in addition to checking their sentence punctuation and capitalization, they should use their word banks and proofreading notes in their *Student Writing Handbooks* to help them proofread their drafts for spelling and correctness (see Unit 2, Week 2, Day 2 on page 98 and Unit 2, Week 2, Day 3 on page 103).

Briefly review these procedures by reminding the students to:

- Circle words in their drafts that they are unsure how to spell, and look the words up in their word banks. They will add to their word banks any words that are not already there after looking up the correct spellings in a dictionary or other source.
- Use their proofreading notes as a list of things to check before publishing. The students will correct any errors by crossing out each error and writing the correction above it (unless, for some reason, they choose to intentionally break the rule).

### Teacher Note

If necessary, point out that “Feeling Ill” starts with a capital letter and ends with a period, and contains phrases but no sentences. Explain that this is another example of a poet intentionally breaking the rules of sentence writing and punctuation so that the poem will sound a certain way when it is read aloud.

## WRITING TIME

### 4 Proofread Drafts and Write Final Versions

Have the students work on proofreading their poems. Provide loose, lined paper to students who finish proofreading and are ready to begin their final versions. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*
- Q *Have you decided to punctuate your poem with periods and to use capital letters? If you decided to follow the rules, are you doing this all the way through your poem? If not, what are you doing instead?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Ask and briefly discuss:

- Q *What words did you find in your word bank today? How did you check on words that were not in the word bank?*

Q *What corrections did you make in your draft after reviewing your proofreading notes?*

Explain that the students will finish working on their final versions tomorrow.

## Publishing

# Day 5

### In this lesson, the students:

- Think about the question “What is poetry?”
- Write the final versions of their poems
- Present their poems from the Author’s Chair
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Think About “What Is Poetry?”

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind them that they began this unit by considering the question “What makes a poem a poem?” Tell them that many poets have tried to answer a similar question: “What is poetry?”

Ask the students to open to *Student Writing Handbook* page 47 and follow along as you read some poets’ definitions of poetry aloud. Invite the students to think as they listen about what their own definition of poetry might be.

Read “Poet Quotes: What Is Poetry?” (on page 666) aloud, slowly and clearly.

Ask and briefly discuss:

Q *What did you think about as you read these poets’ definitions of poetry?*

Q *What definitions do you agree with? Disagree with? Why?*

Use “Think, Pair, Share” to discuss:



Q *How would you answer the question “What is poetry?” [pause] Turn to your partner.*

After partners have had a chance to share, have a few volunteers share their thinking with the class.

Explain that each poet has his or her own ideas about what poetry is. Invite the students to continue to think about this question as they write their final versions today.

### Materials

- “Poet Quotes: What Is Poetry?” (see page 666)
- *Student Writing Handbook* page 47
- Supply of loose, lined paper for final versions
- “Notes About Poems” chart from Day 3
- A chair to use for Author’s Chair sharing
- Copy of this unit’s family letter (BLM1) for each student
- (Optional) Computers for typing and printing final versions



### Facilitation Tip

Reflect on your experience over the past two weeks with **asking questions once** without repeating or rewording them and then **using wait-time**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students’ attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

## WRITING TIME

### 2 Finish Final Versions of Poems

Have the students work on finishing their final versions. If they finish, they may proofread and write the final version of a second poem. When they seem to be working independently, confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*
- Q *Have you decided to punctuate your poem with periods and to use capital letters? If you decided to follow the rules, are you doing this all the way through your poem? If not, what are you doing instead?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 154 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Review Sharing Writing from the Author's Chair

Have the students bring their published poems and gather with partners sitting together, facing the Author's Chair. If necessary, remind the students of the procedure you established for presenting from the Author's Chair (see Unit 2, Week 2, "Do Ahead" on page 95).

Before asking the students to share from the Author's Chair today, discuss how they will act, both as presenting authors and as members of the audience. Ask and discuss:

*Q How will you let the author know that you're interested in his or her poem? Why is it important to express interest in one another's writing?*

Direct the students' attention to the "Notes About Poems" chart and review the items on it. Encourage them to listen for things that appear on the chart as they hear one another's poems.

#### 4 Conduct Author's Chair Sharing

Have a student read his poem aloud twice, slowly and clearly, from the Author's Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions.

*Q What did you imagine as you listened to [Kenji's] poem?*

*Q What did you enjoy about hearing [Kenji's] poem?*

*Q (Refer to the "Notes About Poems" chart.) What items on the "Notes About Poems" chart did you notice in [Kenji's] poem?*

*Q What questions can we ask [Kenji] about his poem?*

Repeat this procedure to have other students share from the Author's Chair.

#### 5 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

*Q What did we do well as an audience today? What might we want to work on the next time poets share their work?*

*Q If you shared a poem today, did you feel that people were interested in and appreciative of your efforts? Why or why not?*

Assure the students that they will all get to share their published poems from the Author's Chair in the coming days. After all of the poems are read aloud, assemble them in a class book, and place the book in the class library so the students can read it during independent reading time.

Remind the students that poets, like all writers, become better over time as they practice writing more and more. Encourage students who feel drawn to poetry to continue to write poems during their free time.

#### Teacher Note

As the students share their poems from the Author's Chair, collect the poems to compile into a class book.

#### Teacher Note

If necessary, plan another time so all of the students have an opportunity to share their poems from the Author's Chair.

#### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 662.

## Teacher Note

Prior to doing this activity, identify 3–4 audio recordings of poets reading their poetry that you can play for the students. The Children’s Poetry Archive offers many such recordings to choose from. To find it, search online with the keywords “children’s poetry archive.” You might also search for recordings elsewhere on the Internet using the keywords “poets reading their own poetry.”



## Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



## Skill Practice Note

For practice with using commas in the dates, addresses, greetings, and closings of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.



# TECHNOLOGY EXTENSION

## Listen to Poets Read Their Poetry Aloud

Remind the students that over the past couple of weeks they have listened to you read many poems aloud and they have read poems aloud themselves. Explain that hearing poetry read aloud can help the listener better understand the poem.

Tell the students that they are going to listen to some recordings of poets reading their poetry; then play for them the examples you identified. Stop after each poem and have the students discuss what they noticed about the way the poet read the poem (for example, the poet may have read some parts quickly and other parts slowly, or the poet may have read some parts loudly and some parts quietly).

If you have access to recording equipment, consider having the students create audio or video recordings of themselves reading their poems. Make the recorded poems available in the classroom or school library for others to enjoy.

# EXTENSION

## Write Letters Home About Poetry

Provide letter-writing practice for the students by having them write a letter home about what they learned about writing poetry. Stimulate their thinking by reviewing the “Notes About Poems” chart and discussing questions such as:

- Q *What makes a poem a poem?*
- Q *What else did you learn about writing poetry?*
- Q *What steps did you go through to develop and publish your own poem?*

If necessary, review the elements of a letter (date, greeting, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of his published poem and send it home along with this unit’s family letter.

# End-of-unit Considerations

## Wrap Up the Unit

- This is the end of the Poetry genre unit. You will need to reassign partners before you start the next genre unit.

- Send home with each student a copy of the student’s published poem and a copy of this unit’s family letter (BLM1). Encourage the students to share their published poems with their families.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

## Assessments

- Before continuing with the next unit, take this opportunity to assess individual students’ writing from this unit. See “Completing the Individual Writing Assessment” (IA1) on page 156 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students’ published writing home to share with their families, you might have each student analyze her writing using the “Student Self-assessment” record sheet (SA1) on page 155 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension “Introduce ‘Student Self-assessment’ ” on page 114.



## Over My Toes

by Michael Rosen

Over my toes  
goes  
the soft sea wash  
see the sea wash  
the soft sand slip  
see the sea slip  
the soft sand slide  
see the sea slide  
the soft sand slap  
the soft sand wash  
over my toes.

“Over My Toes” from *The Best of Michael Rosen* by Michael Rosen. Copyright © 1995 Michael Rosen. Used by permission of Dewey Decimal Productions. All rights reserved.

The evening star  
The bright  
beams of  
of all stars

# Poem

## cow

by Valerie Worth

The cow  
Coming  
Across the grass  
Moves  
Like a mountain  
Toward us;  
Her hipbones  
Jut  
Like sharp  
Peaks  
Of stone,  
Her hoofs  
Thump  
Like dropped  
Rocks:  
Almost  
Too late  
She stops.



“cow” from *All the Small Poems and Fourteen More*. Copyright © 1994 by Valerie Worth. Illustration copyright © 1994 by Natalie Babbit. Reprinted by permission of Farrar, Straus and Giroux, LLC. All rights reserved.



## Poet Quotes: What Is Poetry?

“Poetry is things that are true expressed in words that are beautiful.”

— Dante

“It takes probably hundreds of things coming together at the right moment to make a poem.”

— Elizabeth Bishop

“Poetry is painting that is felt rather than seen.”

— Leonardo da Vinci

“Poetry is the rhythmical creation of beauty in words.”

— Edgar Allan Poe

“I know it’s a poem if it blows the top of my head off.”

— Robert Hass

# Unit 9

# Revisiting The Writing Community

During this one-week unit, the students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They write letters to next year's class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another's writing and thinking.



### RESOURCES

#### Read-aloud

- “Writing Habits of Professional Authors”



#### Technology Extension

- “Post Letters on a Class Blog”

#### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 28, “Commas in Letters”

#### Assessment Resource Book

- Unit 9 assessments

#### Student Writing Handbook

- Word Bank
- Proofreading Notes



### Online Resources

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

#### Whiteboard Activities

- WA1–WA4

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “End-of-year Writing Sample Record” sheet (WS2)

#### Reproducible

- Unit 9 family letter (BLM1)

#### Professional Development Media

- “Creating a Class Blog” tutorial (AV76)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Reflecting on Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Reflecting on growth as writers</li> </ul>	<b>Reflecting on Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing to next year's class about how to be good writers</li> </ul>	<b>Reflecting on Authors</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Reflecting and writing about a favorite author</li> </ul>	<b>Planning for Writing: "Writing Habits of Professional Authors"</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Planning summer writing</li> </ul>	<b>Reflecting on Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Reflecting on growth as community members; thanking classmates</li> </ul>

# Week 1

## OVERVIEW

### Excerpts

#### “Writing Habits of Professional Authors”

(see page 687)

Professional authors discuss habits that help them write.



### Online Resources

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

#### Whiteboard Activities

- WA1–WA4

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “End-of-year Writing Sample Record” sheet (WS2)

#### Reproducible

- Unit 9 family letter (BLM1)

#### Professional Development Media

- “Creating a Class Blog” tutorial (AV76)

## TEACHER AS WRITER

*“Your first duty as a writer is to write to please yourself. And you have no duty towards anyone else.”*

— Iris Chang

This week take some time to look over the writing you have done this year in your writing notebook. Compare the first few pieces you wrote with your latest pieces. What do you notice about how you have changed or grown as a writer? What challenges did you grapple with? How has your attitude about yourself as a writer changed? What do you hope for your writing practice in the coming year? Write and date your reflections in your writing notebook.

### Writing Focus

- Students review their writing from the year.
- Students reflect on their growth as writers.
- Students write to next year’s class about how to be good writers.
- Students write about their favorite authors.
- Students plan their summer writing.

### Social Development Focus

- Teacher and students build the writing community.
- Students act in fair and caring ways.
- Students build on one another’s thinking.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ If you used the “Conference Notes” record sheet (CN1) from Unit 1 as a survey of the students’ goals and interests (see page 11 of the *Assessment Resource Book*), you might review the students’ responses to those questions prior to beginning your independent writing conferences this week. Have the completed record sheets available to refer to during your conferences.
- ✓ Prior to Day 1, gather all the students’ published writing from the classroom library, including individual pieces, pair work, and class books. Disassemble class books and return each student’s work. You might copy pair work and have partners decide who will take the original and who will take the copy. If necessary, provide folders so the students can keep all of their pieces together.
- ✓ Prior to Day 1, gather all the students’ filled writing notebooks from the year, and return each student’s work.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 172 of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make a class set of the “Conference Notes” record sheet (CN1) on page 174 of the *Assessment Resource Book*.

(continues)

## **J** DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA2) on page 173 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, collect books written by authors the class studied this year (for example, *Sylvester and the Magic Pebble* by William Steig, *The Bicycle Man* by Allen Say, and *Owl Moon* by Jane Yolen).
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s writing.
- ✓ (Optional) Prior to beginning Unit 9, plan a time to obtain an end-of-year writing sample from your students. For more information, see “Obtaining an End-of-year Writing Sample” on page 168 of the *Assessment Resource Book*. If you collected a beginning-of-year writing sample, your students can compare the two pieces of writing in Day 1, Step 5 (see page 674).

## In this lesson, the students:

- Review their writing from the year
- Reflect on and write about how they have grown as writers
- Think about challenges they faced and what they have learned about writing
- Listen to the thinking of others and share their own
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Discuss Goals for the Week

Have the students sit at desks today. Have them get their notebooks, published writing from the year, and pencils.

Explain that during this last week of the *Being a Writer* program, the students will review the writing they did this year and think about how they have grown as writers and as members of a writing community. They will also reflect on and write about what they have learned about good writing, reflect on and write about a favorite author, and plan their summer writing.

### 2 Review Published Writing from the Year

Distribute a pad of small self-stick notes to each student, and explain that the students will first look through their published pieces from the year. Display the “Reflecting on Writing” chart (WA1) and tell the students that you would like them to think about the questions as they review their pieces.

#### Reflecting on Writing

- What is one of the best published pieces of writing you have done this year? Mark it with the word *best* on a self-stick note.
- What piece of writing did you have the most fun working on this year? Mark it with the word *fun* on a self-stick note.
- What piece of writing was the most challenging for you? Mark it with the word *challenging* on a self-stick note.

WA1

Point out that the students might decide to put multiple self-stick notes on a single piece of writing.

Give the students ample time to look through their published pieces and mark them with self-stick notes. When most of the students have

## Materials

- Students' filled notebooks
- Students' published writing
- “Reflecting on Writing” chart (WA1)
- Pad of small self-stick notes for each student
- “Class Assessment Record” sheet (CA1)
- Class set of “Conference Notes” record sheets (CN1)

## Teacher Note

You will not assign new partners this week. Have the students work with their partners from the previous unit or with someone sitting near them.

## Teacher Note

This lesson may require an extended class period.

marked their best, most fun, and most challenging pieces, signal for their attention. Have them separate out the marked pieces of writing and put their other published pieces away.

### 3 Review Notebook Writing

Explain that for each of the flagged pieces, the students will find the drafts they wrote for those pieces in their notebooks and mark them with self-stick notes. Tell them that you would like them to reread those drafts and try to remember what it was like to write them.

Give the students ample time to review their notebooks, and then signal for their attention.

### 4 Share Marked Pieces with Another Student

Explain that the students will each share their thinking about the pieces of writing they marked with another student sitting near them. Encourage partners to tell each other what they remember about working on each piece and why they chose these as their best, most fun, and most challenging. Have partners share their writing with each other.



As partners share, walk around, listen, and observe.



#### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to explain why they marked a piece as their best, most fun, or most challenging?
- Do they refer to their first drafts or other steps in the writing process in talking about their pieces?
- Do they listen carefully to each other?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 172 of the *Assessment Resource Book*.

After allowing enough time for both partners to share their writing, signal for attention. Have a few volunteers each tell the class about one piece of writing they marked and share what they thought about it.

### 5 Get Ready to Write About Growth as Writers

Ask the students to look at the first few drafts they wrote in their notebooks and to compare them with the last few drafts they wrote. After a moment, ask the students to think to themselves as they listen to the questions that follow. Ask the questions one at a time, pausing after each question to give the students time to think.

- Q *What do you notice about the way you wrote at the beginning of the year, compared to the way you write now?*

#### Teacher Note

If you collected beginning- and end-of-year writing samples, you might have the students compare those pieces of writing rather than the drafts in their notebooks.

Q *What kinds of words did you use in your early pieces, compared to your more recent pieces?*

Q *How do you think you have changed as a writer this year?*

Without sharing as a class, explain that you would like the students to open to the next blank page in their notebooks and write their reflections about how they think they have grown or changed as writers this year, based on looking at their work from the beginning and the end of the year. They do not need to write answers for each question you asked.

## WRITING TIME

### 6 Write Reflections About Growth as Writers

Have the students write their reflections silently for 10–20 minutes. If they finish, they may write about anything else they choose.



#### TEACHER CONFERENCE NOTE

You may wish to confer once more with individual students this week, using their three marked pieces of writing as the topic of the conference. Ask each student to show you her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how she has grown as a writer this year. Ask the student questions such as the following and record her responses:

Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*

Q *What do you remember about working on this piece?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What did you like writing about this year?*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 174 of the *Assessment Resource Book*.

#### Teacher Note

As you confer, you might compare the student’s responses to the questions on the “Conference Notes” record sheet (CN1) from Unit 1 with her responses to the questions on the “Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Share Reflections

Ask the students to reread what they wrote today and each underline a sentence that tells one way they think they have grown or changed as a writer this year. Give them a moment to select their sentences, and then go around the room and have each student read his sentence aloud to the class, without comment.

When all students have read their sentences about how they have grown or changed, ask and briefly discuss as a class:

- Q *What did you hear about how your classmates have grown as writers this year?*
- Q *What questions do you want to ask a classmate about the sentence he or she shared?*

Explain that tomorrow the students will continue to reflect on how they have grown and what they have learned as writers.



### SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 176 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

## Day 2

## Reflecting on Writing

### Materials

- "Ways to Be a Good Writer" chart (WA2)
- Loose, lined paper for writing letters
- *Student Writing Handbooks*
- "Class Assessment Record" sheet (CA2)

### In this lesson, the students:

- Write to next year's class about ways to be good writers
- Get ideas by listening to others

## GETTING READY TO WRITE

### 1 Review Genres Explored This Year

Have the students stay at their desks today. Remind them that they reflected yesterday on how they have changed or grown as writers over the past year. Point out that they have learned a lot about how

to be good writers of personal narratives, fiction stories, nonfiction informational pieces, opinion pieces, functional texts, and poetry.

Explain that today the students will reflect on what they have learned about how to be a good writer. Then they will write letters to next year's fourth-grade class to help them become good writers.

## 2 Reflect on Ways to Be a Good Writer

Use “Think, Pair, Share” to discuss:



**Q** *What have you learned about how to be a good writer?* [pause] *Turn to your partner.*

Display the “Ways to Be a Good Writer” chart (WA2). After the students have talked in pairs, signal for their attention and have volunteers report their thinking to the class. As they share, record their ideas on the chart.

### Ways to Be a Good Writer

- Use sensory details.
- Check to see if your writing makes sense.
- Revise to improve your writing.
- Practice writing all the time.
- Write about what interests you.

WA2

Explain that during Writing Time today, the students will each write a letter to next year's fourth-grade class, giving them some advice to help them become good writers. Tell them that they may include things listed on the chart as well as other ideas they have. Point out that the letters should be written in their own words and should be friendly and encouraging.

If necessary, write the date, a greeting (for example, you might write *Dear next year's fourth graders*) and a closing (for example, *Sincerely*) where everyone can see it. As you write, point out the correct placement of commas in each part of the letter.

## WRITING TIME

### 3 Write Letters to Next Year's Class Independently

Distribute loose, lined paper and have the students write their letters for 20–30 minutes. If they finish, have them proofread their letters for spelling and punctuation using their word banks and proofreading notes in their *Student Writing Handbooks*.

As the students work, walk around the room and observe them, assisting as needed.

### Teacher Note

If the students have difficulty generating ideas for this question, suggest some ideas like those in the “Ways to Be a Good Writer” chart. Then ask:

**Q** *What else have you learned about how to be a good writer?*

### Skill Practice Note

For more practice with using commas in the dates, greetings, and closings of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write confidently about ways to be a good writer?
- Do students who seemed cautious or inhibited about their writing early in the year write more freely now?
- Do they confidently use their word banks and proofreading notes to proofread their writing?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 173 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Letters and Reflect on Working Together



Have each student share his letter with someone sitting nearby. Remind the students to listen carefully so they can share what their partners wrote with the class.

After giving some time for the students to share, signal for their attention and discuss:

- Q *What advice did your partner include in his or her letter to next year’s class?*
- Q *Is your partner’s letter friendly and encouraging? What does your partner write to make it feel that way?*
- Q *What did you do to help your work with your partner go well today?*

If necessary, give the students time to finish writing and proofreading their letters; then collect the letters and save them to share with your incoming class this fall.



### Technology Tip

For more information about setting up and maintaining a class blog, view the “Creating a Class Blog” tutorial (AV76).



## TECHNOLOGY EXTENSION

### Post Letters on a Class Blog

If you created a class blog this year, some students might be interested in posting their letters for next year’s fourth graders on it. You might use the students’ posted letters to introduce your incoming class to commenting on blog posts.

## In this lesson, the students:

- Review authors studied this year
- Reflect on and write about their favorite authors
- Listen to the thinking of others and share their own

## GETTING READY TO WRITE

### 1 Review Authors Explored This Year

Have the students stay at their desks today. Remind them that they have been thinking about how they have grown as writers over the past year. Review that this year the students read and discussed examples of good writing by different authors to help them get ideas for their own writing. They also learned about the writing practices of authors like William Steig, Allen Say, and Jane Yolen. Show the cover of one of the books you collected and read the title and author's name aloud. Ask and briefly discuss:

- Q *What do you remember about this book?*
- Q *What do you remember learning about this author?*
- Q *What do you like about this author's writing?*

Repeat the procedure with the remaining authors. Explain that today the students will reflect on and write about their favorite authors.

### 2 Reflect on Favorite Authors

Tell the students that you would like each of them to think about an author that has inspired or influenced them as a writer. Explain that it may be an author they studied in the *Being a Writer* program, or it may be the author of another book they have enjoyed reading or hearing. Encourage them to recall authors that have given them ideas for their own writing or have helped them think about writing in a new way. Use “Think, Pair, Share” to discuss:



- Q *Who is one of your favorite authors?* [pause] *Turn to your partner.*

Display the “Reflecting on Authors” chart (WA3) and ask the students to think to themselves as they listen to the following questions. Pause after each question to give the students time to think.

## Materials

- Collected books by authors studied this year
- “Reflecting on Authors” chart (WA3)

## Teacher Note

If the students have difficulty thinking about a favorite author, have them first think about a favorite book and why they enjoyed it. If necessary, support them by providing names of the authors of books they mention.

### Reflecting on Authors

- What do you like about the author's writing?
- Has the author influenced your writing in some way? If so, how?
- What question(s) might you ask the author if he or she were here?



Give partners several minutes to share their thinking and discuss the questions. Then signal for their attention and have a few volunteers share their thinking with the class.

#### Students might say:

"One of my favorite authors is William Steig. I like how he uses long, funny words in his books. Sometimes I try to do that, too."

"After hearing Allen Say's books, I started writing stories based on my memories. I want to know what book was his favorite to write and why."

"I was inspired to write fantasy stories after reading the Harry Potter books by J. K. Rowling. I'd like to ask her where she got the idea for the series."

"I admire how, in *Owl Moon*, Jane Yolen makes you feel like you are part of the story. You can almost feel the moonlight and the cold when you are reading that book."

"I like books by Jon Scieszka. Reading his books showed me that good writing is sometimes crazy and funny."

Explain that during Writing Time today, each student will write her reflections about the author she chose. Encourage each student to write what she likes about the author's writing, how the author has influenced her own writing, and a question she would ask the author if he or she were here.

## WRITING TIME

### 3 Write About an Author Independently

Have the students open to the next blank page in their notebooks and write their reflections silently for 10–20 minutes. If they finish, they may write about anything else they choose. Walk around the room and observe, assisting students as needed.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students today, using their marked pieces of writing from Day 1 as the topic of the conference. Ask each student to show you his marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how he has grown as a writer this year. Ask the student questions such as the following and record his responses:

- Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*
- Q *What do you remember about working on this piece?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What did you like writing about this year?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 174 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Reflections

Have the students reread what they wrote today and each underline one sentence she wants to share about her favorite author. Give the students a moment to select their sentences. Then go around the room and have each student read her sentence aloud to the class, without comment.

When all of the students have read their sentences, ask and briefly discuss as a class:

- Q *Which author sounds interesting to you?*
- Q *What question do you want to ask a classmate about the sentence he or she shared?*

### Teacher Note

As you confer, you might compare the student’s responses to the questions on the “Conference Notes” record sheet (CN1) from Unit 1 with his responses to the questions on the “Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

### Materials

- “Writing Habits of Professional Authors” (see page 687)
- A highlighter or marker for each student
- “Writing Time” chart (WA4)

### In this lesson, the students:

- Learn about the writing habits of professional authors
- Plan their summer writing
- Get ideas by listening to others
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Generate Topics to Write About Over the Summer

Have the students stay at their desks today. Review that they have been looking back over the year and thinking about what they have learned and how they have grown as writers. Tell them that today they will look forward and think about how they plan to keep writing over the summer.

Ask the students to open to the writing ideas sections of their notebooks and to review the ideas they wrote over the year. Allow sufficient time for the students to review their ideas, and then ask:



**Q** *What are some ideas you didn’t get a chance to write about this year that you are still interested in writing about? Turn and talk to someone sitting next to you.*

Distribute a highlighter or marker to each student. Explain that you would like them to highlight or mark ideas in their notebooks that they are still interested in writing about. After they have had a chance to highlight their ideas, ask them to turn to a blank page and spend a few more minutes brainstorming and listing other ideas they might want to write about this summer. After a moment, ask and discuss as a class:

**Q** *What are some things you might want to write about this summer?*

**Q** *Why is it important for you to keep writing on your own this summer?*

#### Students might say:

“It’s important to keep writing on our own so we don’t forget how to be good writers over the summer.”

“It’s important to keep writing so we can keep getting better at writing.”

“In addition to what [Ansel] said, it’s important to keep writing because it’s fun!”

Point out that most professional authors have daily habits that help them keep writing. They have a special time and place in which they write, and they write for a certain length of time. Sometimes they use particular materials, like a certain pen or kind of paper. Explain that today you will read some quotes by professional authors about their

writing habits. The students will then think about what kinds of habits they want to have to help them keep writing over the summer.

## 2 Read and Discuss Some Professional Authors' Writing Habits

Read "Writing Habits of Professional Authors" (see page 687) aloud slowly and clearly, clarifying vocabulary as you read.

### Suggested Vocabulary

**cubicle:** small work area

**lull:** short, quiet break

**teak:** kind of wood

Ask and briefly discuss:

**Q** *What habits did you hear about?*

**Q** *What ideas did this give you about habits you can set for yourself at home to help you keep writing this summer?*

Explain that during Writing Time today, you would like the students to write in their notebooks about what they will do to help them continue to write this summer. Encourage them to write specific habits they want to establish, such as where, when, how often, and how long they will write each day. Also invite them to think about what objects they would like to have around them to help them write.

If the students finish, they may add to their lists of topics to write about this summer or choose one of those ideas and write about it.

## WRITING TIME

### 3 Write About Writing Habits Independently

Display the "Writing Time" chart (WA4) and have the students work silently for 20–30 minutes.

#### Writing Time

- Write about what you will do to help yourself continue writing this summer.
- Add to your list of topics to write about over the summer.
- Pick one of your summer topics and start writing about it.

WA4

As the students work, walk around and observe, assisting students as needed, or continue to confer with individual students.

## Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes" record sheet (CN1) from Unit 1 with her responses to the questions on the "Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.



## TEACHER CONFERENCE NOTE

You may wish to confer once more with individual students this week, using their three marked pieces of writing from Day 1 as the topic of the conference. Ask each student to show you her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how she has grown as a writer this year. Ask the student questions such as the following and record her responses:

- Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*
- Q *What do you remember about working on this piece?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What did you like writing about this year?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 174 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Plans for Summer Writing

Ask the students to reread what they wrote today and each underline a sentence that tells one thing he will do to help keep writing this summer. Give the students a moment to select their sentences. Then go around the room and have each student read his sentence aloud to the class, without comment.

When all the students have read their sentences, ask and briefly discuss as a class:

- Q *What ideas did you hear that you want to add to your list?*
- Q *What questions do you want to ask a classmate about the sentence he or she shared?*

Give the students a moment to add ideas to their lists, if they wish. Encourage them to continue writing as much as they can this summer and to focus on enjoying their own writing.

## In this lesson, the students:

- Reflect on their contributions to the writing community
- Reflect on how they have benefited from the writing community
- Thank one another for their help

## GETTING READY TO SHARE

### 1 Reflect on the Classroom Writing Community

Have the students stay at their desks today. Remind them that they reflected on how they have grown as writers earlier in the week. Explain that today they will have a chance to think about how they did with creating a safe and caring writing community this year and how they have personally grown as members of the community.

Have the students close their eyes and visualize as you ask the following questions. Pause after each question to give them time to think.

- Q *What has it felt like to be a part of our writing community this year?*
- Q *What have you done to contribute to our community this year?*
- Q *What are three things your partners or classmates have done to help you become a better writer this year?*

Have the students open their eyes, turn to the next blank page in their notebooks, and write the three things their classmates or partners have done to help them become better writers this year.

After the students have had time to list their ideas, call for their attention.

## SHARING AND REFLECTING

### 2 Share Reflections and Thank One Another

Have the students bring their notebooks and gather in a circle. Explain that each student will choose one of the three things she listed to read aloud to the class. Point out to the students that it is important to take time to thank people who have been helpful to them, and invite them to say “Thank you” to the class after they read.

Give the students a moment to select what they will read aloud. Then go around the room and have each student read her selection and then say “Thank you.” When all the students have read their selections, ask and discuss:

- Q *How have we done at creating a caring and safe community this year? What makes you think so?*

## Materials

- Copy of this unit’s family letter (BLM1) for each student

## Teacher Note

Some ways students have helped each other become better writers this year include brainstorming ideas together, giving each other feedback, working on some writing projects together (such as the nonfiction informational piece), asking each other questions about their writing, and showing interest and appreciation when sharing from the Author’s Chair.

**Q** *How have you grown in your ability to work with partners this year?*

**Students might say:**

"I think we did a good job creating a community this year. Whenever we had problems, we talked about them so we could get along better."

"I agree with [Paolo] because the more we got to know each other, the more we were a community."

"I used to be too shy to talk to my partner, but now I feel I can talk to any partner I have."

You might want to share some of your general observations about ways your students have changed or grown as members of the community over the year.

**You might say:**

"I remember how some students didn't want to work with their assigned partners at the beginning of the year. Now you are much better at working with any partner. I also notice that you relied much more heavily on me at the beginning of the year to help you solve your problems. Now you are able to solve many problems by yourselves."

Encourage the students to continue to write and to become caring members of their classroom writing community next year.

## End-of-unit Considerations

### Wrap Up the Unit

- Send home with each student the student's published pieces, writing notebook, and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families.

### Assessment

- (Optional) If you obtained end-of-year writing samples, you might want to reflect on each student's writing using the "End-of-year Writing Sample Record" sheet (WS2) on page 170 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Obtaining an End-of-year Writing Sample" on page 168 of the *Assessment Resource Book*. If you collected beginning-of-year writing samples, you might assess each student's growth as a writer by comparing your comments on the "Beginning-of-year Writing Sample Record" sheet (WS1) with your comments on the "End-of-year Writing Sample Record" sheet (WS2).



## Writing Habits of Professional Authors

“Get up very early and get going at once; in fact [write] first and wash afterwards.”

— W. H. Auden

“I generally write for three or four hours at a sitting, mornings as a rule.”

— Saul Bellow

“The writer . . . withdraws to some quiet corner, a bedroom perhaps, or any cubicle with a chair and table, and applies himself to his blank paper. Two hours a day are needed, three hours are better, four are heroic.”

— Gerald Warner Brace

“My goal is to write only one sentence a day. I write this on the bus on my way to work. I usually find that I write more than just one sentence, but the important point is that I have accomplished the goal I set by 9:00 a.m.”

— Lavinia Dobler

“Now I keep a typewriter with a sheet of paper in it on the end of the kitchen table. When I have a five-minute lull and the children are playing quietly, I sit down and knock out a paragraph.”

— Lois Duncan

“I have a nice teak desk, long and wide, on which I keep special things: crisp new legal pads and No. 2 pencils with good rubber erasers that don’t leave red smears; a dark blue draftsman lamp that twists and bends like a tall, limber skeleton; a small quartz clock that silently flicks the minutes . . . and an orange tomcat who lies on a blanket and snores.”

— Gail Godwin



# Appendices

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## Mini-lesson 1

## Navigating Safely Online

**J** DO AHEAD

- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the digital citizenship family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prepare a chart titled “Our Digital Citizenship Contract” (see Step 4 on page 692).
- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use the computers. Be prepared to review it with the students in Step 4.

**Materials**

- “Our Digital Citizenship Contract” chart, prepared ahead
- Copy of the digital citizenship family letter (BLM1) for each student

**In this lesson, the students:**

- Work in pairs
- Learn and use the term *digital citizen*
- Compare staying safe online to staying safe in the real world
- Reflect on rules for staying safe online

**ABOUT DIGITAL CITIZENSHIP LESSONS**

In Technology Mini-lessons 1-3, the students think about and discuss how to use the Internet in safe, secure, and respectful ways. The lessons culminate with the students signing an “Our Digital Citizenship Contract,” which lists rules and agreements for responsible online behavior at school. After each lesson, the students are encouraged to share what they learned with their families and create similar rules and agreements for online behavior when not at school. If possible, plan to teach all three digital citizenship lessons in order before the students do research online.

**1** Gather the Students and Discuss Going Online

Gather the class with partners sitting together, facing you. If possible, have current writing partners work together.

Tell the students that one way to find resources for their research projects is to search for information on the Internet. Remind them that the Internet is a worldwide resource that millions of people use every day. Using the Internet, or going online, can connect the students to the world and allow them to find interesting facts and information. Ask:

**Q** *What kinds of things do you like to do online?*

## **2** Introduce Digital Citizenship

Tell the students that, just as they need to be responsible citizens in real life by following rules and treating people well, they also need to be responsible citizens when they are online. The connections they have with people and information when they go online is in many ways like being part of a community. Being responsible and making good choices in this community is called being a *good digital citizen*. Tell the students that one way to be a good digital citizen is to follow certain online safety rules.

## **3** Compare Staying Safe Online to Staying Safe in the Real World

Explain that staying safe when going online can be similar to staying safe in the real world. Ask the students to listen as you describe the following scenario aloud:

“Marco wants to go to his friend Leo’s house to play. He and Leo live in the same neighborhood and Marco knows how to get there, so he asks for permission to walk there on his own. Marco’s mom says yes and reminds him to stay safe and be careful.”

Point out that Marco asked for permission before he walked to Leo’s house. This helped him stay safe because his mom knew where he was going. Ask:

**Q** *What might Marco do to stay safe while walking to Leo’s? How will that keep him safe?*

**Students might say:**

“Marco should walk on sidewalks and look both ways before crossing the street.”

“Marco should go straight to Leo’s and not stop anywhere else along the way. That way he won’t get lost.”

Then use “Think, Pair, Share” to have partners discuss the question that follows. After a moment, have a few volunteers share their ideas with the class.



**Q** *How might going online be similar to going for a walk in your neighborhood? [pause] Turn to your partner.*

**Students might say:**

"You can visit a lot of different places when you go online and there might be places that aren't safe to go to."

"The Internet is a really big place and it's easy to get lost if you don't know where you're going."

"You don't want to talk to people you don't know."

If the students do not mention it, point out that there are countless numbers of websites on the Internet, so it is important to know what to look for and what to avoid. Explain that just as it is important to know where to turn when walking to a friend's house, it is important to know which websites are safe to visit and which sites should be avoided. Just like it is important not to talk to people you do not know when walking to a friend's house, it is important not to talk to people you do not know online. Point out that, just as you would tell an adult if you noticed anything suspicious on a walk, it is important to tell an adult if you notice anything suspicious online. Tell the students that it is also important to ask for help whenever they need it.

#### **4** Introduce Class Rules for Staying Safe Online

Explain that this year the students will have opportunities to go online at school and that today they will discuss the rules they need to follow to stay safe. Post the chart titled "Our Digital Citizenship Contract" and read each rule to the class.

#### **Teacher Note**

You may want to give the students specific examples of ways they will use the Internet at school this year.

#### **Teacher Note**

If your school has an acceptable use policy that students and their families need to sign before the students can use the computers, review it with the students and confirm that the settings on the search engines on your school's computers are set to "Strict," "Safe," or a comparable mode.

### *Our Digital Citizenship Contract*

*We will get permission before going online.*

*We will ask the teacher or a responsible adult before going to an unknown website.*

*We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.*

*We will ask the teacher or a responsible adult before downloading anything from the Internet onto the computer.*

*We will ignore advertisements and pop-ups that appear on the page.*

*We will leave computer and search settings alone.*

*We will follow all school computer rules.*

## 5 Reflect on Online Safety Rules

Use “Think, Pair, Share” to have the students discuss how the rules will help keep them safe online by asking questions such as:



**Q** *Why do you think [asking for help before going to an unknown website] is important? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

### Students might say:

“We should ask for help before going to a new website because the teacher will know whether or not it’s a safe site to visit.”

“We should ignore ads because they don’t have any information we need for our schoolwork.”

Then ask:

**Q** *What else might we do to stay safe online? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow these rules for staying safe online. Tell them that in coming lessons they will discuss other ways to be good digital citizens and add them to the chart.

## 6 Discuss Staying Safe Online When Not at School

Tell the students that you would like them to discuss with their families the rules for online safety they learned today, and encourage them to come up with similar rules for staying safe when they are online outside of school.

Plan to check in with the students throughout the year to discuss how they are doing with following the online safety rules.

### Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 2.

### Teacher Note

Send home with each student a copy of the digital citizenship family letter (BLM1).

### Teacher Note

You might have the class share ideas for favorite kid-friendly websites and post the list where everyone can see it. Give the students time to explore these websites and continue to add new ones to the list throughout the year.

## DO AHEAD

- ✓ Add the online privacy rules to the “Our Digital Citizenship Contract” chart (see Step 3 on page 695). Cover the new rules with another sheet of paper until you introduce them in Step 3.

### Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 1

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 1 on page 690).

### In this lesson, the students:

- Work in pairs
- Recognize when it is appropriate to share private information
- Reflect on class rules for online privacy

## 1 Introduce Maintaining Privacy Online

Gather the class with partners sitting together, facing you. If possible, have current writing partners work together.

Remind the students that they have been thinking about what it means to be a good digital citizen. In the previous lesson, they learned that staying safe online is a lot like staying safe in the real world. Direct their attention to the “Our Digital Citizenship Contract” chart (with the privacy rules covered) and briefly review the safety rules the students have learned for using the Internet. Tell them that another way to be a good digital citizen is to follow certain online privacy rules, or rules for keeping their private information safe. Explain that following these rules will help protect both themselves and their computers when they are online.

## 2 Discuss When to Share Private Information

Tell the students that the kind of information that is important to keep private online can be similar to the kind of information that is important to keep private in real life. Ask them to listen as you describe the following scenario:

“Lauren can’t wait to go to the baseball game with her family. She loves baseball and knows everything about it. When she and her family get to the stadium, Lauren is the first to enter the aisle of seats and sits next to someone she doesn’t know. The person she sits next to is also a huge baseball fan, so during the game they talk about their favorite baseball teams and the best games they’ve ever seen.”

Ask:

- Q *Do you think it is appropriate (OK) for Lauren to share information about her favorite team and games with the person sitting next to her? Why?*
- Q *Imagine that Lauren's new friend asked her for her [e-mail address]. Do you think that would be appropriate? Why or why not?*

**Students might say:**

"I think it is fine for her to share her favorite team. They're just making baseball conversation."

"There's no reason for Lauren to share her e-mail address. She doesn't know the person well."

"I'd be suspicious if someone I didn't know asked me for my e-mail address. I don't think it would be OK for Lauren to share that information."

Then use "Think, Pair, Share" to discuss questions such as:



- Q *How is sharing [your favorite baseball team] with someone you don't know different than sharing [your e-mail address or your phone number]? [pause] Turn to your partner.*
- Q *Do you think it is a good idea to share [your computer password] with someone you don't know? Why do you think that? [pause] Turn to your partner.*

Explain that contact information, such as your name, phone number, and e-mail address, and information such as computer passwords are *private*—or information you share only with people you know and trust. Tell the students that, just as they do not share private information with people they do not know in real life, they should not share private information with people they do not know online.

### 3 Introduce Class Rules for Online Privacy

Ask and briefly discuss:

- Q *Have you ever been asked to share information about yourself online? If yes, what kind of information?*

**Students might say:**

"I have to enter my password to check my e-mail."

"I go to a kids' website that asks for my e-mail address and password."

"One video game site I like asks for my age."

Tell the students that to protect themselves and their computers they should never share private information about themselves, their families, or their computers when they are online. Explain that when they use the Internet at school, they will need to follow certain privacy rules. Direct their attention to the "Our Digital Citizenship Contract" chart and uncover the rules that you added to it.

Read each rule to the class:

## Our Digital Citizenship Contract

We will keep personal contact information private.

We will keep sign-in information private.

We will keep passwords private.

We will keep personal photos private.

### 4 Reflect on Online Privacy Rules

Use “Think, Pair, Share” to discuss why each rule is important. Ask:



**Q** *Why do you think it's important to [keep your contact information private] when online? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

#### Students might say:

“If you share your e-mail address on a website, you should know what the people are going to use it for. They might just want to sell you something.”

“Giving someone your password is like giving them the keys to your house. It gives them access to all of your stuff.”

“It's hard to know if you can trust someone you've never met.”

Ask:

**Q** *What other privacy rules might we want to add to the chart? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow the online privacy rules, just as they did with the online safety rules.

### 5 Discuss Maintaining Online Privacy When Not at School

Tell the students that you would like them to discuss with their families the online privacy rules they learned today. Encourage them to come up with similar rules for maintaining privacy online outside of school. Plan to check in with the students throughout the year to discuss how they are doing with following the online privacy rules.

#### Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 3.

### In this lesson, the students:

- Work in pairs
- Compare online interactions with face-to-face interactions
- Generate classroom agreements for showing respect online

## 1 Gather the Students and Review Digital Citizenship

Gather the class with partners sitting together, facing you. If possible, have current writing partners work together.

Remind the students that they have been talking about how to stay safe and maintain privacy while using the Internet. Briefly review the “Our Digital Citizenship Contract” chart and ask:

**Q** *How can these rules help you stay safe online?*

Tell the students that today they will talk about ways to show respect to one another when online.

## 2 Discuss Being a Respectful Community Member

Remind the students that they have been focusing this year on building a writing community in which they treat one another with respect, and point out ways you have observed them being respectful.

### You might say:

“I’ve noticed that you share the materials in your groups and that you listen well to the person who is talking. I’ve also noticed how you use kind words when speaking to one another. You also give respectful and helpful feedback to your writing partners.”

Ask and briefly discuss:

**Q** *What are other ways you show one another respect?*

### Students might say:

“If someone has a different opinion than I do, I respect it.”

“I treat everyone like I would want to be treated.”

“I don’t gossip about other people.”

## 3 Compare Online and Face-to-face Communication

Explain that communicating with people online is similar to communicating with people face-to-face—with some very important differences. Point out ways the students have interacted (communicated) or might interact with one another online this year, such as by e-mailing

### Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 2
- Chart paper and a marker
- Paper and pencil for each student

### Teacher Note

Plan to teach this lesson soon after teaching the first two technology mini-lessons (see Technology Mini-lesson 1 on page 690 and Technology Mini-lesson 2 on page 694).

### Teacher Note

If you have established class norms for respectful behavior, you may want to review them.

or by posting a comment on a class blog or website. Then use “Think, Pair, Share” to discuss questions such as:



**Q** *How is [e-mailing a friend] similar to [talking to a friend at school]? How is it different? [pause] Turn to your partner.*

**Q** *What do you think is the most important difference between online and face-to-face communication? Why do you think that? [pause] Turn to your partner.*

**Students might say:**

“You can’t see the person you are talking to online so it’s hard to tell how that person feels.”

“It’s different because people might not care as much about being respectful if they don’t think they will ever meet the person they are interacting with.”

“Sometimes it’s easier to say things over e-mail than it is when you are face-to-face.”

If necessary, point out to the students that they often cannot see the person they are interacting with online so it is easy to forget that they are communicating with a real person who has feelings. They cannot see the person’s facial expressions or body language, so it is difficult to tell how that person is reacting to their e-mails or comments. This means the students need to pay special attention to the tone of their writing to make sure their messages are clear and respectful. Also, point out that, as good digital citizens, they need to be respectful even when they do not know the person they are interacting with online.

#### **4** Generate Ideas for Being Respectful Online

Tell the students that you want them to develop a set of agreements for respectful online behaviors to add to the “Our Digital Citizenship Contract” chart. Explain that you would like them to begin by thinking about and discussing a few situations. Use “Think, Pair, Share” to discuss:



**Q** *Students from another class have posted their published stories on the school website, and the teacher asks you to read and comment on them. How can you show respect in your comments? [pause] Turn to your partner.*

**Q** *For a class blog, I ask you to debate the pros and cons about fourth graders having cell phones. Members of the class have very different opinions on the topic. How might you show respect in your posts? [pause] Turn to your partner.*

**Q** *You are researching online for a class project about India. You come across a blog on India written by a student you’ve never met. As you read it, you find inaccurate (wrong) information and decide to point this out in a comment. What might you do before posting your comment? [pause] Turn to your partner.*

After partners have discussed the questions, have a few volunteers share their ideas with the class, and write them down on a piece of chart paper. As they share, facilitate a discussion by asking questions such as:

- Q *Why is [rereading what you wrote before posting a comment] important?*
- Q *How will [thinking about how the other person might feel] help you be respectful?*

## 5 Decide on Agreements and Sign the Class Contract

Have the class review the ideas you recorded and together decide on a list of four or five agreements that represent the way they want to treat one another online.

Ask questions such as:

- Q *Can we combine any of these ideas into one agreement? If so, which ones?*
- Q *Is there anything that is not on this list? What is it?*

### Students might say:

"I think we can combine 'not gossiping online' with 'not making fun of someone's opinion.' We could just say that we will respect others' feelings."

"We can combine 'imagine the person is sitting across a table from you' and 'picture how the person might react.' We can just say that we will remember that we are talking to real people online."

Continue the discussion until everyone agrees on the list and then add the agreements to the "Our Digital Citizenship Contract" chart.

Remind the students that agreeing to use the Internet in safe, secure, and respectful ways will help them be good digital citizens. State your expectation that the students will try their best to act according to the rules and agreements on the contract when they are online at school. Take time to have the students sign the class contract (and sign it yourself).

## 6 Discuss Showing Respect Online When Not at School

Tell the students that you would like them to discuss with their families the agreements for showing respect online that they listed today. Encourage them to come up with similar agreements for showing respect when they are online outside of school.

Distribute writing paper and explain that you would like the students to write down the entire "Our Digital Citizenship Contract" chart to bring home to share with their families.

Throughout the year, review the students' commitment to be good digital citizens and check in regularly to see how they are doing. You may decide to modify or add to the class contract as needed.

### Teacher Note

If necessary, restate the class agreements positively and record them as "We will . . ." statements. For example:

- We will always use respectful language in our writing.
- We will reread what we write before we e-mail or post a comment.
- We will think about others' feelings before we post a comment.
- We will remember there is a real person on the other end of the computer.
- We will choose to be respectful with all people we communicate with online, whether we know them or not.

### Teacher Note

This discussion might require another class period. Reaching agreement may mean deleting, combining, or modifying ideas on the list.

### Teacher Note

Post the "Our Digital Citizenship Contract" chart near the classroom computer(s) for the students to refer to when they go online throughout the year.

## DO AHEAD

- ✓ Prepare a chart titled “How to Turn a Research Question into a Search Query” (see Step 3 on page 702). If you have already taught the Expository Nonfiction unit, you can use the paper chart you created for use in Week 3, Day 3 of that unit (see page 384).
- ✓ Become familiar with a few search engines and decide which one you will use for this lesson (see the Teacher Note on page 701).
- ✓ Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.

### Materials

- Whiteboard with a search engine displayed, prepared ahead
- Chart paper and a marker
- “How to Turn a Research Question into a Search Query” chart, prepared ahead
- Students’ writing notebooks and pencils

### Teacher Note

Technology Mini-lesson 4 closely matches the instruction in Week 3, Day 3 of the Expository Nonfiction unit. If you have already taught that unit and your students need further support choosing search terms, you might teach Mini-lesson 4. (If only some students need more support, you might teach Mini-lesson 4 just to those students.) If your students do not need further support choosing search terms, you might skip Mini-lesson 4 and teach Mini-lessons 5–8.

### In this lesson, the students:

- Work in pairs
- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query

### ABOUT TEACHING THE ONLINE RESEARCH LESSONS

In Technology Mini-lessons 4–8, the students learn how to search effectively for online research sources, evaluate the credibility of the sources they find, and give credit for the sources they use. If possible, start teaching these lessons when the students begin doing research online. The skills taught in the lessons build on one another, so plan to teach them in order and at corresponding stages in the students’ research. For example, teach “Technology Mini-lesson 4: Choosing Effective Search Terms” after the students have identified a research topic, and teach “Technology Mini-lesson 7: Evaluating Research Sources” after the students have searched for and collected several online sources.

## 1 Introduce Searching for Information Online

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Remind the students that they have been searching for information about their research topics. Today they will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a web-based tool that searches the Internet using words you type into a search bar. Finding the information you are looking for requires

knowing how to choose the best words, or *search terms*, to type into a search engine.

## 2 Model Choosing Best Terms for a Search Query

Direct the students' attention to the search engine displayed on the whiteboard and point to the search bar where search terms are entered. Explain that good researchers start with a research question and then identify words within the question to use for their search. For example, if you are researching China and want to know more about schools there, you might start with the research question, "What are schools like in China?"

Write the question on a piece of chart paper where everyone can see it. Explain that you will use the question to help you identify a set of words for your search and that the set of words you choose is called a *search query*.

Explain that a search query tells a search engine exactly what information is needed. Search queries are not usually complete sentences because they use only words directly related to the topic of the search. Ask the students to listen carefully as you think aloud about and model how to change the question, "What are schools like in China?" into a search query.

### You might say:

"I know I need the word *China* because it is the country I am researching, and I need *schools* because it is the specific information about China that I want. So *China* and *schools* are my search terms—I am going to circle them. [Circle *schools* and *China*.] I don't need the words *what*, *are*, *like*, and *in* because they don't say anything about the information I need, so I will cross them out. [Cross out *what*, *are*, *like*, and *in*.] Now I have the words *schools* and *China*, but what I really want to know is what school in China is like for kids your age, so I should add the word *elementary* before the word *schools*. [Write *elementary* before *schools*.] Also, I specifically want to know how the school system in China compares to the school system here, so I am going to change *elementary schools* to *elementary school system*. [Write *system* after *schools*.] Now I have *elementary school system* and *China*. I think it makes sense to put the name of the country first, so my search query will be: *China elementary school system*."

elementary      system  
What are schools like in China?

Type the search query into the search engine's search bar and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



**Q** How useful do you think these search results will be for the research topic? [pause] Turn to your partner.

If needed, point out any results that directly address your research topic.

### Teacher Note

Many search engines are available, including some that are intended for students' use. You may already have a preferred search engine that you use most often. Spend some time becoming familiar with a few search engines and decide which one you'll use for this lesson.

### Teacher Note

After discussing the search query results with the students, you may want to demonstrate how changing the order of the words in your search query affects the search results.

### 3 Choose Best Terms for a Search Query

Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled “How to Turn a Research Question into a Search Query” and read each step aloud:

#### How to Turn a Research Question into a Search Query

1. Write down your research question.
2. Circle the words you definitely need.
3. Cross out unnecessary words.
4. Add or substitute more specific words if needed.
5. Decide in what order to write the words.

Write *What is special about the buildings in China?* under “What are schools like in China?” and have the students copy it in their notebooks.



Ask partners to read the question carefully and follow the steps on the chart to decide on a search query.

Walk around the room and observe. If necessary, direct the students’ attention to the chart and remind them to follow each step. Review that queries use only words directly related to the research topic.

When most pairs have finished, signal for attention and have a few volunteers share their queries with the class.

Remind the students that a search query tells a search engine exactly what information to search for about a research topic. Save the “How to Turn a Research Question into a Search Query” chart to post as needed later.

### 4 Continue Online Research

Explain that the students will use what they learned today in their own research. Have them open their notebooks and identify any questions they still have about their research topics. Invite them to use the “How to Turn a Research Question into a Search Query” chart to write queries about their topics.

When the students have demonstrated that they know how to choose effective search terms, see Technology Mini-lesson 5 to teach them how to understand their search results.

#### Teacher Note

The students may decide on a search query such as *unique Chinese buildings* or *famous Chinese buildings*.

#### Teacher Note

If your school has an acceptable use policy, review it with the students.

## DO AHEAD

- ✓ Read Steps 2 and 3 of the lesson to familiarize yourself with the features of a search results page and of web addresses.
- ✓ Prepare a chart titled “Common Domain Suffixes” (see Step 4 on page 705).
- ✓ Type the query *China elementary school system* into a search engine and have the search results page ready to display on the whiteboard in Step 2.
- ✓ Identify a couple of examples of websites with different domain suffixes, and bookmark them to display on the whiteboard in Step 4.

### In this lesson, the students:

- Work in pairs
- Learn and use the terms *search result*, *web address*, and *domain suffix*
- Explore the features of a search results page
- Learn key parts of web addresses
- Identify potentially useful sites for their research topics

## 1 Introduce Search Results Page

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Remind the students that they can use an Internet search engine to find information about a research topic. Review that in the previous lesson they discussed how to choose search terms for a query. Explain that today they will discuss the page that lists the results of a query and learn how to decide which websites to use in their research.

## 2 Discuss Features of a Search Results Page

Display the search results page you prepared ahead and review that this is the page that appeared when you typed *China elementary school system* into the search bar. Explain that this page is called the *search results page*. Tell the students that a results page will look different depending on the search engine you use but that all search results pages have features in common. Discuss these features by first pointing to the list of websites in the main column of the page and explaining that these websites are sources of information about China’s elementary school system. Tell the students that they will look more closely at the websites later.

### Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “Common Domain Suffixes” chart, prepared ahead
- “Web Address Example” chart (WA1)
- Students’ writing notebooks and pencils
- “Evaluating Search Results” chart (WA2)

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 4 on page 700). You may want to briefly review the previous lesson before starting this one.

Point to the advertisements on the page and explain that advertisements are often marked with the words *Ads* or *Sponsored Results* and are frequently listed in the left- or right-hand column or at the top or bottom of the page. Tell the students that when they are doing research, they should ignore the advertisements. Ads are trying to sell something and, for that reason, they are not a good source of information about a research topic.

Next, point out the filters, which are often found across the top of the page or in the left-hand panel. Explain that *filters* are search tools that let you control the kind of information that will be displayed on the page. Tell the students they will learn about filters in another lesson.

Direct the students' attention back to the list of websites in the main column of the page and review that these are the *search results*, or sources of information you might explore to find out about China's elementary school system. Point to a website and explain that the title is underlined and the search terms are bold. The text below the underlined title is called a *snippet* and is a small piece of text taken directly from the website. Point to the web address and explain that the *web address* is usually underneath the title or on the last line of the result.

If the students need more practice understanding the parts of an individual search result, choose one or two more to review with the class.

### 3 Identify Parts of a Web Address

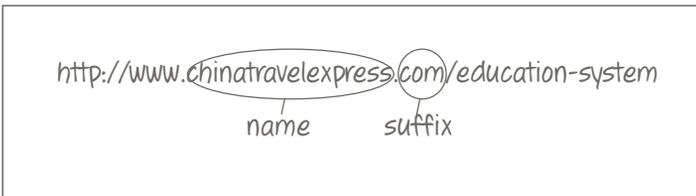
Tell the students that anyone can post information on the Internet, so not all of what they find will be useful or reliable for research. Good researchers know how to look for clues about the type of information that a source, such as a website, will provide in order to choose the best sources to use for their report. One way to do this is to look at the parts of a web address, which can always be found in the address bar that is usually located at the top of the page.

Choose one of the web addresses from your search results page and write it on a piece of chart paper. Circle and label the name (the text that follows *http://www* and precedes a suffix like *.com* or *.org*).

Ask the students to listen as you describe and label each part of the address: the site's name, the domain suffix, and the information that follows the suffix.

**You might say:**

"The name of a website in a web address sometimes gives information about where the website comes from and whether or not it will help in our research. The name of a website is usually found after the letters *http* and *www*. The name of this site is *china travel express*, which means it's probably a website for people who plan to travel to China. Sometimes there is no *http* or *www* in the address. [Circle and label the suffix.] The last part, or *domain suffix*, of a website comes after the name and also gives helpful information about the website. The suffix of this website is *.com*. The string of text that comes after the suffix can also include helpful information. In this address, it says that the website will have information about education in China. Thinking about the name, suffix, and information after the suffix tells me that this website teaches tourists about education in China."



Use "Think, Pair, Share" to discuss:



**Q** *Do you think this website will be useful for my research topic? Why or why not?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

**Students might say:**

"I think it will be useful because it looks like it will have information about education in China."

"Since it's a travel website, it might just be trying to sell you trips to China."

## 4 Discuss Domain Suffixes

Tell the students that the domain suffix identifies the purpose and audience of the website. Explain that there are many different domain suffixes and that it is important to understand what they mean. Post the chart titled "Common Domain Suffixes" and read the examples aloud.

## Common Domain Suffixes

- *.com: a commercial website*
- *.edu: an educational institution, such as an elementary school or college*
- *.gov: a government website*
- *.org: often a nonprofit organization. Nonprofit organizations are groups that help people by providing education and other resources.*
- *Countries' domain suffixes: countries sometimes have their own suffixes, for example, China (.cn), the United Kingdom (.uk), Brazil (.br), etc.*

Display some examples of websites with different domain suffixes (prepared ahead), one at a time. As you display each website, point out the domain suffix in the web address and facilitate a brief discussion about the kind of information each site provides. Use “Think, Pair, Share” to discuss questions such as:



**Q** *What kind of website is this? What do you think people use it for? [pause] Turn to your partner.*

**Q** *How is this website similar to others you've seen? How is it different? [pause] Turn to your partner.*

Remind the students that understanding what a domain suffix means will help them choose the best sources for their research. Explain that they should always ask for help if they are confused or do not recognize a suffix. They will have the chance to add other suffixes to the chart throughout the year.

If the students need more practice understanding domain suffixes, choose one or two more website examples to discuss with the class.

### 5 Explore the Parts of a Web Address

Explain that the class will work together to explore the parts of another web address from your query results. Display the “Web Address Example” chart (WA1) or substitute a web address of your choice.

#### Web Address Example

<http://www.anytownobserver.com/2014/01/15/opinion/cheung>

WA1

Use “Think, Pair, Share” to discuss:



- Q** *What is the [suffix/name] of this website? What does it tell you about the kind of site it is? [pause] Turn to your partner.*
- Q** *What does the information after the name tell you about the website? [pause] Turn to your partner.*
- Q** *Do you think this site might be helpful for my research? Why or why not? [pause] Turn to your partner.*

Remind the students that understanding the parts of a web address will help them decide which sites will be useful for their research topics and which sites they can skip.

If the students need more practice exploring the parts of web addresses, choose one or two more to review with the class. Tell them that you will post the charted labeled web address and the “Common Domain Suffixes” chart for use throughout the year.

## 6 Evaluate Search Results

Explain that the students will use what they learned today to help them choose websites for their research topics. Display the “Evaluating Search Results” chart (WA2). Have the students open their notebooks and write down the instructions from the chart. Explain that the next time they use the computer they will follow these instructions for evaluating their search results.

### Evaluating Search Results

- Choose a query for your research topic.
- Type the query into a search engine and print the first page of results.
- Look at the search results and think about the important parts of the web addresses.
- Circle the sites you think might be good sources of information for your research. Write the reasons you chose these sites.

WA2

When the students have demonstrated that they know how to evaluate their search results, see Technology Mini-lesson 6 to teach them how to narrow their results.

### Teacher Note

If possible, have the students evaluate their search results soon after you teach this lesson.

## Mini-lesson 6

# Using Filters to Narrow Results

### ⌚ DO AHEAD

- ✓ Type the query *China elementary school system* into a search engine and have the search results page ready to display in Step 2.
- ✓ Familiarize yourself with the filters of the search engine you use and practice narrowing search results using the activities described in Steps 2–4.
- ✓ Prepare the “Filters We Can Use” chart using the filters listed in Step 4, or list other filters you would like the students to explore this year (see Step 4 on page 709).

### Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- Students’ writing notebooks and pencils

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 5 on page 703). You may want to briefly review the previous lesson before starting this one.

### In this lesson, the students:

- Work in pairs
- Learn and use the term *filters*
- Explore search engine filtering tools

## 1 Introduce Narrowing a Search

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Tell the students that, as they search for information about their research projects on the Internet, they will sometimes need to narrow, or focus, their search to get more specific information. Explain that today they will learn how to use filters on a results page to focus a search.

## 2 Discuss Filters

Display the page of search results you prepared ahead of time and point out that this is the results page that appeared when you typed the query *China elementary school system* into the search engine’s search bar. Point to the filters on the page and explain that *filters* are tools that let you control the kind of information that will be displayed on the results page. Read the names of the filters aloud. Then ask:

Q *What kind of information do you think will be displayed if we click the [Videos] filter? What kind of information do you think will be filtered (left) out?*

### 3 Model Using a Filter

Explain that not all search engines provide the same filters, but there are some commonly used ones. You will demonstrate how to use one commonly used filter, and then the class will work together to explore other filters.

Explain that you would like to include photographs in your report about schools in China. Tell the students that the Images filter will narrow the search results by searching for images, or pictures, specifically related to your topic. Ask the students to watch and listen carefully as you click the Images filter and demonstrate how to use it.

**You might say:**

“When I click the Images filter, I get a page of pictures related to schools in China. But what I really want are photos of students in their classrooms and schools, so I will click the Photos advanced search filter to narrow my results even more. The advanced search filters are usually displayed under the main filters or are displayed under the main filters when I click Search Tools. [Click the Photos filter.] That helps a lot. Now I have many photos to choose from. I can focus my results even more by choosing the size of a photo and even a specific color. [Click an image.] When I click an image, I get a link to its source. When I find an image I want to use, I will write the web address down in my writing notebook so that I will remember where to find it again.”

Use “Think, Pair, Share” to discuss:



**Q** *How did the Images filter change my results? [pause] Turn to your partner.*

**Q** *Do you think these results are useful? Why or why not? [pause] Turn to your partner.*

After a moment, have a few volunteers share their ideas with the class.

**Students might say:**

“All the results are photographs.”

“Some of the photographs are of kids in classrooms.”

“I think there are some pictures that would be good to include in your report.”

### 4 Use Filters to Narrow Results

Explain that the students will practice using other filters to continue searching for specific information about China. Post the “Filters We Can Use” chart and briefly describe each filter listed.

### Teacher Note

You may want to add to this list throughout the year.

### Teacher Note

If possible, have the students practice narrowing their searches and print useful research sources soon after you teach this lesson. Have the students save their printed online sources to use in Technology Mini-lessons 7-8.

## Filters We Can Use

- Images
- Maps
- News
- Videos

Direct the students' attention back to the search results page on the whiteboard. Use "Think, Pair, Share" to discuss:



**Q** *What filter(s) might I use to see what teaching actually looks like in the Chinese classroom? [pause] Turn to your partner.*

Have a few volunteers share their ideas. If necessary, explain that the Videos filter might provide examples of teaching in Chinese classrooms. Click the Videos filter and display the search results. Ask:

**Q** *How did the Videos filter change my results?*

**Q** *Do you think these results are useful? Why or why not?*

#### Students might say:

"Now the only results on the page are videos."

"I think the results are useful because there are a lot of videos showing Chinese classrooms."

"Now you can actually see videos of what classrooms are like in China!"

Use the same procedure to demonstrate how to use the News and Maps filters, or invite volunteers to the whiteboard to practice using the filters. Discuss the results with the class.

Point out that when the students use filters to narrow a search, the results may not always be useful for their research topics. Remind them that good researchers always evaluate and choose their research sources carefully.

Tell the students that you will post the "Filters We Can Use" chart for them to use throughout the rest of the year.

## 5 Use Filters for Research

Explain that the students can use filtering tools to narrow search results for their own research. Have the students write down in their notebooks the filters they would like to use. Explain that the next time they use the school computer they will work in pairs to narrow their searches and print any information that is useful for their research topics.

When the students have demonstrated that they know how to narrow their search results, see Technology Mini-lesson 7 to teach them how to choose credible sources for their research.

## DO AHEAD

- ✓ Prepare a chart titled “Questions to Ask When Evaluating a Source” (see Step 3 on page 712).
- ✓ Type the query *China elementary school system* into a search engine and have the search results page ready to display in Step 4.

### In this lesson, the students:

- Work in pairs
- Evaluate research sources
- Choose credible sources for their research

## 1 Introduce Evaluating Sources

Gather the class with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Point out that many of the students have begun to research their topics on the Internet and are ready to choose sources for their research projects. Remind the students that anyone can post information on the Internet so it is important to choose their sources carefully. Explain that today the students will learn how to identify sources of information they can trust and use.

## 2 Discuss the Characteristics of a Good Source

Tell the students that the sources they use for their reports should have information that is reliable, current, and accurate. Display the “Characteristics of a Good Research Source” chart (WA3) and briefly discuss each term with the class.

### Characteristics of a Good Research Source

- reliable: trustworthy or dependable
- current: up-to-date or recently written
- accurate: correct, without mistakes

Tell the students that in order to determine whether a source is reliable, current, and accurate they need to evaluate the source, or think carefully about it.

### Materials

- “Characteristics of a Good Research Source” chart (WA3)
- “Questions to Ask When Evaluating a Source” chart, prepared ahead
- Whiteboard with search results displayed, prepared ahead
- Students’ printed online sources from Technology Mini-lesson 6
- “Evaluating Research Sources” chart (WA4)

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 6 on page 708). You may want to briefly review the previous lesson before starting this one.

WA3

### 3 Introduce Questions for Evaluating a Source

Explain that good researchers ask themselves questions about a source when deciding whether or not to use it. Post the “Questions to Ask When Evaluating a Source” chart and tell the students to listen as you read each question aloud:

**Questions to Ask When  
Evaluating a Source**

Reliable:

- Who is the author of the page? Is the author an expert? How do I know?
- What is the web address? Is the information from a site that is trustworthy? How do I know?

Current:

- When was the information written?
- Do the links from the site work, or are they outdated?

Accurate:

- Are there sources listed for the information on the page? What are they?
- Can you find other sources with the same information?

Point out that the students will not always find answers to all the questions, but asking them will help them decide if the source has information they can trust.

### 4 Model Evaluating a Research Source

Display the search results page you prepared ahead of time and remind the students that this is the results page for the query *China elementary school system*. Click one of the website results. Read the information on the website aloud and ask the students to listen as you consider whether or not the source is reliable, current, and accurate by answering the questions on the “Questions to Ask When Evaluating a Source” chart.

**You might say:**

"First I will answer questions to evaluate whether or not the site is reliable. This page doesn't list a specific author, but I can see from the web address that the site is based in China because of the domain suffix. The site seems to be a source of news and information about China, so I think it's trustworthy. Now I'll answer questions to decide if the information is current. It doesn't say when the information was written, but one paragraph refers to the years 2001-2005, which means it's not very current. [Click other links on the site.] All the links are working and the information on other pages of this site is current. Last, I will answer questions to see if the site is accurate. There are no sources listed on the page but I can find some of the same information on a few other websites about education in China. I think I can use the information on this site for my research, but I think it would be good to find sites with more current information, too."

## 5 Evaluate Research Sources

Explain that the class will work together to evaluate another research source. Redisplay the search results page from Step 4 and click another result to display a website.



Read aloud the information on the page as the students follow along. Then have partners evaluate the reliability of the source by answering the questions under "Reliable" on the chart. After a moment, have volunteers share what they discussed with the class.

**Students might say:**

"The author's name was hard to find. It's all the way down at the bottom of the page."

"The website is a news and information site for kids, so I think it's trustworthy."



In the same way, have partners answer the questions about the currency and accuracy of the source. Then ask:

- Q** *Do you think this is a good source to use for my research project? Why or why not?*
- Q** *What other questions might be important to add to the "Questions to Ask When Evaluating a Source" chart? Why do you think that?*

Add the students' suggestions to the chart and explain that you will post the chart for the students to use throughout the year.

## 6 Continue Evaluating Sources

Have the students return to their seats with partners sitting together. Ask them to spend a few moments gathering the sources they printed for their topics. Display the "Evaluating Research Sources" chart (WA4) and have them work quietly for 10–15 minutes.

## Teacher Note

If possible, have the students use the computer to evaluate their research sources soon after you teach this lesson.

Explain that the next time they use the computer they will answer any questions that require them to check links or look for additional sources with the same information.

## Evaluating Research Sources

- Read the information on the page carefully.
- Read the questions on the “Questions to Ask When Evaluating a Source” chart and write down any answers you find.
- Write down whether you think the source is reliable, current, and accurate and include reasons why.

WA4

When the students have demonstrated that they know how to choose reliable, current, and accurate sources for their research projects, see Technology Mini-lesson 8 to teach them how to cite the sources.

# Mini-lesson 8

# Citing Online Sources

## TEKS 13.G.i

Student/Teacher Activity  
Technology Mini-lesson  
(all, beginning on page 714 and  
continuing on to page 717)

## Materials

- “Sample Citation” chart (WA5)
- “What to Include in an Online Citation” chart, prepared ahead
- “Sample Website” chart (WA6)
- Chart paper and a marker
- Students’ writing notebooks and pencils
- Students’ printed online sources from Technology Mini-lesson 6

## Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 7 on page 711). You may want to briefly review the previous lesson before starting this one.

## DO AHEAD

- ✓ Prepare a chart titled “What to Include in an Online Citation” (see Step 3 on page 715).

## In this lesson, the students:

- Work in pairs
- Learn and use the terms *cite*, *bibliography*, and *URL*
- Write citations for electronic sources

## 1 Introduce Citing Sources

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Review that the students are choosing sources from the Internet to use in their research. They are reading the sources and taking notes about the information in their own words. Explain that whenever they refer to or use information from a source in a report, they need to *cite* it, or list the source of the information in a section of the report called a bibliography. Explain that a *bibliography* is the “list of books, articles, and/or websites used in a research report” and that it is usually found

at the end of a report. Tell the students that today they will learn what information to include in a citation in a bibliography.

## 2 Discuss Information to Include in Citations

Explain that each citation, or reference of a book, article, or website, in a bibliography needs to include enough information for readers to be able to identify and find the source, and that there are rules for how to list the information. Tell the students that citations for electronic sources need to indicate that a source was found online. Explain that the *URL*, or web address, does not need to be included because web addresses can change and a source may be found in more than one place on the Internet. Display the “Sample Citation” chart (WA5) and explain that this is an example of how a citation is written for a website.

### Sample Citation

Cheung, Taylor. “It’s Elementary, China.” *The Anytown Observer Online*. The Anytown Observer, Inc., 15 Jan. 2014.  
Web. 16 May 2014.

WA5

Point out that the parts of the citation are written in a specific order, and ask the students to listen as you describe each part.

#### You might say:

“The author’s last name goes first, followed by a comma and then the author’s first name. The title of the source comes next in quotation marks. If the source is a page from a website or is part of a more complete work, like a book, the title of the complete source is written next, in italics if you’re typing, or underlined if you’re writing by hand. The publisher name, or organization affiliated with the site, and publication date are written next, separated by a comma. The medium of publication, or the type of publication in which the source was found, comes next. Electronic sources are identified by the word *Web*. The date the source was accessed, or found, is the final part of the citation. A period belongs between each piece of information and at the very end of the citation.”

## 3 Practice Citing Sources

Explain that partners will work together to write a citation for a website. Post the “What to Include in an Online Citation” chart and tell the students that they may not always find all the information on the list, but they should include as much information as possible when they write citations.

## What to Include in an Online Citation

- author's name (last name, first name)
- title of document, in quotation marks
- title of complete work (i.e., website, book, or project), in italics (if typed) or underlined (if handwritten)
- publisher name and publication date, separated by a comma
- medium of publication (Web)
- date of access

Display the “Sample Website” chart (WA6) and have partners work together to write a citation for the displayed sample in their notebooks.

### Sample Website



WA6

Walk around the room and observe. Be ready to support the students in finding the information they need. Ask questions such as:

- Q *Where might you find the [publication date] for this site?*
- Q *What might you do if you can't find the [title of the complete work]?*

Explain that when a page on a website does not provide all the information needed for a citation, it is sometimes helpful to click additional links (but not ads) on the website. Let the students know that when they cannot find all the information, they should include as much information as possible.

After the students have finished, write out the citation for the displayed source on a sheet of chart paper and have partners check their work.

Huey, Lorita. "Education in China and the United States." *PTVU Public Broadcasting*. PTVU Public Broadcasting, Inc., 17 Dec. 2013. Web. 26 Mar. 2014.

If they need more practice writing online citations, display one or two more web pages to discuss with the class.

Post the "What to Include in an Online Citation" chart for the students to use throughout the year.

#### 4 Cite Sources for Research

Explain that the students will use the same procedure to write citations for the research sources they have chosen. Have them spend a few moments gathering their printed sources, or invite them to search for sources on the computer and begin writing their citations.

## Creating Documents

## Mini-lesson 9

### DO AHEAD

- ✓ Prepare a chart titled "Important Keyboard Features" (see Step 2 on page 718).
- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "Sample Keyboards" (BLM2). Make enough copies for each student to have one; set aside a copy for yourself. Two types of keyboards are provided; you may want to give the students only the sample that matches the keyboards they will be using at school.
- ✓ Practice creating, saving, and storing a document to prepare for the modeling you will do in Steps 2 and 3. Decide how you would like the students to name and store their documents on the computer.
- ✓ Prepare a chart titled "Keyboard Shortcuts" (see Step 4 on page 720). Note that certain computers' keyboards use the Control key for shortcuts while others use Command. Likewise, some keyboards have a key named Return while others use Enter, and the same for Delete versus Backspace. When creating your chart, copy the words from the diagram that match the keyboards that you and your students will be using.

## Materials

- Whiteboard with a word-processing application displayed
- “Important Keyboard Features” chart, prepared ahead
- Copy of “Sample Keyboards” (BLM2) for each student
- “Keyboard Shortcuts” chart, prepared ahead

## Teacher Note

You are likely to have students who are very familiar with word-processing software and others who have little knowledge or experience with it. You may want to provide support for less-experienced students by pairing them with more-experienced students.

## Teacher Note

Whether you use the Command or Control key will depend on the type of computer or keyboard you have at your school.

## In this lesson, the students:

- Work in pairs
- Learn the term *word processing*
- Explore important keyboard features and shortcuts
- Practice creating documents

## 1 Introduce Word Processing

Gather the class with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Explain to the students that this year they will be publishing some of their writing using a computer. Tell them that creating documents on the computer is called *word processing*, and that today they will learn some basic word-processing skills.

## 2 Model Creating a Document

Display your computer’s desktop on the whiteboard and demonstrate how to move the cursor around the screen to find and open a word-processing application. Model how to use the drop-down menu to open a new document, type in words, and use various keyboard features.

### You might say:

“Once I have opened my word-processing application, I can create a new blank document by going to the File menu and clicking on New. Now I can type my story into the document. As I type, I can create a capital letter by holding down the Shift key and then typing the letter. The Caps Lock key will make all the letters I type capitals. Another job of the Shift key is to allow me to type the characters shown on the upper part of certain keys. For example, when I want to type in parentheses, I hold down the Shift key first and then type the 9 or 0 key. Another useful feature is the [Command/Control] key, which provides a shortcut for certain tasks. For example, instead of using the drop-down menu to create a new document, I can hold down the [Command/Control] key and then type the N key as a shortcut.”

Post the “Important Keyboard Features” chart and distribute a copy of “Sample Keyboards” (BLM2) to each student. Ask the students to locate each feature on their “Sample Keyboards” as you read the chart aloud.

## Important Keyboard Features

- *Shift*: Hold down to type capital letters or characters on the upper part of key.
- *Command/Control*: Hold down with another key for a keyboard shortcut.
- *Return/Enter*: Press to move the cursor to the next line on page.
- *Tab*: Press to indent a line of writing.
- *Delete/Backspace*: Press to erase the text before the cursor.

Ask and briefly discuss:

**Q** *What other keyboard features do you know how to use?*

Add the students' suggestions to the chart and invite volunteers to the computer to demonstrate for the class how they are used.

### 3 Model Saving and Finding a Document

Point out that when the students create documents on the computer, they can save and store them on the computer for future use. Ask the students to listen and watch as you demonstrate how to name, save, and store your document using the File menu. Then model how to close, find, and open it again.

#### **You might say:**

"To save my document, I go to the File menu and choose Save. This takes me to the window that allows me to name my document and decide where to save it so that I can find it after it is closed. There are many places to store, or put, a document on the computer, so I've made a folder where I can put all my writing. I'll show you where to store your writing on the computer when you create your own documents. Once I've saved my document, I can close it by clicking Close in the File menu. To reopen it, I can click Open in the File menu, which gives me a list of documents. Clicking the name of my document, then clicking Open, will open it up again."

Briefly point out all the drop-down menus in the application and demonstrate any additional tasks and shortcuts you think might be helpful for the students to know. Ask:

**Q** *What questions do you have about how to [save a document]?*

**Q** *What other features of the word-processing application do you know how to use?*

## 4 Create and Save a Document

Explain that the class will work together to create, save, and store a document. Post the “Keyboard Shortcuts” chart and explain that the students may use this chart and the “Important Keyboard Features” chart to remind them how to do certain tasks.

### Keyboard Shortcuts

- Open a document: [Command/Control] + O
- Close a document: [Command/Control] + W
- Print a document: [Command/Control] + P
- Save a document: [Command/Control] + S
- Bold text: [Command/Control] + B
- Italic text: [Command/Control] + I
- Underline text: [Command/Control] + U

Invite a volunteer to the computer to demonstrate how to open a new document and type in a sentence. Then ask several more volunteers to demonstrate other tasks. Finally, have a volunteer save and store the document. Be ready to assist the students by answering questions or helping to solve any problems that arise.

Ask and briefly discuss:

- Q *What new keyboard features did you learn today?*
- Q *What keyboard shortcuts do you think are most helpful?*

Tell the students that you will post the “Useful Keyboard Features” and “Keyboard Shortcuts” charts for them to use throughout the year.

## 5 Use Word Processing to Publish Writing

Explain that the next time the students work on a school computer, they will work in pairs to practice typing, formatting, and saving their writing.

### Teacher Note

If possible, have the students practice word processing soon after you teach this lesson. You may want to provide support for less-experienced students by giving them additional time to practice using the application.

## DO AHEAD

- ✓ Review your presentation application and prepare how you will model using the application to create a presentation in Step 2. Find videos, pictures, or other graphics to insert in your presentation and save those on your hard drive.
- ✓ Prepare a chart titled “Creating a Presentation” (see Step 3 on page 722).

### In this lesson, the students:

- Work in pairs
- Learn basic features of presentation applications
- Explore how to incorporate special features into a presentation
- Practice creating presentation slides

## 1 Introduce Creating Presentations

Have the students bring their notebooks and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Explain to the students that when they finish a piece of writing, there are various ways they might share their published writing with the class. One way is to create presentations using the computer. Explain that presentation applications let them add special features to their writing, such as pictures. Today they will learn how to use a presentation application to create a slideshow using text, pictures, maps, shapes, graphs, charts, and video. Use “Think, Pair, Share” to have partners discuss why they might want to add these special features to their reports. Ask:



- Q *When might you want to add [a graph] to a presentation or report? [pause] Turn to your partner.*
- Q *How might including [photographs] in your presentation make it more interesting for your audience? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

### Students might say:

- “I could use a graph to show how the population of my country has changed year-to-year.”
- “Photographs can show what I am describing about my country.”

### TEKS 13.H.i

Student/Teacher Narrative  
Technology Mini-lesson 10  
(all, beginning on page 721  
and continuing on to page  
723)

### Materials

- Whiteboard with a presentation application displayed
- “Creating a Presentation” chart, prepared ahead
- Students’ writing notebooks

### Teacher Note

You are likely to have students who are very familiar with presentation applications and others who have little knowledge or experience with them. You may want to provide support for less-experienced students by partnering them with more-experienced students.

## 2 Model Creating Slides

Display your computer’s desktop on the whiteboard and demonstrate how to move the cursor around the screen to find and open your presentation application. Then model applying a theme, typing words, changing the font size and color, and inserting a new slide. Using the various tabs, buttons, and menus in the application, model inserting special features, such as videos, pictures, or other graphics.

### You might say:

“When the presentation application is open, I can create a new presentation by going to the File menu and clicking New Presentation. Then I can choose a theme for my presentation by clicking the Themes [tab/button] and deciding which one to use. I can use the keyboard to type text into the slide and change its size and color by going to the Format menu and choosing Font. To insert a new slide, I click the New Slide [tab/button] at the top of my application window. I can apply the same theme—the look and feel—or a different theme to each new slide. I can insert a picture by going to the Pictures tab and choosing the artwork or photograph I want. I can do the same thing to insert videos or other graphics, like charts, shapes, or tables.”

Ask:

**Q** *What are some other features of presentation applications you know how to use?*

Invite volunteers to the computer to demonstrate for the class how to use the features they suggest. Then continue to model how to save, name, and store your presentation.

### You might say:

“To save my presentation, I go to the File menu and choose Save. This takes me to a window that allows me to name my presentation and decide where I want it to be stored. I’ve made a special folder where I can save my report presentations, and I’ll show you where to save yours on the computer, too. Once I’ve saved it, I close it by clicking Close in the File menu. To reopen it, I click Open in the File menu, which gives me the list of presentations. Clicking the name of my presentation, then clicking Open, will open it up again.”

Ask and briefly discuss:

**Q** *What questions do you have about creating a presentation?*

## 3 Create and Save a Presentation as a Class

Explain that the class will work together to practice opening a new presentation and adding various features to the slides. Later, the students will have the chance to create their own presentations based on a finished piece of writing. Post the “Creating a Presentation” chart and explain that the class will do each task in the order listed.

## Creating a Presentation

1. Open a new presentation.
2. Apply a theme.
3. Type in a sentence and change the font size and color.
4. Insert at least two new slides.
5. Insert a picture and a video on different slides.
6. Save the presentation with a name you choose.

Invite volunteers to the computer to demonstrate for the class how to do each task. Be ready to assist the students by answering questions or helping to solve any problems that may arise.

### 4 Create Presentations

Explain that the students will create presentations to share some of their published writing. Have them open their notebooks and think about what pieces they might want to share as a presentation. Use “Think, Pair, Share” to discuss:



**Q** *What writing projects have you worked on that might be fun to share as a presentation?* [pause] *Turn to your partner.*

**Q** *What kind of things would you like to include in your presentation?* [pause] *Turn to your partner.*

Plan to give the students at least two class sessions to work on their presentations with their partners. Continue to model how to use presentation applications throughout the year.

#### Teacher Note

You may want to provide support for less-experienced students by giving them additional time to practice using the application.

#### Teacher Note

To show your students an example of how a student added photographs, graphics, and other features to a presentation of her research on roller coasters, view “Roller Coasters Presentation” (AV79). Explain to the students that this presentation was created by a fifth-grade student who is using the *Being a Writer* program. Display the sideshow, click through the slides one at a time, and point out the features the author included, such as photographs and links to other information.



# Appendix B

## GRADE 4 READ-ALoud TEXTS

Week	Title	Author/Source	Format	Genre/Type
<b>UNIT 1</b>				
1	<i>Sylvester and the Magic Pebble</i>	William Steig	picture book	fiction
1	<i>Wizzil</i>	William Steig	picture book	fiction
1	"About William Steig"	James Preller	article	biography
1	"I'm Sorry!"	Jack Prelutsky	poem	poetry
1	"I'm Much Too Tired to Play Tonight"	Jack Prelutsky	poem	poetry
1	"The Fly Is In"	Shel Silverstein	poem	poetry
2	<i>The Bicycle Man</i>	Allen Say	picture book	personal narrative
2	<i>Tea with Milk</i>	Allen Say	picture book	personal narrative
2	"About Allen Say"	Allen Say	article	biography/autobiography
3	<i>Desert Voices</i>	Byrd Baylor and Peter Parnall	picture book	fiction
3	<i>Everything Reptile</i>	Cherrie Winner	picture book	expository nonfiction
<b>UNIT 2: THE WRITING PROCESS</b>				
1	"More About Allen Say"	Stephanie Loer	article	biography
<b>GENRE: PERSONAL NARRATIVE</b>				
1	"First Days," "Mama Sewing," and "Joe Louis" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little	essay collection	personal narrative
1	"A Snake Named Moon" and "The Missing Moon" in <i>The Moon and I</i>	Betsy Byars	chapter book	personal narrative
2	"Hot Rolls" and "Learning the Hard Way" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little	essay collection	personal narrative
2	"The Mirror"	Jijo Vilayanickal	essay	personal narrative
2	"Little Things"	Sara Roberts	essay	personal narrative

(continues)

(continued)

Week	Title	Author/Source	Format	Genre/Type
<b>GENRE: FICTION</b>				
1	<i>Tar Beach</i>	Faith Ringgold	picture book	fiction
1	<i>Night of the Gargoyles</i>	Eve Bunting	picture book	fiction
1	<i>Miss Rumphius</i>	Barbara Cooney	picture book	realistic fiction
2	<i>Owl Moon</i>	Jane Yolen	picture book	realistic fiction
2	<i>Roxaboxen</i>	Alice McLerran	picture book	fiction
3	<i>The Day of Ahmed's Secret</i>	Florence Parry Heide and Judith Heide Gilliland	picture book	realistic fiction
3	<i>Morning on the Lake</i>	Jan Bourdeau Waboose	picture book	realistic fiction
4	"About Jane Yolen"	Jane Yolen	article	autobiography
<b>GENRE: EXPOSITORY NONFICTION</b>				
1	<i>Australia</i>	Xavier Niz	chapter book	expository nonfiction
1	<i>Kenya: A Question and Answer Book</i>	Sara Louise Kras	chapter book	expository nonfiction
1	<i>Mexico</i>	Colleen Sexton	chapter book	expository nonfiction
1	<i>A Visit to Italy</i>	Rachael Bell	chapter book	expository nonfiction
2	<i>The Ultimate Fact Book</i>	Andrew Wojtanik	reference book	expository nonfiction
2	<i>A Visit to Japan</i>	Peter and Connie Roop	chapter book	expository nonfiction
<b>GENRE: FUNCTIONAL WRITING</b>				
1	"Carrot Salad"	Angela Wilkes	excerpt	functional nonfiction
1	"Carrot and Raisin Salad"	Judi Gillies and Jennifer Glossop	excerpt	functional nonfiction
1	<i>1-2-3 Draw Cartoon People</i>	Steve Barr	how-to manual	functional nonfiction
1	"Expressions"	Anna Milbourne	excerpt	functional nonfiction
1	"Making a character"	Anna Milbourne	excerpt	functional nonfiction
2	<i>The Book of Cards for Kids</i>	Gail MacColl	how-to manual	functional nonfiction
2	"1, 2, 3 Dragon"	students at Germantown Academy, PA	excerpt	functional nonfiction
2	"Catching Stars"	students at Germantown Academy, PA	excerpt	functional nonfiction

(continues)

(continued)

Week	Title	Author/Source	Format	Genre/Type
<b>GENRE: OPINION WRITING</b>				
1	"Bugs Are Creepy"	Center for the Collaborative Classroom	essay	opinion
1	"Insects Are Amazing"	Center for the Collaborative Classroom	essay	opinion
1	"Helping Other Countries"	Center for the Collaborative Classroom	essay	opinion
1	"It Is Our Money and We Need It"	Center for the Collaborative Classroom	essay	opinion
2	"Bike Helmets"	Center for the Collaborative Classroom	essay	opinion
<b>GENRE: POETRY</b>				
1	"Feeling Ill"	Michael Rosen	poetry	poem
1	"Lullaby"	Kristine O'Connell George	poetry	poem
1	"lawnmower"	Valerie Worth	poetry	poem
1	"Windy Nights"	Rodney Bennett	poetry	poem
1	"Up and Down"	Douglas Florian	poetry	poem
1	"Egg"	Kristine O'Connell George	poetry	poem
1	"Crickets"	Myra Cohn Livingston	poetry	poem
2	"Over My Toes"	Michael Rosen	poetry	poem
2	"cow"	Valerie Worth	poetry	poem
2	"Poet Quotes: What Is Poetry?"	various	excerpts	nonfiction
<b>UNIT 9: REVISITING THE WRITING COMMUNITY</b>				
1	"Writing Habits of Professional Authors"	various	excerpts	nonfiction

# Appendix C

## READ-ALoud TEXTS ACROSS THE GRADES

### Kindergarten

Title	Author/Source
"Alligators Are Unfriendly"	Jack Prelutsky
"Blowing Bubbles" in <i>Read-Aloud Rhymes for the Very Young</i>	Margaret Hillert
<i>City Signs</i>	Arthur Guiterman
"Chums" in <i>Read-Aloud Rhymes for the Very Young</i>	Zoran Milich
<i>Cookie's Week</i>	Cindy Ward
"Crunch and Lick" in <i>Read-Aloud Rhymes for the Very Young</i>	Dorothy Aldis
"Fish" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Ann Hoberman
<i>Freight Train</i>	Donald Crews
"The Frog on the Log" in <i>Read-Aloud Rhymes for the Very Young</i>	Ilo Orleans
<i>I Have Feelings</i>	Bobbie Kalman
<i>I Love My Hair!</i>	Natasha Anastasia Tarpley
<i>I Love School!</i>	Philemon Sturges
<i>I Want to Be a Chef</i>	Dan Liebman
<i>I Went Walking</i>	Sue Williams
"Just Watch" in <i>Read-Aloud Rhymes for the Very Young</i>	Myra Cohn Livingston
<i>Lunch</i>	Denise Fleming
"Mice" in <i>Read-Aloud Rhymes for the Very Young</i>	Rose Fyleman
"The Meal" in <i>Read-Aloud Rhymes for the Very Young</i>	Karla Kuskin
<i>My Favorite Bear</i>	Andrea Gabriel
<i>My Friends</i>	Taro Gomi
<i>Red Is a Dragon</i>	Roseanne Thong
<i>Round Is a Mooncake</i>	Roseanne Thong
"Shore" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Britton Miller
"Somersaults" in <i>Read-Aloud Rhymes for the Very Young</i>	Jack Prelutsky
"The Squirrel" in <i>Read-Aloud Rhymes for the Very Young</i>	Anonymous
<i>Titch</i>	Pat Hutchins
"Toaster Time" in <i>Read-Aloud Rhymes for the Very Young</i>	Eve Merriam
<i>Vegetables</i>	Nancy Dickmann
<i>What Happens at an Airport?</i>	Amy Hutchings
<i>When I Get Bigger</i>	Mercer Mayer
<i>When Sophie Gets Angry—Really, Really Angry . . .</i>	Molly Bang
"Wide Awake" in <i>Read-Aloud Rhymes for the Very Young</i>	Myra Cohn Livingston
"Yellow Butter" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Ann Hoberman

## Grade 1

Title	Author/Source
<i>All by Myself</i>	Mercer Mayer
<i>Bee</i>	Karen Hartley and Chris Macro
<i>Best Friends Sleep Over</i>	Jacqueline Rogers
"Cat"	Mary Britton Miller
<i>Chinatown</i>	William Low
<i>Chrysanthemum</i>	Kevin Henkes
<i>Daddy Calls Me Man</i>	Angela Johnson
<i>Down the Road</i>	Alice Schertle
"Ears Hear"	Lucia and James L. Hymes, Jr.
<i>Farmer Duck</i>	Martin Waddell
<i>Fire Trucks</i>	Valerie Bodden
"First Snow"	Marie Louise Allen
<i>Growing Vegetable Soup</i>	Lois Ehlert
"Hide-and-Seek Shadow"	Margaret Hillert
<i>I Love Animals!</i>	Flora McDonnell
"Jump or Jiggle"	Evelyn Beyer
<i>Knuffle Bunny: A Cautionary Tale</i>	Mo Willems
"Lessie," "Riding on the Train," and "Rope Rhyme" in <i>Honey, I Love, and Other Love Poems</i>	Eloise Greenfield
"The March Wind"	Anonymous
<i>Meet my neighbor, the dentist</i>	Marc Crabtree
<i>Mouse Views: What the Class Pet Saw</i>	Bruce McMillan
"My Puppy"	Aileen Fisher
"Our Washing Machine"	Patricia Hubbell
<i>Reading Makes You Feel Good</i>	Todd Parr
<i>Sheep on a Ship</i>	Nancy Shaw
"Showers"	Marchette Chute
"Sleeping Bag"	Kristine O'Connell George
<i>The Snowy Day</i>	Ezra Jack Keats
"Swimming"	Alice Higgins
"Swinging"	Kay Winters
<i>Things I Like</i>	Anthony Browne
"To Walk in Warm Rain"	David McCord
"Umbrellas"	Barbara Juster Esbensen
"Vegetables"	Meish Goldish
<i>Wait and See</i>	Robert Munsch
<i>When I Grow Up. . .</i>	Peter Horn
<i>When I Was Five</i>	Arthur Howard

## Grade 2

Title	Author/Source
"About Donald Crews"	James Preller
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Judith Viorst
"An Argument Against Pets: Animals Should Be Free"	Roshanda Harris and Franklin Sherman
"An Argument Against Pets: Pets Cost Too Much"	BreAunna Gladmon
"An Argument for Pets: Good for the Animals"	Amanda Abel and Elizabeth Dunaway
"An Argument for Pets: We Can Learn From Pets"	Blane Williamson and Orin Fussell
<i>Beardream</i>	Will Hobbs
<i>Bigmama's</i>	Donald Crews
"Boa Constrictor"	Shel Silverstein
<i>Brave Charlotte</i>	Anu Stohner
"Buses"	Maxine Kumin
<i>Click, Clack, Moo: Cows That Type</i>	Doreen Cronin
"Clouds"	Christina G. Rossetti
"The Coyote"	Douglas Florian
<i>Dear Baby: Letters from Your Big Brother</i>	Sarah Sullivan
<i>Dogs Don't Wear Sneakers</i>	Laura Numeroff
<i>Dogzilla</i>	Dav Pilkey
<i>Ducky</i>	Eve Bunting
<i>First Year Letters</i>	Julie Danneberg
"Fish"	Mary Ann Hoberman
<i>Harry and the Terrible Whatzit</i>	Dick Gackenbach
<i>HONK! The Story of a Prima Swanerina</i>	Pamela Duncan Edwards
<i>How to Be a Friend: A Guide to Making Friends and Keeping Them</i>	Laurie Krasny Brown and Marc Brown
<i>I Wanna Iguana</i>	Karen Kaufman Orloff
<i>I Wanna New Room</i>	Karen Kaufman Orloff
<i>I Will Never NOT EVER Eat a Tomato</i>	Lauren Child
<i>Kate &amp; Pippin: An Unlikely Love Story</i>	Martin Springett
"Knoxville, Tennessee"	Nikki Giovanni
"Let's Get a Pup!" Said Kate	Bob Graham
"Lettuce"	Alma Flor Ada
<i>The Little Old Lady Who Was Not Afraid of Anything</i>	Linda Williams
<i>Love, Lizzie: Letters to a Military Mom</i>	Lisa Tucker McElroy
<i>Miss Tizzy</i>	Libba Moore Gray

(continues)

## Grade 2 (continued)

Title	Author/Source
"My Baby Brother"	Mary Ann Hoberman
<i>My Little Sister Ate One Hare</i>	Bill Grossman
<i>Night in the Country</i>	Cynthia Rylant
<i>Paper</i>	Chris Oxlade
"Peaches"	Alma Flor Ada
<i>Polar Animals</i>	Deborah Hodge
<i>Polar Lands</i>	Margaret Hynes
<i>Polar Regions</i>	Melanie Waldron
"Q&A with Isobel Springett: The Photographer of <i>Kate &amp; Pippin: An Unlikely Love Story</i> "	Center for the Collaborative Classroom
"Rain Poem"	Elizabeth Coatsworth
<i>Sheila Rae, the Brave</i>	Kevin Henkes
<i>Shortcut</i>	Donald Crews
"Suck It Up!"	Unknown
"The Tiger"	Douglas Florian
"Tree House"	Shel Silverstein
"Weather"	Aileen Fisher
"Which Is Stronger?"	adapted from "Corrugated Paper" in <i>Super Science Experiments</i> by Muriel Mandell Sterling
"Wind Song"	Lilian Moore
"Writing Habits of Professional Authors"	various

## Grade 3

Title	Author/Source
<i>1-2-3 Draw Ocean Life</i>	Freddie Levin
<i>The ABCs of Endangered Animals</i>	Bobbie Kalman
"About Eloise Greenfield"	James Preller; eduplace.com
"About Joanne Ryder"	James Preller
"About Judy Blume"	judyblume.com
"About Kevin Henkes"	kevinhenkes.com
<i>Are You a Dragonfly?</i>	Judy Allen
<i>Atlantic</i>	G. Brian Karas
"Autumn Leaves"	Eve Merriam
"Believing in Myself"	Joshua Jay L., age 10
"Bottlenose Dolphin"	Deborah Zemke

(continues)

**Grade 3** (continued)

Title	Author/Source
<i>Boundless Grace</i>	Mary Hoffman
<i>Cherries and Cherry Pits</i>	Vera B. Williams
"Chores" and "John and the Snake" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little
"Computers in Our Classrooms"	Center for the Collaborative Classroom
"Don't Change Our Start Time"	Center for the Collaborative Classroom
"First Day of School"	Jennifer, age 10
"Fresh Pop-Corn"	Laura Purdie Salas
"Galoshes"	Rhoda Bacmeister
<i>Grandma's Records</i>	Eric Velasquez
<i>Grandpa's Face</i>	Eloise Greenfield
<i>Hello Ocean</i>	Pam Muñoz Ryan
"Hotel Swimming Pool's Evening Lament"	Stefi Weisburd
"How I Saved a Dog's Life"	Kate, age 7
"Ice Cubes"	Joan Bransfield Graham
<i>If You Were a Writer</i>	Joan Lowery Nixon
<i>In November</i>	Cynthia Rylant
<i>Into the Sea</i>	Brenda Z. Guiberson
"It's Raining!"	Heidi B. Roemer
<i>I Wonder Why the Sea Is Salty</i>	Anita Ganeri
<i>Julius, the Baby of the World</i>	Kevin Henkes
<i>Kittens</i>	Niki Walker and Bobbie Kalman
"More About Judy Blume"	Leonard S. Marcus; judyblume.com
<i>My Father's Hands</i>	Joanne Ryder
<i>My Pet Puppy</i>	Marilyn Baillie
"Oak's Introduction"	Kristine O'Connell George
<i>Oceans and Seas</i>	Nicola Davies
"Open Hydrant"	Marci Ridlon
<i>A Pack of Wolves and Other Canine Groups</i>	Anna Claybourne
<i>The Pain and the Great One</i>	Judy Blume
<i>Panda Kindergarten</i>	Joanne Ryder
<i>The Paper Bag Princess</i>	Robert Munsch
"The Polliwogs"	Douglas Florian
"Puzzle Sticks" in <i>Fun-To-Make Crafts for Every Day</i>	Tom Daning
"Rats Are the Coolest Pets"	Center for the Collaborative Classroom

(continues)

### Grade 3 (continued)

Title	Author/Source
<i>Reptiles</i>	Tom Greve
<i>Scarecrow</i>	Cynthia Rylant
"School Should Start Later in the Morning"	Center for the Collaborative Classroom
<i>She Come Bringing Me That Little Baby Girl</i>	Eloise Greenfield
<i>Silver Seeds</i>	Paul Paolilli and Dan Brewer
"Sunning"	James S. Tippett
<i>Tacky the Penguin</i>	Helen Lester
<i>Things Will Never Be the Same</i>	Tomie dePaola
"Two Voices in a Tent at Night"	Kristine O'Connell George
<i>Where Butterflies Grow</i>	Joanne Ryder
"Which is the Best?"	James Stevenson
"Why You Should Get a Dog"	Center for the Collaborative Classroom

### Grade 4

Title	Author/Source
"1, 2, 3 Dragon"	students at Germantown Academy, PA
<i>1-2-3 Draw Cartoon People</i>	Steve Barr
"About Allen Say"	Allen Say
"About Jane Yolen"	Jane Yolen
"About William Steig"	James Preller
<i>Australia</i>	Xavier Niz
<i>The Bicycle Man</i>	Allen Say
"Bike Helmets"	Center for the Collaborative Classroom
<i>The Book of Cards for Kids</i>	Gail MacColl
"Bugs Are Creepy"	Center for the Collaborative Classroom
"Carrot and Raisin Salad"	Judi Gillies and Jennifer Glossop
"Carrot Salad"	Angela Wilkes
"Catching Stars"	students at Germantown Academy, PA
"cow"	Valerie Worth
"Crickets"	Myra Cohn Livingston
<i>The Day of Ahmed's Secret</i>	Florence Parry Heide and Judith Heide Gilliland

(continues)

Grade 4 (continued)

Title	Author/Source
<i>Desert Voices</i>	Byrd Baylor and Peter Parnall
"Egg"	Kristine O'Connell George
<i>Everything Reptile</i>	Cherrie Winner
"Expressions"	Anna Milbourne
"Feeling Ill"	Michael Rosen
"First Days," "Hot Rolls," "Joe Louis," "Learning the Hard Way," and "Mama Sewing" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little
"The Fly Is In"	Shel Silverstein
"Helping Other Countries"	Center for the Collaborative Classroom
"I'm Much Too Tired to Play Tonight"	Jack Prelutsky
"I'm Sorry!"	Jack Prelutsky
"Insects Are Amazing"	Center for the Collaborative Classroom
"It Is Our Money and We Need It"	Center for the Collaborative Classroom
<i>Kenya: A Question and Answer Book</i>	Sara Louise Kras
"lawnmower"	Valerie Worth
"Little Things"	Sara Roberts
"Lullaby"	Kristine O'Connell George
"Making a character"	Anna Milbourne
<i>Mexico</i>	Colleen Sexton
"The Mirror"	Jijo Vilayanickal
<i>Miss Rumphius</i>	Barbara Cooney
"More About Allen Say"	Stephanie Loer
<i>Morning on the Lake</i>	Jan Bourdeau Waboose
<i>Night of the Gargoyles</i>	Eve Bunting
"Over My Toes"	Michael Rosen
<i>Owl Moon</i>	Jane Yolen
"Poet Quotes: What Is Poetry?"	various
<i>Roxaboxen</i>	Alice McLerran
"A Snake Named Moon" and "The Missing Moon" in <i>The Moon and I</i>	Betsy Byars
<i>Sylvester and the Magic Pebble</i>	William Steig
<i>Tar Beach</i>	Faith Ringgold
<i>Tea with Milk</i>	Allen Say
<i>The Ultimate Fact Book</i>	Andrew Wojtanik
"Up and Down"	Douglas Florian
<i>A Visit to Italy</i>	Rachael Bell

(continues)

**Grade 4** (continued)

Title	Author/Source
<i>A Visit to Japan</i>	Peter and Connie Roop
"Windy Nights"	Rodney Bennett
<i>Wizzil</i>	William Steig
"Writing Habits of Professional Authors"	various

**Grade 5**

Title	Author/Source
"About Chris Van Allsburg"	Chris Van Allsburg
"About Jon Scieszka"	Leonard S. Marcus
"About Patricia Polacco"	Patricia Polacco
"Animal Experimentation Saves Lives"	Giovanny P.
"Animal Testing: Here Is the Truth"	Emma H.
<i>Can It Rain Cats and Dogs?</i>	Melvin and Gilda Berger
"Child Frightened by a Thunderstorm"	Ted Kooser
<i>Extreme Earth Records</i>	Seymour Simon
"fireworks"	Valerie Worth
"flamingo"	Valerie Worth
<i>The Frog Prince, Continued</i>	Jon Scieszka
"Gentle Sound of Rain"	Lee Emmett
<i>Global Warming</i>	Seymour Simon
"I Love the Look of Words"	Maya Angelou
<i>I Wonder Why Penguins Can't Fly</i>	Pat Jacobs
<i>I Wonder Why The Sahara Is Cold At Night</i>	Jackie Gaff
<i>Knots in My Yo-yo String</i>	Jerry Spinelli
<i>Just a Dream</i>	Chris Van Allsburg
"Lemonade" and "Backyard Bubbles"	Rebecca Kai Dotlich
<i>The Lotus Seed</i>	Sherry Garland
<i>Meteor!</i>	Patricia Polacco
<i>Moirá's Birthday</i>	Robert Munsch
"More About Jon Scieszka"	Leonard S. Marcus
<i>My Rotten Redheaded Older Brother</i>	Patricia Polacco
<i>Nothing Ever Happens on 90th Street</i>	Roni Schotter
"On Helping Others"	Laia Mitchell
"On Respect"	Nick Maney
"Poet Quotes: What Is Poetry?"	various
"Porch Light"	Debra Chandra

(continues)

**Grade 5** (continued)

Title	Author/Source
<i>Rainforests</i>	James Harrison
"School Uniforms"	Akinyi R. (student writing)
<i>Scranimals</i>	Jack Prelutsky
"The Sea"	Debra Chandra
"September"	John Updike
<i>Still Firetalking</i>	Patricia Polacco
<i>The Summer My Father Was Ten</i>	Pat Brisson
<i>Sweet Music in Harlem</i>	Debbie A. Taylor
<i>The Sweetest Fig</i>	Chris Van Allsburg
"Television: The Most Disparaged Resource of the Information Age"	Salmaan S. (student writing)
<i>The True Story of the 3 Little Pigs!</i>	Jon Scieszka
<i>Uncle Jed's Barbershop</i>	Margaree King Mitchell
"WARNING: Too Much TV Is Hazardous to Your Health"	TV-Turnoff Network; Center for Screen-Time Awareness
<i>Water Dance</i>	Thomas Locker
"Windshield Wiper"	Eve Merriam
<i>The Wreck of the Zephyr</i>	Chris Van Allsburg
"Writing Habits of Professional Authors"	various

**Grade 6**

Title	Author/Source
"A Paper Clip Trick"	Center for the Collaborative Classroom
<i>A Teen Guide to Being Eco in Your Community</i>	Cath Senker
"About Joan Aiken"	lib.usm.edu and indiebound.org
"About Kristi Holl"	Kristi Holl, edited by Sandy Asher
"About Louis Sachar"	louissachar.com
"April Rain Song"	Langston Hughes
<i>Birmingham 1963: How a Photograph Rallied Civil Rights Support</i>	Shelley Tougas
"Bring Naps, Recess, and the Arts Back to School"	Annie Murphy Paul
"Bull snake rattle"	Barbara Esbensen
"Do Not Raise the Driving Age to 18"	Center for the Collaborative Classroom
"Echoes Down the Rails"	Kristi Holl
"Excerpt from <i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i> "	Malala Yousafzai

(continues)

**Grade 6** (continued)

Title	Author/Source
"Fireflies"	J. Patrick Lewis
"giraffe"	Valerie Worth
<i>Goldilocks and Just One Bear</i>	Leigh Hodgkinson
"How to Make a Friendship Bracelet"	Center for the Collaborative Classroom
"How to Make a Jumping Frog"	Center for the Collaborative Classroom
<i>If the World Were a Village: A Book about the World's People</i>	David J. Smith
"Losing Is Good for You"	Ashley Merryman
"Milk," "Journey," and "Mosquito"	Barry Yourgrau
"More About Louis Sachar"	louissachar.com
"My Mother's Hands"	Dan Feng Mei (student writing)
<i>Mysterious Disappearances</i>	John Townsend
"No Place I'd Rather Be"	Kristi Yamaguchi
"Ode to Pablo's Tennis Shoes"	Gary Soto
<i>Ouch! The Weird &amp; Wild Ways Your Body Deals with Agonizing Aches, Ferocious Fevers, Lousy Lumps, Crummy Colds, Bothersome Bites, Breaks, Bruises &amp; Burns &amp; Makes Them Feel Better!</i>	Joe Rhatigan
"Pencils"	Barbara Esbensen
"Poet Quotes: What Is Poetry?"	various
<i>Probuditi!</i>	Chris Van Allsburg
<i>Rattlesnake Mesa: Stories from a Native American Childhood</i>	EdNah New Rider Weber
<i>Sideways Stories from Wayside School</i>	Louis Sachar
"Sleep Deprivation and Teens: 'Walking Zombies'"	Vicki Abeles and Abigail Baird, PhD
"Smells"	Kathryn Worth
<i>Sneed B. Collard III's Most Fun Book Ever About Lizards</i>	Sneed B. Collard III
"Spring Is"	Bobbi Katz
"Steam Shovel"	Charles Malam
<i>Survival Challenge: Lost!</i>	Stephanie Turnbull
<i>Thank You, Mr. Falker</i>	Patricia Polacco
"The Elves in the Shelves"	Joan Aiken
"The Minimum Driving Age Should Be Raised"	Rameysh Ramdas
"The pickety fence"	David McCord
<i>The Secret Shortcut</i>	Mark Teague

(continues)

**Grade 6** *(continued)*

Title	Author/Source
"The Sneeze"	Alex Roan
"The Stray"	Gary Soto
<i>The Technology Behind Amazing Built Structures</i>	Nicolas Brasch
<i>The Technology Behind Everyday Appliances</i>	Nicolas Brasch
"They're Made Out of Meat"	Terry Bisson
"Why Parents Should Push Their Kids to Play Team Sports"	Lisa Endlich Heffernan and Mary Dell Harrington
"Writing Habits of Professional Authors"	various
"You Can Talk About Your Hummingbirds"	Arnold Adoff

# Appendix D

## SKILLS AND CONVENTIONS TABLES

### Kindergarten Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Just the Facts	Unit 5: Exploring Words Through Poetry	Unit 6: Opinion Writing	Unit 7: Revisiting the Writing Community
Draw pictures to tell stories	■	□					
Tell stories/ideas orally before writing		■	□	□	□	□	□
Label pictures using letters or words that relate to the writing		■	□	□	□	□	□
Write left-to-right and top-to-bottom		■	□	□	□	□	□
Use a word wall to spell high-frequency words		■	□	□	□	□	□
Use spaces between words		■	□	□	□	□	□
Write sentences		■	□	□	□	□	□
Capitalize the first letters of sentences		■	□	□	□	□	□
Use periods at the ends of sentences		■	□	□	□	□	□
Approximate spelling using letter-sound correspondence		■	□	□	□	□	□
Use frequently occurring prepositions			■	□	□	□	□
Add -s or -es to form plural nouns			■	□	□	□	□
Understand and use question words				■	□	□	□

■ formally taught    □ informally experienced

## Grade 1 Skills and Conventions

Skill/Convention	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Writing Stories About Me	Unit 5: Writing Nonfiction	Unit 6: Exploring Words Through Poetry	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>							
Complete sentences	■	■					
Singular nouns						■	
Plural nouns						■	
Verbs	■				■		
Using nouns and verbs in sentences	■			■	■		
Declarative and interrogative sentences				□			
Common and proper nouns		□					
Present- and past-tense verbs		■			■		
Exclamatory sentences			□				
Adjectives					■		
Prepositions			■				
Pronouns	■	■					
<b>PUNCTUATION AND CAPITALIZATION</b>							
Commas in a series		■		■			
Conjunctions and commas in compound sentences			■			■	

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

## Grade 2 Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Telling More	Unit 3: Fiction	Unit 4: Nonfiction	Unit 5: Letter Writing	Unit 6: Poems and Words	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	■	■			■		■	
Declarative and interrogative sentences	■	■	□	■	■		■	
Exclamatory and imperative sentences	■	■	□		■		■	
Compound sentences					■			
Collective nouns			■					
Proper nouns	□	□		■			■	
Reflexive pronouns					■			
Adjectives			■			■	■	
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas in a series		□						
Commas in greetings and closing of letters					□			
Apostrophes in contractions	■							
Apostrophes in possessives				■				
Quotation marks			□					

■ Skill Practice Teaching Guide lesson referenced in a Skill Practice Note

□ Instruction provided and Skill Practice Teaching Guide lesson referenced in the unit

## Grade 3 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Recognize and correct incomplete sentences		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences					■			
Complex sentences						■		
Singular and plural nouns		<input type="checkbox"/>		<input type="checkbox"/>				
Common and proper nouns	<input type="checkbox"/>							
Subjects, objects, and pronouns				■				
Possessive pronouns		<input type="checkbox"/>						
Verbs	■		<input type="checkbox"/>					
Regular and irregular verbs			■					
Adjectives	■	<input type="checkbox"/>				<input type="checkbox"/>		
Comparative and superlative adjectives			<input type="checkbox"/>	<input type="checkbox"/>				
Adverbs			<input type="checkbox"/>					
Comparative and superlative adverbs			<input type="checkbox"/>					
<b>PUNCTUATION AND CAPITALIZATION</b>								
Words in titles	■		■					
Contractions		<input type="checkbox"/>						
Commas in addresses		■	■	■	■		■	
Commas and quotation marks in dialogue			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

## Grade 4 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Recognize and correct sentence fragments		<input type="checkbox"/>		<input type="checkbox"/>				
Recognize and correct run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Singular, plural, and possessive nouns			■					
Subject and object pronouns			■					
Possessive pronouns			■					
Commonly misused words		<input type="checkbox"/>						
Verbs	<input type="checkbox"/>						<input type="checkbox"/>	
Progressive verb tenses		<input type="checkbox"/>	<input type="checkbox"/>					
Adjectives and order of adjectives in sentences	<input type="checkbox"/>		<input type="checkbox"/>					
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas in dates, addresses, greetings, and closings of letters		■	■	■	■	■	■	■
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ Skill Practice Teaching Guide lesson referenced in a Skill Practice Note

□ Instruction provided and Skill Practice Teaching Guide lesson referenced in the unit

## Grade 5 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences			<input type="checkbox"/>	<input type="checkbox"/>				
Recognize and correct fragments and run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Nouns and possessive nouns		■						
Possessive pronouns			■					
Verbs	■							
Perfect verb tenses		<input type="checkbox"/>						
Shifts in verb tense		<input type="checkbox"/>	<input type="checkbox"/>					
Adjectives	<input type="checkbox"/>							
Prepositions and prepositional phrases			<input type="checkbox"/>					
Correlative conjunctions					<input type="checkbox"/>			
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas in a series					<input type="checkbox"/>			
Commas after introductory phrases and clauses						<input type="checkbox"/>		
Commas to set off <i>yes</i> and <i>no</i> , tag questions, and nouns of direct address			■					
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

## Grade 6 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Argumentative Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Dependent and independent clauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Combining sentences	■			■		■		
Recognize and correct sentence fragments and run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Subject and object pronouns			■					
Possessive and intensive pronouns			■					
Pronoun antecedents and noun-pronoun agreement			<input type="checkbox"/>					
Verbs	<input type="checkbox"/>							
Adjectives	<input type="checkbox"/>							
Formal and informal English				<input type="checkbox"/>		<input type="checkbox"/>		
Consistency in style and tone				■		■		
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas, parentheses, and dashes to set off nonrestrictive/parenthetical information		<input type="checkbox"/>						
Punctuating dialogue			■	■		■		
Capitalizing and punctuating titles				<input type="checkbox"/>		<input type="checkbox"/>		
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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# Being a Writer™

SECOND EDITION

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1001 Marina Village Parkway, Suite 110  
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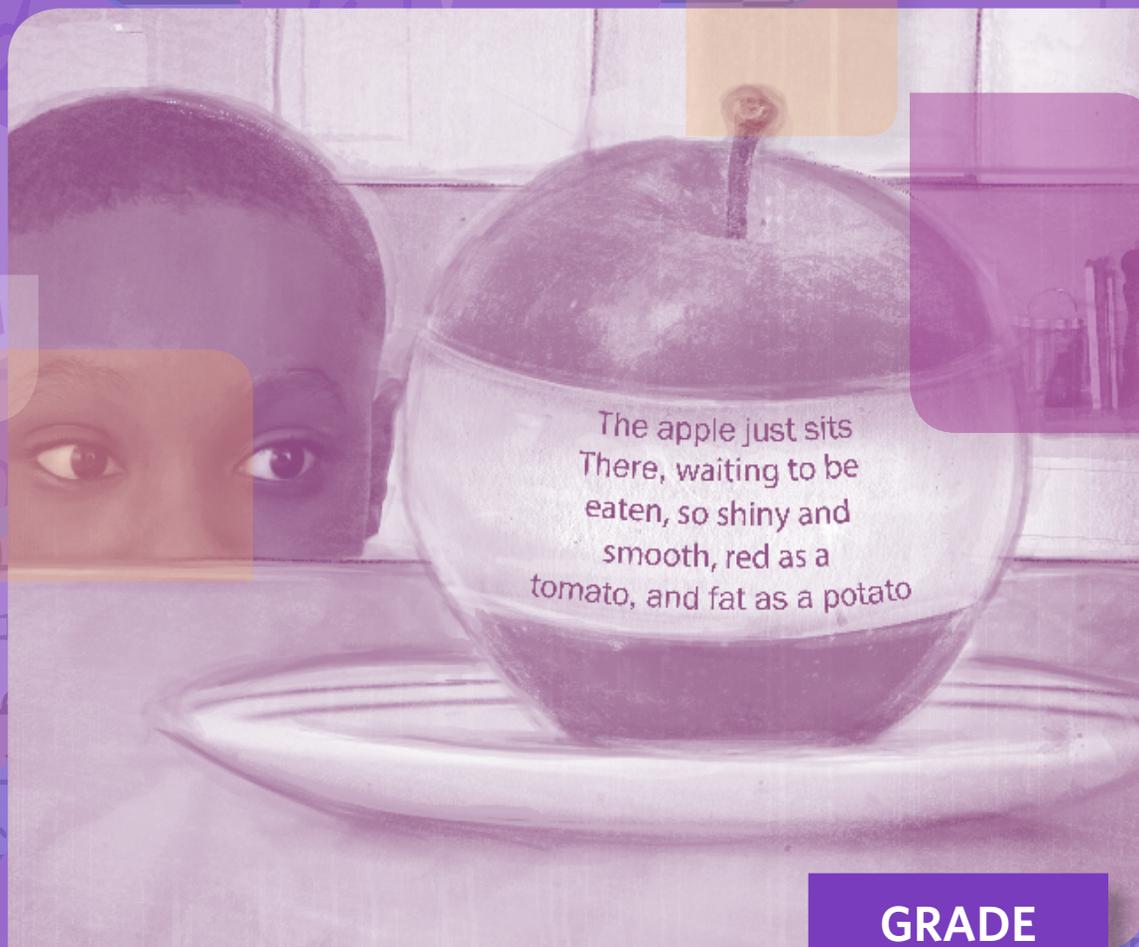
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## Skill Practice Teaching Guide

CCC Collaborative Literacy

# Being a Writer™

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GRADE

4



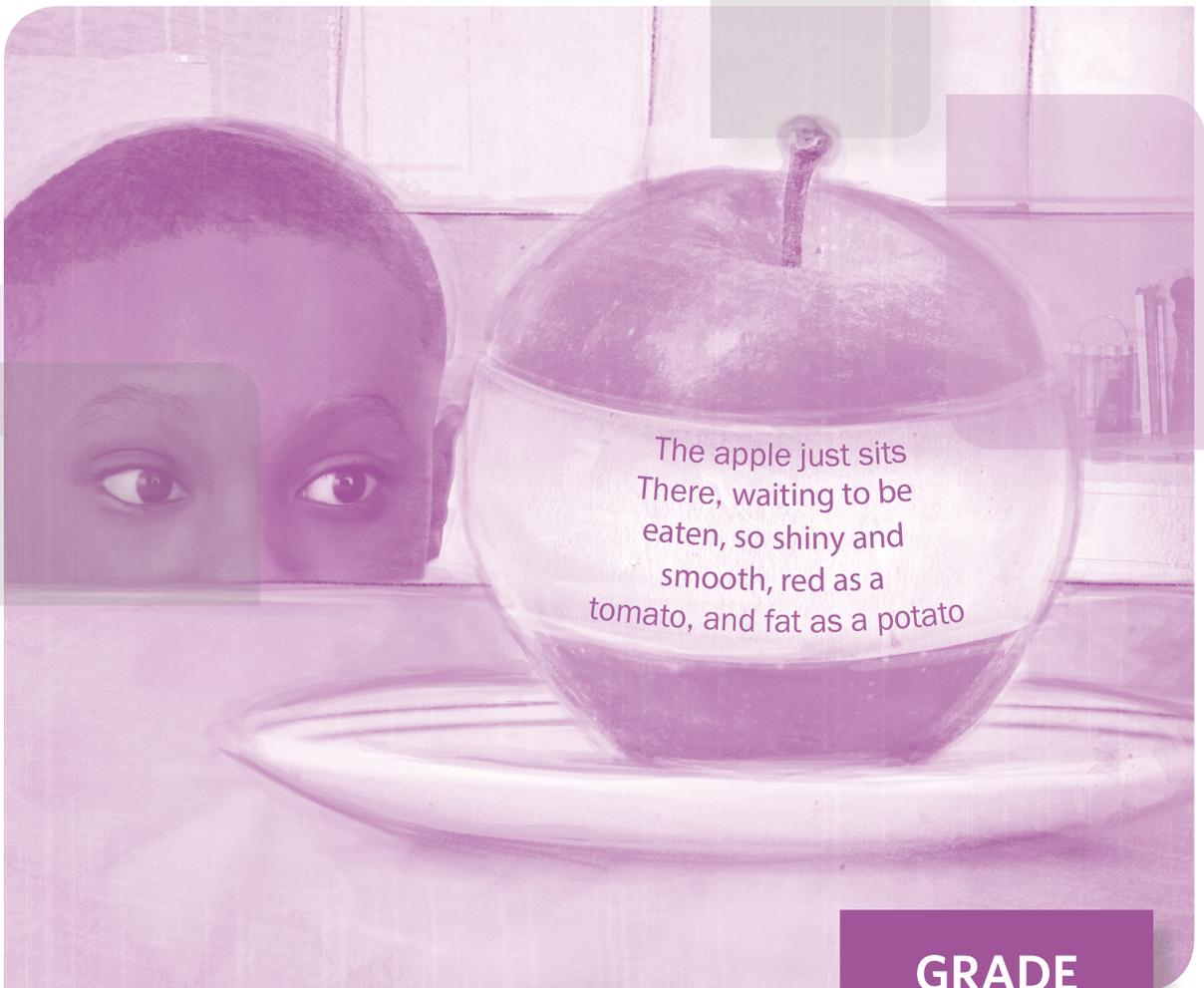
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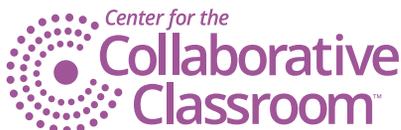
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SECOND EDITION



GRADE

4



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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270; fax: (510) 464-3670  
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# Introduction

The *Skill Practice Teaching Guide*, along with the *Student Skill Practice Book*, provides 30 weeks of mini-lessons in grammar, usage, and mechanics skills that supplement writing instruction in the *Being a Writer* program. Skill Practice Notes in the *Being a Writer Teacher’s Manual* alert teachers to instructional moments when a mini-lesson in grammar, usage, capitalization, or punctuation might help students with their writing. At grades 1–2, most skill instruction in the core lessons occurs during the shared or modeled portions of the lesson. At grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process. Additional instruction and practice in skills and conventions for grades 1–6 are provided in this teaching guide and the accompanying practice pages.

The *Skill Practice Teaching Guide* includes:

- 25 mini-lessons and 5 review lessons
- Interactive whiteboard activities to promote student participation and support instruction
- *Student Skill Practice Book* corrections
- Individual student and class assessment forms
- Three diagnostic proofreading passage scoring keys

The *Student Skill Practice Book* includes:

- Three practice book pages per lesson (the third of which can be scored)
- A *Student Grammar Guide* containing grammar terms with definitions and examples
- Three diagnostic proofreading passages for formative assessment of language standards

---

## Language Skills Support in the *Being a Writer Teacher’s Manual*

The *Being a Writer* program supports students’ acquisition of grammar, usage, and mechanics skills. The “Grade 4 Skills Correlation to *Being a Writer*” table on the following pages shows where a skill is taught in the grade 4 *Teacher’s Manual* and where Skill Practice Notes refer to lessons in the *Skill Practice Teaching Guide*.

## Grade 4 Skills Correlation to Being a Writer

SKILL PRACTICE TEACHING GUIDE LESSON	Unit in the Core Being a Writer Teacher's Manual								UNIT 9 REVISITING THE WRITING COMMUNITY
	UNIT 2 THE WRITING PROCESS	PERSONAL NARRATIVE	FICTION	EXPOSITORY NONFICTION	FUNCTIONAL NONFICTION	OPINION WRITING	POETRY		
Lesson 1, Complete Sentences	Week 2 ■	Week 4 ■	Week 6 ■	Week 6 ■		Week 3 ■			
Lesson 2, Compound Sentences									
Lesson 3, Complex Sentences									
Lesson 4, Sentence Fragments		Week 4 ■		Week 6 ■					
Lesson 5, Run-on Sentences		Week 4 ■	Week 6 ■	Week 6 ■		Week 3 ■			
Lesson 6, Review									
Lesson 7, Singular, Plural, and Possessive Nouns			Week 5 □						
Lesson 8, Subject and Object Pronouns			Week 5 □						
Lesson 9, Possessive Pronouns			Week 5 □						
Lesson 10, Relative Pronouns									
Lesson 11, Noun-Pronoun Agreement									
Lesson 12, Commonly Misused Words		Week 4 ■							
Lesson 13, Review									
Lesson 14, Verbs	Week 1 ■						Week 1 ■		
Lesson 15, Simple Verb Tenses									
Lesson 16, Progressive Verb Tenses		Week 1 ■	Week 1 ■						
Lesson 17, Perfect Verb Tenses									

■ Instruction provided in the unit and Skill Practice Note points to Skill Practice Teaching Guide lesson.

□ Skill Practice Note points to Skill Practice Teaching Guide lesson.

(continues)

Unit in the Core Being a Writer Teacher's Manual (continued)

SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 2 THE WRITING PROCESS	PERSONAL NARRATIVE	FICTION	EXPOSITORY NONFICTION	FUNCTIONAL NONFICTION	OPINION WRITING	POETRY	UNIT 9 REVISITING THE WRITING COMMUNITY
Lesson 18, Modal Auxiliary Verbs								
Lesson 19, Subject-Verb Agreement								
Lesson 20, Formal and Informal English								
Lesson 21, Review								
Lesson 22, Adjectives and Order of Adjectives in Sentences	Week 1 ■		Week 5 ■					
Lesson 23, Adverbs								
Lesson 24, Relative Adverbs								
Lesson 25, Prepositions and Prepositional Phrases								
Lesson 26, Review								
Lesson 27, Proper Nouns, Proper Adjectives, and Titles of Address								
Lesson 28, Commas in Letters		Week 4 □	Week 6 □	Week 6 □	Week 3 □	Week 3 □	Week 2 □	Week 1 □
Lesson 29, Commas and Quotation Marks in Dialogue and Direct Quotations			Week 6 ■					
Lesson 30, Review								

■ Instruction provided in the unit and Skill Practice Note points to Skill Practice Teaching Guide lesson.

□ Skill Practice Note points to Skill Practice Teaching Guide lesson.

---

## Making the Most of a Mini-lesson

There are three main ways to incorporate the lessons in the *Skill Practice Teaching Guide* into the *Being a Writer* program:

- Teach the 30 lessons in sequence.
- Teach specific skills to support work in a particular genre, as suggested by Skill Practice Notes in the *Being a Writer Teacher’s Manual*.
- Use the formative assessments in Appendix C at the beginning, middle, and end of the year. The first two assessments can be used to determine which lessons to teach and to whom, and the final assessment can be used to evaluate student progress at the end of the year.

Each mini-lesson includes an introduction, teacher-guided practice, and a set of three optional practice pages for students. Many lessons also offer opportunities for students to collaborate with peers; the icon  serves as a marker for collaborative activities. Mini-lessons also encourage student participation via interactive whiteboard activities. The interactive whiteboard activities challenge students to complete tasks designed to help them identify and use common English language conventions. Students might be asked to the whiteboard to drag a correct answer from a word box into a blank, to click a blank to reveal an answer, or to use the pen tool to correct a sentence fragment. Facsimiles of the whiteboard activities appear with answers in each lesson of the *Skill Practice Teaching Guide* at point of use. All whiteboard activities are also available on the CCC Learning Hub to print and project, or to use as paper-and-pencil activities.\*

---

## Using the Student Skill Practice Book

Three optional student practice pages are provided in the *Student Skill Practice Book* for each lesson. Activities are scaffolded. For example, the first page of a lesson might involve a simple task, such as identifying a language element; the second page might invite students to choose which language element works best in a specific context; and the third page might call for more sophisticated tasks, such as proofreading a written work for accuracy. All three pages offer a brief writing prompt to give the students an opportunity to use the language skill in original writing.

The third page of each set of practice pages for each lesson can be scored to evaluate student progress and inform instruction. The scores can be added to the “Skill Practice Student Record” sheet and the “Skill Practice Class Record” sheet to record individual and class results. For students who need additional support, this page is also available as an interactive

---

\*Drag-and-drop activities become fill-in-the-blank activities; click-to-reveal activities become activities in which you write a label above a picture, word, or phrase, or cross out a word and write the correction above it.

whiteboard activity for reteaching. For more information about using the practice pages in the *Student Skill Practice Book* to evaluate student progress, see “Skill Practice Assessment” found in Appendix B.

---

## Assessing Language Skills

Three diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students’ development and mastery of the grade-level language standards.

Student copies of the proofreading and editing tasks appear in the back of the *Student Skill Practice Book* on page 103. In Appendix C of this guide, you will find instructions for conducting, scoring, and analyzing the assessment, along with annotated versions of the tasks that serve as scoring keys. The scoring keys also list standard(s) addressed by each item.

You may wish to administer a diagnostic proofreading and editing task at the beginning, middle, and end of the year. Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice. These forms are also available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), and they can be accessed through the CCC ClassView™ assessment app ([classview.org](http://classview.org)).



# Skill Practice Mini-lessons

READ

SHARE

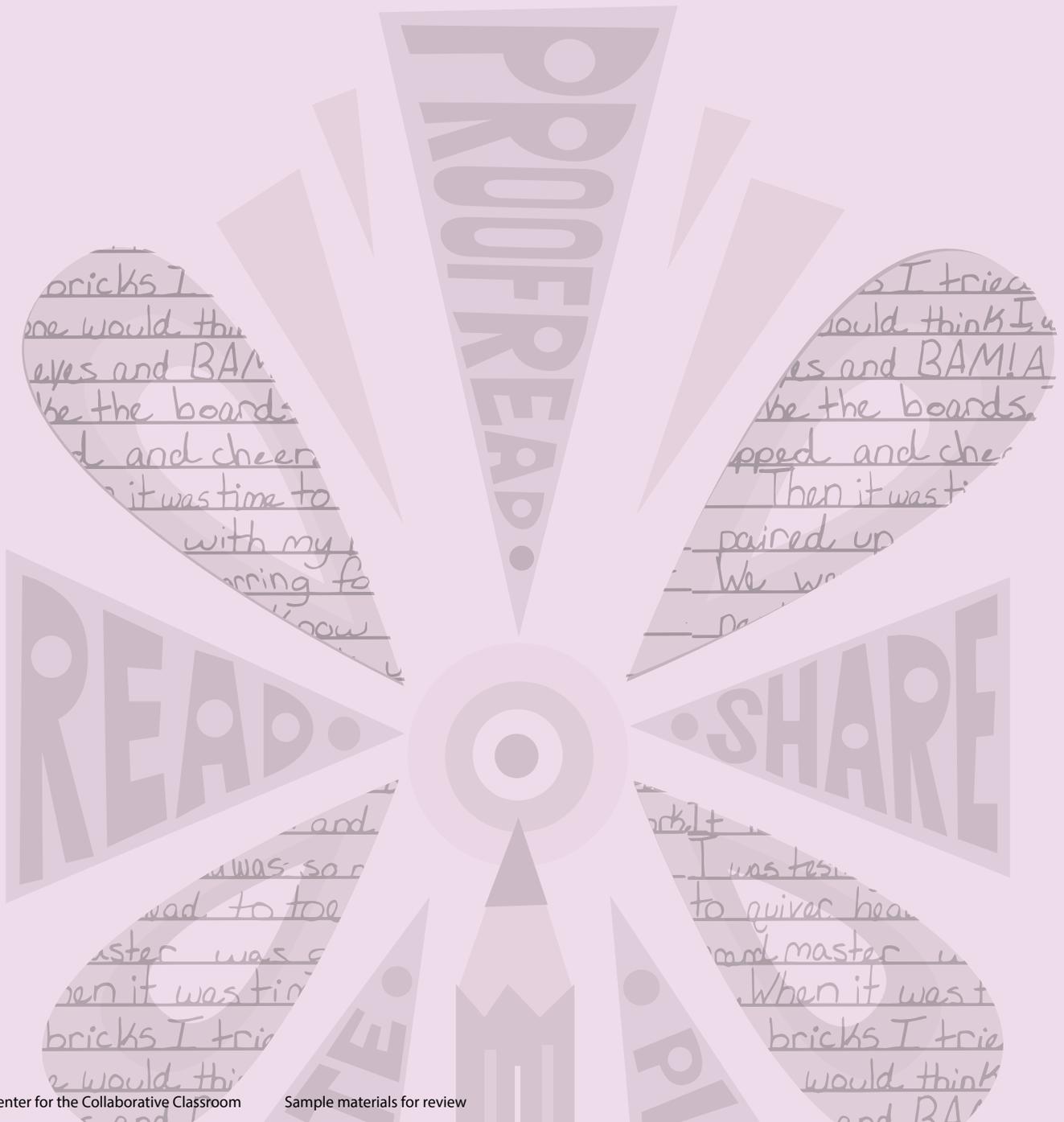
WRITE



PLAN



# Sentences



# Lesson 1

## Complete Sentences

### Student Skill Practice Book

- Pages 1–3



### Online Resources

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

#### Whiteboard Activities

- “Complete Sentences” activity (WA1)
- “Complete Sentences” activity (WA2)
- (Optional reteaching) “Complete Sentences” activity (WA3)
- (Optional reteaching) “Complete Sentences” activity (WA4)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain that a **sentence** is a group of words that tells a complete thought. Point out that every sentence has two main parts: a **subject** that tells whom or what the sentence is about and a **predicate** that tells what the subject does or is.
2. Display the “Complete Sentences” activity (WA1). Read the first sentence aloud and ask:

**Q** Which words tell whom or what the sentence is about—Most plants or get their food from the soil and the sun? (Most plants)

**Q** Which words tell what the subject does? (get their food from the soil and the sun)

Invite volunteers to respond. Then draw one line under *Most plants* and two lines under *get their food from the soil and the sun*. Tell the students that *Most plants* is the subject of the sentence: it tells whom or what the sentence is about. Explain that *get their food from the soil and the sun* is the predicate: it tells what most plants do.

3. Repeat the process for sentences 2–6.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

4. Point to the subject, *Most plants*, in sentence 1. Ask:

Q Which word tells exactly what the sentence is about—Most or plants? (plants)

Explain that the most important word in a subject is called the **simple subject**, and that the **complete subject** includes all of the words that tell whom or what the sentence is about. Draw a box around *plants*.

WA1

1. Most plants get their food from the soil and the sun.
2. Some plants eat insects for their dinner.
3. Different plants trap insects in different ways.
4. One plant produces a sticky substance.
5. Bugs stick to this substance.
6. The unlucky bugs die.

5. Point to the predicate, *get their food from the soil and the sun*, in sentence 1. Ask:

Q Which word tells what the plants do? (get)

Explain that the most important word in the predicate is called the **simple predicate** and that the simple predicate is a verb. Then explain that the **complete predicate** includes all of the words that tell what the subject does or is. Draw a box around *get*.

6. Have a volunteer read sentence 2 aloud. Ask:

Q Which word in the subject is most important? (plants)

Q Which word in the predicate is most important? (eat)

Invite a volunteer to the whiteboard to draw boxes around the simple subject and the simple predicate. Repeat the process for sentences 3–6.

7. Use sentence 5 to point out that sometimes the complete subject and the simple subject are the same. Use sentence 6 to point out that the complete predicate and the simple predicate can also be the same.

## GUIDED PRACTICE

8. Display the “Complete Sentences” activity (WA2). Read the first sentence aloud and ask, pausing after each question for one or two volunteers to answer:

Q What is the complete subject? (A fly)

Q What is the complete predicate? (crawls up the stem of a Venus flytrap)

Explain that *Venus flytrap* is the name of a plant. Then ask:

Q What is the most important word in the complete subject? (fly)

Q What is the most important word in the complete predicate? (crawls)

Click the blank to the right of the labels *Simple Subject* and *Simple Predicate* beneath sentence 1. Use *Venus flytrap* to point out that a simple subject is sometimes more than one word.

WA2

1. A fly crawls up the stem of a Venus flytrap.

Simple Subject: fly Simple Predicate: crawls

2. The Venus flytrap shuts its leaves around the insect.

Simple Subject: Venus flytrap Simple Predicate: shuts

3. Insects provide food for the plant.

Simple Subject: Insects Simple Predicate: provide

4. These plants grow in soil with very little food.

Simple Subject: plants Simple Predicate: grow

9. Repeat the process for the remaining sentences. Ask the students to identify the sentence in which the complete subject and the simple subject are the same. (Sentence 3; *Insects* is both the complete and simple subject.)



10. Have the students work in pairs to write a paragraph, using complete sentences. Ask them to underline each simple subject once and each simple predicate twice.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about something they like to do in nature. It can be anything from planting a garden to watching the weather to swimming in a lake.

## Optional Practice

Have the students complete pages 1–3 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complete sentences. Note that page 3 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 3 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

# Lesson 2

## Compound Sentences

### Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 14, “Verbs”

### Student Skill Practice Book

- Pages 4–6



### Online Resources

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

#### Whiteboard Activities

- “Compound Sentences” activity (WA5)
- “Compound Sentences” activity (WA6)
- (Optional reteaching) “Compound Sentences” activity (WA7)
- (Optional reteaching) “Compound Sentences” activity (WA8)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that today they will learn how to connect simple sentences. Point out that a simple sentence contains a subject and a predicate and expresses a complete thought.
2. Display the “Compound Sentences” activity (WA5). Ask the students to listen carefully as you read sentences 1–4, which are all simple sentences. Then read the sentences aloud and ask:

**Q** *What did you notice about how these sentences sounded as I read them?*

#### Students might say:

“The sentences were all really short.”

“I agree with Chris, and all the short sentences together sounded choppy.”

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Allow a few volunteers to respond. Then explain that to make these simple sentences longer and more interesting, we can use the word *and* to join pairs of sentences together. In the blank between sentences 1 and 2, write the word *and*. Then replace the period after the word *bikes* with a comma and read the new sentence: *I like to look at bikes, and I love to ride them.*

Point to the word *and* in the new sentence, and explain that *and* is a connecting word we call a **conjunction**. Explain that when we use a conjunction like *and* to connect simple sentences, we form what is called a **compound sentence**. Point to the comma in the sentence, and explain that we put a comma before a conjunction in a compound sentence.

WA5

and but or

(1) I like to look at bikes, and (2) I love to ride them.

(3) I go almost anywhere on my bike, and (4) I get there

pretty fast. (5) Last week I decided to form a bike club. (6) New

members can be experienced riders, or (7) <sup>†</sup>They can be

beginners. (8) Members must take good care of their bikes, and

they must name them. (9) Names like Torpedo and Meteor are

good, but (10) <sup>†</sup>The name should mean something to the

bike's owner. (11) I will try to come up with a better name.

3. Have the students silently read sentences 3 and 4. Ask:

**Q** *How can we use the conjunction and to make these two simple sentences a compound sentence?*

Write *and* on the line, and replace the period with a comma before the conjunction.

Read the new compound sentence aloud: *I go almost anywhere on my bike, and I get there pretty fast.*

4. Read sentence 5 aloud. Tell the students that using a variety of sentence lengths makes writing more interesting. Point out that you have formed two compound sentences in this paragraph, so you will leave this sentence as it is.

5. Read sentences 6 and 7 aloud. Explain that these sentences show a choice between two kinds of members—those who have ridden a bike for a while and those who are beginners. Explain that, instead of the conjunction *and*, we use another conjunction, *or*, to join two sentences that show a choice.

Write *or* on the line, replace the period after the first sentence with a comma, make the *T* in *They* lowercase, and read the new sentence aloud: *New members can be experienced riders, or they can be beginners.*

6. Read sentence 8 aloud and ask:

**Q** *Is this sentence a simple sentence or a compound sentence? Why do you say that?*

If necessary, point out that the sentence is a compound sentence that uses the conjunction *and*.

7. Read sentences 9 and 10 aloud. Explain that these sentences show a contrast, or difference, between kinds of bike names. Explain that to join sentences like these that show a contrast or difference we use a third conjunction—*but*.

Write *but* on the line, replace the period with a comma, make the *T* in *The* lowercase, and read the new sentence aloud: *Names like Torpedo and Meteor are good, but the name should mean something to the bike's owner.*

8. Read sentence 11 aloud and remind the students that this is a simple sentence. Point out that ending with a simple sentence helps add variety to the writing.

## GUIDED PRACTICE

9. Display the “Compound Sentences” activity (🗨️ WA6). Explain that the students will now practice using the conjunctions *and*, *but*, and *or* to combine simple sentences into compound sentences. Review that *and* shows similarities between ideas, *but* shows a contrast or a difference, and *or* shows a choice.

and but or

1. Lionel is in the fifth grade. He wants to join a school club.

Lionel is in the fifth grade, and he wants to join a school club.

2. He might join the karate club. He could try out for the chorus.

Lionel might join the karate club, or he could try out for the chorus.

3. The karate club meets after school. Lionel has to walk the dog then.

The karate club meets after school, but Lionel has to walk the dog then.

4. Lionel decided to join the chorus. Next year he might try karate.

Lionel decided to join the chorus, but next year he might try karate.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

WA6

10. Read sentence pair 1 aloud. Then ask the students to discuss these questions in pairs:

**Q** Which conjunction can you use to combine these simple sentences into a compound sentence? Why would you use this conjunction?

As a class, have the students discuss which conjunction they would use and why. Then invite a volunteer to the whiteboard. Have him write the conjunction on the line and place the comma where it belongs. Ask the student to read the compound sentence aloud.

11. Repeat the process with the remaining sentence pairs.



12. Have the students work in pairs to write a paragraph, using both simple and compound sentences.

---

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about an activity they both enjoy doing.

## Optional Practice

Have the students complete pages 4–6 in their *Student Skill Practice Books*, independently or in pairs, to practice forming compound sentences. Note that page 6 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 6 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

You might have the students write brief explanations in the Proofreading Notes section of their *Student Writing Handbooks* of how each conjunction connects ideas.

# Lesson 3

## Complex Sentences

### Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”

### Student Skill Practice Book

- Pages 7–9



### Online Resources

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

#### Whiteboard Activities

- “Complex Sentences” activity (WA9)
- “Complex Sentences” activity (WA10)
- (Optional reteaching) “Complex Sentences” activity (WA11)
- (Optional reteaching) “Complex Sentences” activity (WA12)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that they have learned about two kinds of sentences: simple sentences and compound sentences. Review that a simple sentence tells a complete thought and can stand on its own, and a compound sentence is formed by joining two simple sentences using the conjunction *and*, *or*, or *but*. Explain that today the students will learn how to combine a simple sentence with a group of words that does not tell a complete thought.

2. Display the “Complex Sentences” activity (WA9). Point to and read the complete sentence aloud: *Yesterday was special*. Ask:

**Q** *Is this a complete sentence? Why or why not? (Yes. It tells a complete thought.)*

Allow students time to think, and invite one or two volunteers to respond. Then point to and read *Because I made a new friend* aloud. Ask:

**Q** *Is this a complete sentence? Why or why not? (No. It does not tell a complete thought.)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

After volunteers respond, explain that the ideas in these two groups of words are connected—*Because I made a new friend* tells why *Yesterday was special*—so the two groups of words can be combined into a single sentence joined by the word *because*.

WA9

after because before if when while

1. Yesterday was special. Because I made a new friend.  
Yesterday was special because I made a new friend.
2. I met my new pal by accident while I was shopping at Shoe Shack.
3. I noticed him because he was wearing a Bobcats baseball cap.
4. I spotted the cap when he wandered into the store.
5. I wore the same cap when I played on my old school's baseball team.
6. I had to meet this boy before he left the store.

3. Write the sentence *Yesterday was special because I made a new friend*. Explain that you have formed a **complex sentence**—a sentence made up of one complete sentence and one group of words that depends on the complete sentence in order to make sense. Draw one line under the complete sentence and two lines under the group of words that depends on it in order to make sense. As you underline the parts, explain that *Because I made a new friend* is not a complete thought; it depends on the complete sentence *Yesterday was special* to make sense.
4. Point to the words in the word box: *after*, *because*, *before*, *if*, *when*, and *while*. Explain that these words are special conjunctions that join the two parts of a complex sentence. Circle the word *because* in the complex sentence you wrote.
5. Draw the students' attention to sentence 2. Draw one line under the part that can stand alone (*I met my new pal by accident*), and draw two lines under the part that depends on the complete sentence in order to make sense (*while I was shopping at Shoe Shack*). Ask:  
**Q** Which conjunction joins the two ideas? (*while*)  
Circle the conjunction. Point out that when you use a conjunction to join the parts of a complex sentence, you do not put a comma before the conjunction.
6. Repeat the process for sentences 3–6.

## GUIDED PRACTICE

7. Display the “Complex Sentences” activity (C WA10). Tell the students that you will read a paragraph containing complex sentences that are missing conjunctions. Explain that you will work together to choose the conjunction that best combines the two parts of each complex sentence.

### Teacher Note

As you identify the conjunction in each sentence, tell the students how the parts of each sentence are related. Point out that *after*, *before*, *when*, and *while* show when events happen; *because* signals a cause or reason why something happens.

WA10

after    because    before    if    when    while

I walked over to the boy while he was trying on some sneakers. I asked him if he played for the Boomtown Bobcats. “No. I played for Berryville,” he answered. “I just moved here. I go to Kirkwood now.” I was shocked when he said that. I had just started at Kirkwood, too. We walked out of the store together after his mom paid for the shoes. I asked him if he wanted to toss a ball around on Saturday. We exchanged addresses before we said good-bye. I was really happy because I had made a new friend.

8. Point to and read aloud *I walked over to the boy and he was trying on some sneakers*. Ask:
  - Q *How are these two groups of words related? (They are related by time. The second group of words tells what was happening as the narrator walked over to the boy.)*
  - Q *Which conjunction can we use to join these two groups of words? (while) Do you need a comma in this complex sentence? (No.)*
9. Continue through the paragraph, reading the sentences aloud and having volunteers take turns choosing the correct conjunction to combine the two parts of each complex sentence. Drag and drop the conjunctions into the blanks. Once all of the conjunctions have been placed, read the completed paragraph aloud.



10. Have the students work in pairs to write a paragraph, using simple sentences as well as compound and complex sentences.

---

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a time when they first met a teacher, classmate, or other friend.

## Optional Practice

Have the students complete pages 7–9 in their *Student Skill Practice Books*, independently or in pairs, to practice using conjunctions in complex sentences. Note that page 9 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 9 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

**Prerequisite Lesson**

- Lesson 1, “Complete Sentences”

**Student Skill Practice Book**

- Pages 10–12

**Online Resources**

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

**Whiteboard Activities**

- “Sentence Fragments” activity (WA13)
- “Sentence Fragments” activity (WA14)
- (Optional reteaching) “Sentence Fragments” activity (WA15)
- (Optional reteaching) “Sentence Fragments” activity (WA16)

**Reproducibles**

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

**Assessment Forms**

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

**INTRODUCTION**

1. Tell the students that in this lesson they will learn how to correct **sentence fragments**, or incomplete sentences. The fragments are missing a subject, a predicate, or both. Explain that knowing how to make sentences complete will help the students express their ideas clearly.
2. Display the “Sentence Fragments” activity (📄 WA13). Read the sentence in the box. Ask:

**Q** *Is this a complete sentence? Why or why not? (It is a complete sentence. It expresses a complete thought. It has both a subject and a predicate.)*

Remind the students that a complete sentence has a subject that tells who or what the sentence is about, and a predicate that tells what the subject does or is. Invite volunteers to identify the complete subject (*Sea turtles*) and the complete predicate (*live in the ocean*) in the sentence in the box.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

3. Direct the students' attention to item 1. Explain that a group of words that is punctuated like a sentence but does not express a complete thought is called a *sentence fragment*. It is missing a subject, a predicate, or both. Read aloud item 1 and ask:

**Q** *Is this a sentence or a sentence fragment? (a fragment) What is missing?*

Give the students a few moments to think, and then invite one or two volunteers to respond. Explain that this group of words is missing a subject; then click the blank to reveal the complete sentence. Read it aloud and explain that the sentence tells who or what comes ashore to build nests: *Sea turtles come ashore to build their nests.*

WA13

Sea turtles live in the ocean.

1. Come ashore to build their nests.  
Sea turtles come ashore to build their nests.
2. A tiny sea turtle.  
A tiny sea turtle crawls toward the ocean.
3. In the sand.  
It leaves its footprints in the sand.
4. Spots the turtle from the sky!  
A hungry bird spots the turtle from the sky!

4. Repeat the process for the remaining items. Remind the students that changing sentence fragments into complete sentences will make their thoughts easier for readers to understand.

---

### Teacher Note

Point out the use of the exclamation point in sentence 4. Explain that the writer used this to show excitement or a strong feeling. Here, the baby turtle is in danger of being eaten by the bird, and the exclamation point conveys the danger. You might suggest that the students determine the best end punctuation for their sentences as they write and use exclamation points only where they would be most effective.

## GUIDED PRACTICE

5. Tell the students that next they will practice correcting some sentence fragments.
6. Display the “Sentence Fragments” activity (🎧 WA14). Read the first fragment aloud. Ask:

**Q** *What is missing—the subject, the predicate, or both? (the subject)*

Read the two options below the fragment aloud and ask:

**Q** *Which answer choice is a complete sentence?*

Click the first answer choice. Guide the students to see that the subject *The bird* was added to form a complete sentence. Ask the students to explain why the other option is incorrect. (It is still missing a subject.)

---

### Teacher Note

If the students are unsure about what is missing, follow up with additional questions. (For example, “Do we know who or what dove toward the baby turtle? If we do not know who or what is performing an action, then the subject is missing.”)

WA14

1. Dives toward the baby turtle!
  - a. The bird dives toward the baby turtle!
  - b. Dives toward the baby turtle and squawks!
2. The scared turtle on the beach.
  - a. Moves faster on the beach.
  - b. The scared turtle moves faster.
3. The baby sea turtle into the water.
  - a. Escapes into the water.
  - b. The baby sea turtle escapes.

7. Continue guiding the students through the sentence fragments, reading them aloud and helping the students determine what is missing and which answer choice forms a complete sentence. Then ask, pausing after each question for a few volunteers to respond:

**Q** *How does the exclamation point in item 1 add to the story?*

**Q** *Would you change the end punctuation in any of these sentences? Why or why not?*

**Students might say:**

"The exclamation point makes me suddenly start to worry about the turtle."

"I agree with Miguel. I also wouldn't add any other exclamation points."

"I disagree with Darla. I would add an exclamation point to the third sentence to show that the writer was really happy the turtle escaped."



8. Have the students work in pairs to write a paragraph using complete sentences. Ask the partners to check each other's work to ensure that there are no sentence fragments.

---

**Teacher Note**

If the students have difficulty thinking of a topic to write about, suggest that they write about a baby animal they both have seen.

## Optional Practice

Have the students complete pages 10–12 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complete sentences. Note that page 12 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 12 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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 **ELL Note**

In Spanish, complete sentences do not always include a subject. Therefore, students with this language background may need additional practice correcting fragments missing the subject.

# Lesson 5

## Run-on Sentences

### Prerequisite Lessons

- Lesson 2, “Compound Sentences”
- Lesson 3, “Complex Sentences”

### Student Skill Practice Book

- Pages 13–15



### Online Resources

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

#### Whiteboard Activities

- “Run-on Sentences” activity (WA17)
- “Run-on Sentences” activity (WA18)
- (Optional reteaching) “Run-on Sentences” activity (WA19)
- (Optional reteaching) “Run-on Sentences” activity (WA20)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that they will practice recognizing and correcting **run-on sentences**, two or more sentences joined together without correct punctuation or a connecting word. Explain that writing sentences correctly makes the writing clear and easy to follow.
2. Display the “Run-on Sentences” activity (WA17). Read the first run-on sentence aloud. Ask:

**Q** *What do you notice about this sentence?*

Invite a few volunteers to respond. If necessary, point out that there are two sentences running together with no punctuation at all. Ask:

**Q** *How can we correct this sentence?*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Give the students a few moments to think, and invite one or two volunteers to respond. Then explain that one way to show where one thought ends and the other begins in a run-on sentence is to divide it into two sentences. Add a period after *instrument* and capitalize *she* to correct the run-on. Repeat the process with sentence 2.

WA17

and but or because

1. Katia wanted to play a musical instrument, <sup>S</sup>she chose the clarinet.
2. Her parents bought her a used clarinet, <sup>T</sup>then she signed up for classes.
3. Katia was excited about her first lesson, <sup>and</sup>she gave her parents a hug.
4. Learning was hard for Katia, <sup>but</sup>she wouldn't give up.
5. She practiced every day, <sup>because</sup>she wanted to try out for the band.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

3. Explain that another way to correct a run-on sentence is to use a conjunction, such as *and*, *but*, *or*, or *because*, to join the thoughts together.
4. Read run-on sentence 3 aloud, and ask students which conjunction from the word box makes sense in the sentence. Add the conjunction *and* after the word *lesson* to connect the two related ideas. Ask students what else is needed to complete the sentence. (a comma before the conjunction *and*)
5. Reread the sentence aloud and ask:
  - Q *What kind of sentence is this? (compound) What does the conjunction tell you? (The ideas in the two sentences are similar; they relate to the same event.)*
6. Repeat the process with sentences 4 and 5. Point out that the corrected version of sentence 5 is made up of two groups of words: one that can stand alone and one that cannot. Have a volunteer identify each and tell whether a comma is needed before the conjunction *because*. (No.)
7. After all the run-ons have been corrected, reread the passage aloud. Ask:
  - Q *Why is it good to know about different ways to correct a run-on sentence? (Correcting run-ons in different ways adds variety to the writing. Some sentences will be long and others will be short.)*
  - Q *How can writing sentences correctly improve your writing?*

Give the students time to think, and invite one or two volunteers to respond. If necessary, remind the students that writing sentences correctly helps clarify ideas and make them easy to follow.

### Teacher Note

If the students are having difficulty determining where to divide sentences, suggest that they read the writing aloud and listen to where their voices naturally pause. Model rereading sentence 1 aloud. Ask:

Q *Where do you hear a pause? (after the word instrument)*

## GUIDED PRACTICE

- Tell the students that together you will read a passage that contains some run-on sentences and determine how to correct them.
- Display the “Run-on Sentences” activity (WA18). Read the passage aloud and ask:

Q *What do you notice about this passage? (The ideas are hard to follow. It has run-on sentences.)*

Q *What is the first run-on sentence? What is one way we can fix it?*

Give the students a few moments to think. Invite a volunteer to the whiteboard. Have her use the pen to correct the sentence. (Accept either of the following: The student might add a period after *flute* and capitalize *sometimes* to divide the run-on into two simple sentences, or add a comma and the conjunction *and* after *flute* to create a compound sentence.)

**Conjunctions:** and but or because

Katia often played the wrong notes on her flute, sometimes  
she felt like giving up. She tried out for the band, but at first she  
didn't get in. Katia's friend Nico was in the band, he knew she was  
disappointed. He told her she could keep trying, or she could give up.  
Katia was determined to play in the band, and her determination  
finally paid off. Katia felt proud because she had been accepted as a new  
band member.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

WA18

10. Continue reading the remaining sentences aloud and helping volunteers correct them. Suggest that the students use each conjunction in the word box at least once. After the run-ons have all been corrected, reread the passage aloud. Ask:

**Q** *How is the writing different now that the run-ons have been corrected? (The meaning is clearer.)*



11. Have the students work in pairs to write a paragraph. Ask them to check their work to ensure that all the sentences are written correctly.

---

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about learning how to do something new, such as playing an instrument, learning a sport, or riding a bike.

## Optional Practice

Have the students complete pages 13–15 in their *Student Skill Practice Books*, independently or in pairs, to practice correcting run-on sentences. Note that page 15 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 15 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

You might have the students write an example of one way they corrected a run-on sentence in the Proofreading Notes section of their *Student Writing Handbooks*.

### Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”
- Lesson 3, “Complex Sentences”
- Lesson 4, “Sentence Fragments”
- Lesson 5, “Run-on Sentences”

### Student Skill Practice Book

- Pages 16–18



### Online Resources

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

### Whiteboard Activities

- “Review” activity (WA21)
- “Review” activity (WA22)
- “Review” activity (WA23)

## REVIEW

1. Explain to the students that they are going to review what they have learned about sentences in Lessons 1–5. Remind the students that they have learned how to:
  - Recognize a complete sentence
  - Form compound and complex sentences
  - Recognize and correct sentence fragments and run-on sentences

2. Display the “Review” activity (WA21). Read aloud the definition of a sentence and the two parts every sentence must have. Have the students read the first sample sentence. Ask:

**Q** *What is the complete subject in this sentence?*

Invite a volunteer to respond, and confirm the student’s response by drawing a line under the complete subject. (*My older sister*) Remind the students that the simple subject is the most important word in the complete subject. Invite a volunteer to identify the simple subject. (*sister*)

3. Repeat the process for the complete and simple predicate, using the next two sample sentences.

A **sentence** is a group of words that expresses a complete thought. It includes a subject and a predicate.

- The **subject** tells whom or what the sentence is about.

My older sister just got a new bike.

- The **predicate** tells what the subject does or is.

Patricia rides up steep hills. She is very athletic.

A **sentence fragment** does not express a complete thought. To change a fragment to a complete sentence, add information.

\_\_\_\_\_ My brothers \_\_\_\_\_ ride bikes in the summer.

My parents \_\_\_\_\_ ride on rough, rocky trails \_\_\_\_\_.

Sample answers are listed above. Answers may vary.

4. Then explain that a sentence fragment is not a complete sentence because it is missing a subject, a predicate, or both. Point to the first example of a sentence fragment and ask:

**Q** *What needs to be added to make this fragment a complete thought? (a subject)*

Invite the students to suggest a subject to complete the sentence. Write one of their answers on the line. (Sample answer: *My brothers*)

5. Repeat the process for the second example of a sentence fragment. Ask the students what needs to be added, and have a volunteer suggest a complete predicate to complete the sentence. (Sample answer: *ride on rough, rocky trails*)
6. Display the “Review” activity (🔗 WA22). Remind the students that they have learned about two different ways to join sentences. Read aloud the definition of a compound sentence. Ask:

**Q** *Which conjunction best links the two thoughts in this sentence?*

Click the blank to confirm the student’s answer. Point out that a comma precedes the word *but*.

A **compound sentence** connects two simple sentences using the words *and*, *but*, or *or*. Place a comma before the connecting word.

I like all four seasons, **but** fall is the best!

A **complex sentence** is made up of a group of words that can stand on its own and a group of words that cannot. Complex sentences use conjunctions like *before*, *after*, or *while*. No comma is needed before the conjunction.

I always put on my helmet **before** I ride my bike.

7. Repeat the procedure for the example of a complex sentence. Ask the students to suggest a conjunction that could complete the sentence. (*before*) Point out that no comma is needed before the conjunction.
8. Finally, explain to the students that sometimes, in a rush to write down ideas, thoughts may run together in a sentence with no connecting words or punctuation.
9. Display the “Review” activity (🕒 WA23) and review the two suggestions for correcting a run-on sentence. Have volunteers apply each one to the example sentence. Then click to see the answers.

A **run-on sentence** is made up of two or more sentences that run together without punctuation or a connecting word.

- One way to correct a run-on sentence is to separate it into two or more complete sentences.

You just walked into a bike shop. **T**here are so many different bikes!

- Another way to correct a run-on sentence is to join the thoughts together with a connecting word.

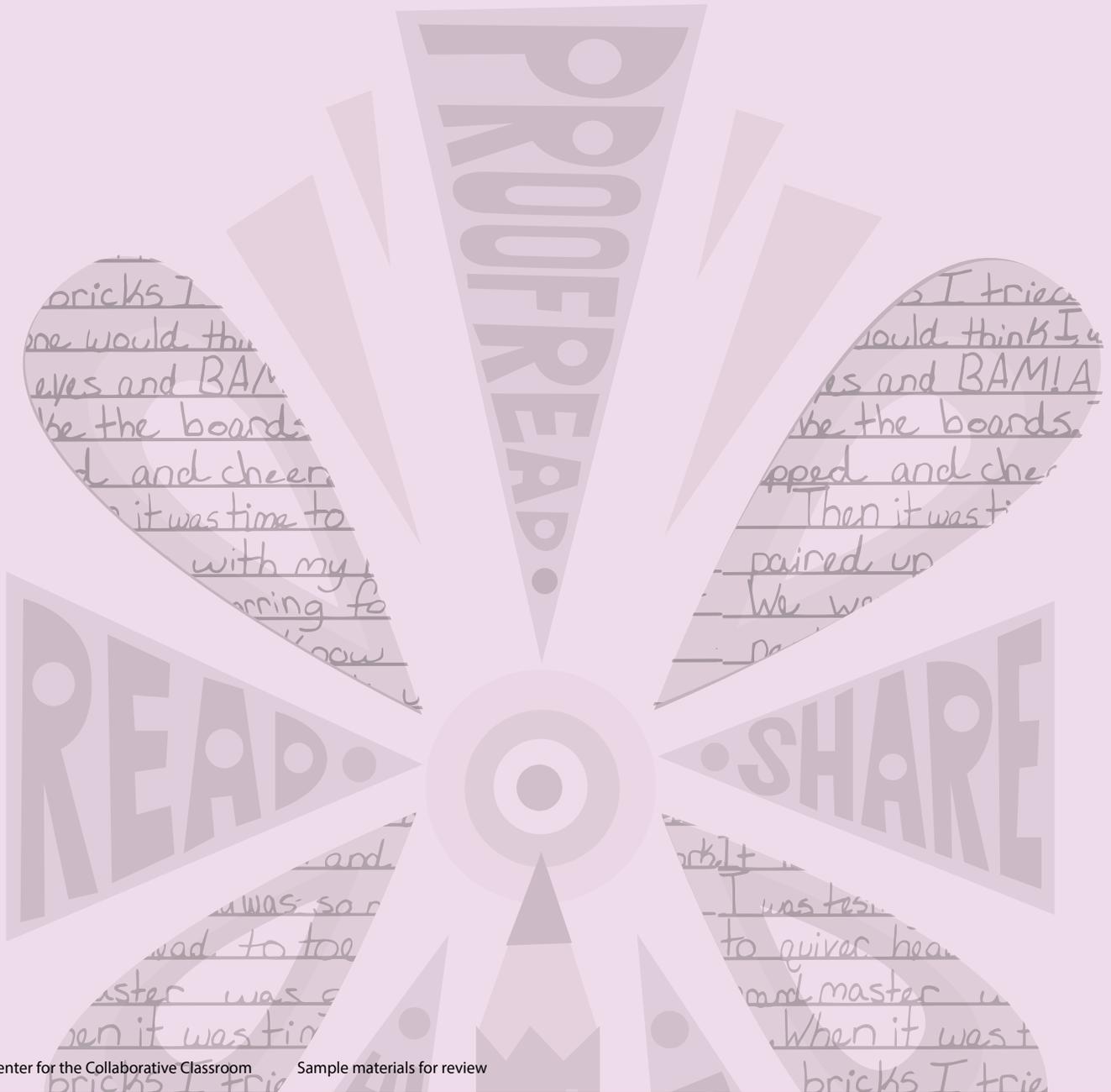
You just walked into a bike shop, **and** there are so many different bikes!

## Optional Practice

Have the students complete pages 16–18 in their *Student Skill Practice Books*, independently or in pairs, to practice writing sentences correctly.



# Nouns and Pronouns



# Lesson 7

## Singular, Plural, and Possessive Nouns

### Student Skill Practice Book

- Pages 19–21

TEKS 2.A.xvii    TEKS 2.A.xvii  
TEKS 2.A.xviii    TEKS 2.A.xviii  
TEKS 2.A.xix    TEKS 2.A.xix  
TEKS 2.A.xx    TEKS 2.A.xx

Student/Teacher Narrative  
(Introduction, Steps 1–4; and  
Guided Practice, Step 7–10)



### Online Resources

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

#### Whiteboard Activities

- “Singular, Plural, and Possessive Nouns” activity (WA1)
- “Singular, Plural, and Possessive Nouns” activity (WA2)
- “Singular, Plural, and Possessive Nouns” activity (WA3)
- (Optional reteaching) “Singular, Plural, and Possessive Nouns” activity (WA4)
- (Optional reteaching) “Singular, Plural, and Possessive Nouns” activity (WA5)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn about nouns. Remind them that a **noun** is a word that names a person, a place, an animal, a thing, or an idea. A noun can be singular or plural. A **singular noun** names one. A **plural noun** names more than one.
2. Display the “Singular, Plural, and Possessive Nouns” activity (WA1). Read the first sentence aloud and ask:

**Q** *Does the underlined noun name a person, place, or thing? (person) Is it singular or plural? (singular)*

If necessary, point out that *dentist* names one person and is, therefore, a singular noun. Ask:

**Q** *What word can we use to complete the second sentence? (dentists)*

Explain that we need the plural form of *dentist* because the writer is talking about “more than one.” Ask:

**Q** *How do we form the plural of dentist? (add -s)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Give the students time to think, and then invite one or two volunteers to respond. Click the blank to reveal the word *dentists* and read the sentence aloud. Point out that most nouns form their plural by adding *-s*.

WA1

1. I don't want to go to the dentist today. I do not like dentists .
2. I know this day might be bad. We all have bad days once in a while.
3. I make a wish that I won't have any cavities. Sometimes, wishes come true.
4. I take my lucky penny with me. Maybe I should put two lucky pennies in my pocket.
5. If I brush twice a day, I'll never lose a tooth. I like all my teeth just where they are!

3. Repeat the process for the remaining sentences, explaining the following rules for forming plural nouns:
  - Sentence 2: Add *-s* to form the plural of most nouns.
  - Sentence 3: Add *-es* to a noun that ends with *s*, *x*, *sh*, or *ch*.
  - Sentence 4: To form the plural of a noun that ends with a consonant + *y*, change the *y* to an *i* and add *-es*.
  - Sentence 5: Some nouns form their plural by changing their spellings. These are called **irregular nouns**.

### Teacher Note

If you wish to provide practice forming irregular plural nouns, demonstrate forming these plurals: *mouse/mice*, *goose/geese*, *child/children*, *woman/women*, and *man/men*. Point out that some nouns have the same spelling in their singular and plural form: *sheep/sheep*, *deer/deer*, *fish/fish*, and *moose/moose*.

4. Display the “Singular, Plural, and Possessive Nouns” activity (🕒 WA2). Read aloud the three phrases in the word box and point out the underlined words. Explain that these nouns are called **possessive nouns**. They show ownership, or what belongs to a person, place, or thing. Ask:

Q *What belongs to the boy?* (penny) *What belongs to the girls?* (dimes) *What belongs to the women?* (purses)

Explain that *the boy's penny* is a short way of saying “the penny that belongs to the boy”; *the girls' dimes* is a short way of saying “the dimes that belong to the girls”; and

*the women's purses* is a short way of saying "the purses that belong to the women."  
Then ask:

**Q** *What is similar in each of these possessive nouns? What is different?*

As needed, point out that each possessive noun includes an apostrophe; however, sometimes the apostrophe is placed before an *s* and sometimes it is placed after it. Use the examples to explain how to form singular and plural possessive nouns:

- Add an apostrophe and *-s* to a singular noun, such as *boy*.
- Add just an apostrophe to a plural noun ending with *s*, such as *girls*.
- Add an apostrophe and *-s* to a plural noun that does not end with *s*, such as *women*.

the boy's penny (the penny that belongs to the boy)  
the girls' dimes (the dimes that belong to the girls)  
the women's purses (the purses that belong to the women)

WA2

1. The dentist's office is big.
2. Dr. Rooter's name is written on the door.
3. Two girls'  jackets are hanging on the coat rack.
4. Children's toys are in a box in the corner.
5. The assistants'  computers are on the desk.

5. Read the first sentence below the word box aloud and ask:

**Q** *How can we make dentist a possessive noun?*

Give the students a few moments to think, and invite one or two volunteers to respond. Then add an apostrophe and *-s* to form the possessive noun *dentist's*. Read the completed sentence aloud and invite a volunteer to explain why adding *'s* is correct. (*Dentist* is a singular noun.)

6. Invite volunteers to the whiteboard to complete the remaining sentences. After all the possessive nouns have been formed, ask:

**Q** *Why is it important to know how to use possessive nouns correctly?*

**Students might say:**

"Possessive nouns are a great way to show who owns something."

"I agree with Kim. You can show who owns something in just a few words."

"If you don't write possessive nouns correctly, your reader could get confused."

## GUIDED PRACTICE



7. Display the “Singular, Plural, and Possessive Nouns” activity (WA3). Have the students work in pairs to read the passage and discuss which answer choices should be used to complete the sentences.

8. Read the first two sentences aloud and ask:

**Q** Which form of the noun dentist should we use here? Why? (dentist’s; The possessive noun should be used because it shows that the chair belongs to the dentist.)

Invite a volunteer to circle the correct answer and explain why it is correct.

### Teacher Note

You might wish to use these sentences to highlight the importance of using context in determining which noun form to use.

It was finally my turn to see Dr. Rooter. I sat down in an enormous (dentists, dentist’s) chair. There were (boxs, boxes) of (toothbrushs, toothbrushes) everywhere. The doctor said hello. He said he hoped I didn’t have any (cavity’s, cavities). His smile helped me relax. Then I heard (womens’, women’s) laughter, and that made me giggle. Dr. Rooter said, “Open wide!” Then he cleaned my (tooths, teeth).

Afterward he told my mom, “Your (sons’, son’s) job is to keep up the good work.”

“Not so bad!” I thought as I rubbed my lucky (pennys, pennies).

WA3

9. Continue guiding the students through the story, calling on volunteers to choose the answers that complete it. After all the nouns have been chosen, reread the story aloud.



10. Have the students work in pairs to write a paragraph that includes singular and plural nouns, as well as singular and plural possessive nouns.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a visit to the dentist.

## Optional Practice

Have the students complete pages 19–21 in their *Student Skill Practice Books*, independently or in pairs, to practice forming singular and plural nouns, as well as singular and plural possessive nouns. Note that page 21 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 21 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### **ELL Note**

In Chinese, Vietnamese, and other Asian languages, there is no plural form for nouns. In Spanish plurals are formed by adding *-es* to nouns ending with any consonant or *y*. Therefore, students from these language backgrounds may need additional practice with plural nouns.

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### **ELL Note**

In Spanish, Haitian Creole, and Vietnamese, there are no possessive noun forms. Possession is shown through the use of phrases such as “the penny of the boy.”

# Lesson 8

## Subject and Object Pronouns

### Prerequisite Lesson

- Lesson 1, “Complete Sentences”

### Student Skill Practice Book

- Pages 22–24



### Online Resources

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

#### Whiteboard Activities

- “Subject and Object Pronouns” activity (WA6)
- “Subject and Object Pronouns” activity (WA7)
- “Subject and Object Pronouns” activity (WA8)
- (Optional reteaching) “Subject and Object Pronouns” activity (WA9)
- (Optional reteaching) “Subject and Object Pronouns” activity (WA10)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that they will practice recognizing and using **pronouns**, or words that take the place of nouns. Explain that using pronouns correctly helps writers compose smooth, clear sentences.
2. Display the “Subject and Object Pronouns” activity (🗨️ WA6). Point out the subject pronouns in the word box. Explain that a **subject pronoun** can take the place of the subject of a sentence. Read the two sentences aloud and identify the subject of both. (*Liz*) Ask:

🗨️ *What do you notice about these sentences? How do they sound?*

Invite a few volunteers to respond. If necessary, point out that repeating *Liz* makes the sentences sound choppy or unnatural. Explain that replacing *Liz* with a subject pronoun will make the sentences sound more natural. Ask:

🗨️ *Which pronoun can we use to replace the name Liz?*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Give the students a few moments to think, and have one or two volunteers respond. Click *Liz* to reveal the pronoun *She*, and explain that when you replace a subject that is “one female” you use *she*. Ask:

**Q** *If the subject were Tom instead of Liz, which pronoun would you use? (He)*

WA6

**Subject Pronouns:** I You He She It We They

1. Liz plays the drums. **She** practices every day.
2. Mr. Stewart is the music teacher. **He** gives drum lessons.
3. The Hendrick twins take guitar lessons. **They** will perform in a talent show next week.
4. The talent show is on Tuesday. **It** starts at 7:00 p.m.
5. Liz and I are going to the show. **We** will go there together.

3. Repeat the process for the remaining sentence pairs. Read the revised sentences aloud. Point out that pronouns make the sentences easier to understand and make the writing sound more natural.
4. Display the “Subject and Object Pronouns” activity (📄 WA7). Point out the object pronouns in the word box and explain that an **object pronoun** can take the place of a noun that is the object of a sentence. Explain that the object of a sentence receives the action of the verb. Explain that object pronouns can also follow words such as *with*, *to*, *of*, *from*, and *for*.

WA7

**Object Pronouns:** me you him her it us them

1. The Hendrick twins invited Liz to their house. They needed **her** for singing practice.
2. The twins had written a new song. Liz learned **it**.
3. I listened to Liz, Josh, and Jake. I clapped for **them**.
4. Some neighbors spoke with Mr. Hendrick about the loud music. They discussed the problem with **him**.
5. This surprised Liz, the twins, and me. The music pleased **us**!

5. Read the first sentence pair aloud, and identify the subject and verb in the first sentence. (*The Hendrick twins; invited*) Explain that *Liz* is the object of the sentence because *Liz* is the person who has been invited—*Liz* receives the action of the verb. Point out that *Liz* is repeated in the second sentence. Ask:

**Q** Which pronoun can we use to replace the name *Liz*?

Give the students a few moments to think, and have one or two volunteers respond. Click *Liz* to reveal the pronoun *her*, and explain that, when you replace an object that is “one female,” you use the pronoun *her*.

6. Repeat this process for the remaining sentence pairs. Explain that:
- The pronoun *it* refers to a thing, so *it* replaces *the new song*.
  - The pronoun *them* refers to more than one person, so *them* replaces *Liz, Josh, and Jake*.
  - The pronoun *him* refers to “one male,” so *him* replaces *Mr. Hendrick*.
  - The pronoun *us* refers to one or more people plus the speaker, so *us* replaces *Liz, the twins, and me*.

Point out that, in item 3, *Liz, Josh, and Jake* follows the word *for* and that, in item 4, *Mr. Hendrick* follows the word *with*. Remind the students that object pronouns can be used after words like those.

7. Write these sentences on the board: *I helped you. You helped me*. Explain that:
- The pronoun *I* is used only when you are talking about yourself as a subject; the pronoun *me* is used only as an object or after a word such as *with* or *to*.
  - The pronoun *you* can be used as both a subject and an object, and it can take the place of either a singular or a plural noun.

## GUIDED PRACTICE

8. Display the “Subject and Object Pronouns” activity (🗨️ WA8). Tell the students that they will read a story that is missing some words. Explain that you will work together to choose the correct subject and object pronouns to complete the story.

9. Read the first three sentences aloud and ask:

**Q** Who tightened the strings? (Josh) Can we insert the name *Josh* here? (Yes.) Would that be the best way to complete this sentence? Why or why not? (No. The sentence would sound choppy and repetitive. A pronoun would sound better.)

Help the students identify the correct pronoun by asking:

**Q** Which pronouns in the word box refer to one boy? (he; him) Which pronoun, he or him, should be used to complete the sentence? Why?

Guide the students to see that because *Josh* is the subject, *Josh* should be replaced by the subject pronoun *he*. Drag and drop *he* into the first blank.

10. Continue guiding the students through the story, reading the sentences aloud and helping volunteers choose the correct pronouns to complete them. After all of the pronouns have been placed, read the completed story aloud.

<b>Subject Pronouns:</b>	I	You	she	he	it	We	they
<b>Object Pronouns:</b>	me	you	her	him	it	us	them

The Hendrick twins were getting ready to go on stage. Josh realized that his guitar needed to be tuned. Quickly he tightened the strings and tested each one. “Hurry up!” Jake whispered to him. “You and I are playing next.”

“Don’t worry,” Josh said. “You and I will do fine. We have practiced a lot. The audience is going to love us.”

Just then the announcer called the boys’ names. The twins walked onto the stage, and they began to play.



11. Have the students work in pairs to write a paragraph, using at least two subject and two object pronouns.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a musical group or a song they like and explain why.

## Optional Practice

Have the students complete pages 22–24 in their *Student Skill Practice Books*, independently or in pairs, to practice using subject and object pronouns. Note that page 24 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 24 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

### Teacher Note

You might have the students write the rules for when to use subject and object pronouns, and provide examples of each, in the Proofreading Notes section of their *Student Writing Handbooks*.

### ELL Note

In Vietnamese and some other Southeast Asian languages, there is no gender distinction between third-person singular pronouns. Therefore, students from these language backgrounds may need additional practice with singular pronouns.

# Lesson 9

## Possessive Pronouns

### Prerequisite Lessons

- Lesson 7, “Singular, Plural, and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”

### Student Skill Practice Book

- Pages 25–27



### Online Resources

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

#### Whiteboard Activities

- “Possessive Pronouns” activity (WA11)
- “Possessive Pronouns” activity (WA12)
- “Possessive Pronouns” activity (WA13)
- (Optional reteaching) “Possessive Pronouns” activity (WA14)
- (Optional reteaching) “Possessive Pronouns” activity (WA15)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn more about pronouns, or words that take the place of nouns.
2. Display the “Possessive Pronouns” activity (WA11). Read aloud the pronouns in the word box, and explain that **possessive pronouns** show possession, or ownership. Remind the students that they already know how to form and use possessive nouns.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

my your His her Its our Their

1. Raymond has a hobby. **His** hobby is flying kites.
2. One kite is shaped like a triangle. **Its** shape is good for catching the wind.
3. Two kites have long tails. **Their** tails spin in the wind.
4. One day a girl in the park demonstrated **her** kite trick.
5. The girl asked, "Do you like **my** kite trick?"

3. Read the first sentence pair aloud, and have a volunteer point out the possessive noun. (*Raymond's*) Ask:

**Q** *What belongs to Raymond?* (a hobby; flying kites)

Explain that one of the possessive pronouns in the word box can take the place of the possessive noun *Raymond's*. Then, ask:

**Q** *Which possessive pronoun can take the place of Raymond's?* (His)

Click *Raymond's* to reveal *His*. Then reread the two sentences aloud. Point out that the word *his* shows that one male owns something.

4. Repeat the process for the remaining sentences. Tell the students when to use each possessive pronoun:
  - *Its* shows that one thing owns something.
  - *Their* shows that more than one person, place, or thing owns something.
  - *Her* shows that one female owns something.
  - *My* shows that the speaker owns something.

Explain that:

- The pronoun *your* refers to something that belongs to just you, or to you and others. (*I like your kite.*)
- The pronoun *our* refers to something belonging to the speaker and to someone else. (*Sandy likes our kite.*)

5. After the sentences have been completed, have a volunteer read them aloud. Point to the phrases: *his hobby*; *its shape*; *their tails*; *her kite trick*; *my kite trick*. Explain that each possessive pronoun was placed before a noun to show ownership of that noun.

## Teacher Note

A possessive pronoun takes the place of a possessive noun to show ownership: **Ben's coat/his coat; Sara's bike/her bike**. When a pronoun is used before a noun, as in these examples, it also may be called a *possessive adjective*. The terms *possessive pronoun* and *possessive adjective* are both correct for words such as *his* and *her*. The second edition of the *Being a Writer* program uses the term *possessive pronoun*.

6. Display the “Possessive Pronouns” activity (🗨️ WA12) and explain that some possessive pronouns stand alone—they are not followed by a noun. Point to the possessive pronouns in the word box. Then read the first sentence pair aloud. Explain that a possessive pronoun can be used to replace the possessive noun *Raymond's*. Reread the second sentence aloud and ask:

**Q** Which possessive pronoun can we use to replace Raymond's?

Give the students a few moments to think, and invite one or two volunteers to respond. Click *Raymond's* to reveal the word *his*. Point out that when you replace a possessive noun such as *Raymond's* that is “one male,” you use the possessive pronoun *his*.

7. Repeat the process with the remaining sentences. Help the students articulate when to use each possessive pronoun:
  - Use *hers* to replace “one female.”
  - Use *theirs* to replace “more than one person, place, or thing.”
  - Use *yours* to refer to something that belongs to just you, or you and some other people.

mine yours his hers ours theirs

1. Raymond flies the blue kite with the long tail.  
The blue kite with the long tail is **his**.
2. The girl has a kite with a red tail.  
The red-tailed kite is **hers**.
3. The green and yellow kites belong to the women.  
The green and yellow kites are **theirs**.
4. “Does the beautiful silver kite belong to Jamie?”  
“Jamie, is the beautiful silver kite **yours**?”

WA12

### Teacher Note

You might want to write the following sentences on the board: *The kite is mine.*  
*The kite is ours.* Then explain:

- The pronoun *mine* refers to something that belongs to me.
- The pronoun *ours* refers to something that belongs to me and someone else.

8. After all the sentences have been completed, invite a volunteer to read them aloud.

## GUIDED PRACTICE

9. Display the “Possessive Pronouns” activity (🗎 WA13). Explain to the students that next they are going to practice using possessive pronouns.

WA13

<b>Used before a noun:</b>	my	your	his	her	its	Our	their
<b>Stands alone:</b>	mine	yours	his	hers	ours	theirs	

The town was having its first contest for beginning kite flyers.

Franco and his friend Ben took their kites out to the big field to practice. The boys easily got the kites up in the air.

After a few minutes, Franco shouted to Ben, “Hey! Our strings are getting twisted. Can you keep your kite away from mine?”

Two kite flyers nearby said, “We’re lucky those kites are not ours.”

10. Read the first sentence aloud and ask the students which possessive pronoun they could use in the blank. Invite a volunteer to the whiteboard. Have him drag and drop *its* into the sentence, and then read the sentence aloud. Ask the students why this pronoun is the correct choice.
11. Repeat the process with the remaining sentences. After all the pronouns have been placed, ask a volunteer to read the story aloud.

### Teacher Note

If necessary, help the students choose the correct pronoun by following up with additional questions. (For example, “Does the pronoun come before a noun or does the pronoun stand alone?”)



12. Have the students work in pairs to write a paragraph using at least three possessive pronouns.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a hobby they have or would like to have.

## Optional Practice

Have the students complete pages 25–27 in their *Student Skill Practice Books*, independently or in pairs, to practice using possessive pronouns. Note that page 27 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 27 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

To help the students use possessive pronouns correctly, you might have them make a chart similar to this one in the Proofreading Notes section of their *Student Writing Handbooks*. Have the students underline the pronouns that can stand alone.

Singular	Plural
my, <u>mine</u>	our, <u>ours</u>
your, <u>yours</u>	your, <u>yours</u>
her, <u>hers</u> , <u>his</u> , its	their, <u>theirs</u>

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### ELL Note

In Spanish, the article *the* is sometimes used instead of some possessive pronouns that precede a noun, for example: “The girl flew **the** kite.” Students with these language backgrounds may need additional practice with possessive pronouns.

# Lesson 10

## Relative Pronouns

### Prerequisite Lessons

- Lesson 4, “Complex Sentences”
- Lesson 8, “Subject and Object Pronouns”

### Student Skill Practice Book

- Pages 28–30



### Online Resources

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

#### Whiteboard Activities

- “Relative Pronouns” activity (WA16)
- “Relative Pronouns” activity (WA17)
- (Optional reteaching) “Relative Pronouns” activity (WA18)
- (Optional reteaching) “Relative Pronouns” activity (WA19)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that they have learned that a pronoun is a word that takes the place of a noun. Explain that today they will learn more about pronouns.
2. Display the “Relative Pronouns” activity (🎯 WA16). Point to the words in the word box and explain that these words are a type of pronoun called **relative pronouns**. Read the relative pronouns aloud.

Point to sentence 1 and explain that, as you read the sentence aloud, you want the students to look and listen for the relative pronoun. Then read sentence 1 aloud. Ask:

**Q** *What relative pronoun is used in the sentence? (who)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

3. Draw a box around *who* and underline *who did superhuman things*. Explain that we call *who* a relative pronoun because it introduces a group of words that relates to, or gives more information about, a noun or another pronoun in the sentence. Point to *who did superhuman things*. Ask:

Q What noun do the words *who did superhuman things* give more information about? (heroes)

Q What do the words *who did superhuman things* tell about the noun *heroes*? (The words tell why the heroes are special—they did things no real human could do.)

### Teacher Note

You might want to point out that the noun being described, *heroes*, comes directly before the group of words that describes it. You might also point out that *who did superhuman things* cannot stand on its own.

WA16

who whom whose which that

1. Tall tales are stories about make-believe heroes who did superhuman things.
2. Paul Bunyan, whose story is famous, is a tall-tale character.
3. Paul Bunyan, who was as big as a redwood, cut down trees for a living.
4. He had a gigantic ox named Babe that was bright blue.
5. The Great Lakes region, which is Paul's home, is where many stories took place.
6. Babe, whom many people remember, is almost as famous as Paul Bunyan.

4. Repeat the process with sentences 2–6, drawing a box around each relative pronoun, underlining each group of words that describes a noun or pronoun, and circling the noun or pronoun that the group of words gives more information about.
5. After completing all of the sentences, point out that *who* and *whom* are used only when talking about people, *that* and *which* are used to talk about things, and *whose* is used for both people and things to show ownership.

### Teacher Note

You might want to point out that, unlike subject, object, and possessive pronouns, relative pronouns do not have different forms for referring to males and females or for referring to one or more than one. A relative pronoun follows both singular and plural nouns and is used for both males and females.

### Teacher Note

As you work through the lesson, explain the distinctions between *who* and *whom*, and *that* and *which*:

- *Who* refers to the subject of the sentence.
- *Whom* refers to the object of a verb or preposition.
- *That* introduces information necessary to understand the sentence.
- *Which* introduces extra information—information that might be interesting but is not necessary.

## GUIDED PRACTICE

6. Explain that the students will now practice using the correct relative pronoun to complete some sentences.
7. Display the “Relative Pronouns” activity (📄 WA17). Read the first sentence aloud. Then ask:

**Q** *Which relative pronoun would you use to join the two parts of this sentence? Why would you use this pronoun?*

Give the students time to think. Then invite a few volunteers to respond. Point out that the pronoun *that* is used because it introduces a group of words that gives necessary information. It tells about the kind of *things* Bunyan and Babe did. Invite a volunteer to the whiteboard. Have her drag and drop *that* into the sentence and then read the sentence aloud.

who   that   whom   whose   which   that

Paul Bunyan and Babe did things that no real person or animal could do. In the early 1900s, a reporter, whose name was James MacGillivray, wrote stories about Bunyan. The reporter may have based his stories on tales that he heard from loggers. Loggers are people who make a living by cutting down trees. Later, people wrote books about Paul Bunyan. This folk hero, whom people still write about, lives on. People have even put up statues of him. You can visit these statues, which you are sure to enjoy.

WA17

8. Continue guiding the students through the paragraph, reading the sentences aloud and having volunteers select the relative pronouns and explain their choices. After all the pronouns have been placed, invite a volunteer to read the paragraph aloud.



9. Have the students work in pairs to write a paragraph, using at least three relative pronouns.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a superhero from the movies or TV.

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### Teacher Note

You might have the students list each relative pronoun and when it is used in the Proofreading Notes section of their *Student Writing Handbooks*.

## Optional Practice

Have the students complete pages 28–30 in their *Student Skill Practice Books*, independently or in pairs, to practice using relative pronouns. Note that page 30 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 30 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

Relative pronouns are not used in Vietnamese and Korean. In Hmong, the relative pronoun *who* is used with both people and objects. Students with these language backgrounds may need additional practice with relative pronouns.

# Lesson 11 Noun-Pronoun Agreement

## Prerequisite Lessons

- Lesson 7, “Singular, Plural, and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”
- Lesson 9, “Possessive Pronouns”

## ELPS 5.D.ii

### Lesson 11

(all, beginning on page 44 and continuing on to page 47)

## Student Skill Practice Book

- Pages 31–33



## Online Resources

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

### Whiteboard Activities

- “Noun-Pronoun Agreement” activity (WA20)
- “Noun-Pronoun Agreement” activity (WA21)
- (Optional reteaching) “Noun-Pronoun Agreement” activity (WA22)
- (Optional reteaching) “Noun-Pronoun Agreement” activity (WA23)

### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that they already know how to use subject, object, and possessive pronouns to replace nouns. Tell the students that today they will learn more about using these pronouns correctly.
2. Display the “Noun-Pronoun Agreement” activity (WA20). Point out the singular and plural pronouns in the word box. Explain that when a pronoun replaces a noun, it must **agree**, or match, in number with the noun it is replacing. Explain that singular pronouns replace singular nouns, and plural pronouns replace plural nouns.

Also explain that pronouns must match the gender of the noun. If the noun names a male, then we use *he* or *his*; if the noun names a female, we use *she*, *her*, or *hers*.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

3. Read the first sentence pair aloud. Identify *Eduardo* as a noun and the subject of the first sentence. Then ask:

Q *Is Eduardo a singular or plural noun? Is Eduardo a boy or a girl?*

Q *Which pronoun should we use to replace Eduardo?*

**Students might say:**

"It is a singular noun. *Eduardo* is the name of one boy."

"We should use the pronoun *he* for *Eduardo*."

"I agree with Blake. *Eduardo* is one boy so we should use *he*."

Allow a few volunteers to respond. Then click the blank to reveal the pronoun *He*. Point out that the pronoun *He* and the noun *Eduardo* each name one male: the pronoun agrees in both number and gender with the noun *Eduardo*.

WA20

**Singular Pronouns:** I you he she it me him her

**Plural Pronouns:** we you us they them

**Possessive Pronouns:** my your his hers its our their

1. Eduardo is nine. **He** loves airplanes.
2. Eduardo says the airport is **his** favorite place.
3. Eduardo's Aunt Magali works at the airport. Sometimes, Aunt Magali and Eduardo visit **it**.
4. Eduardo watches planes take off. He watches **them** land, too.
5. Aunt Magali asks Eduardo, "Would **you** like to meet a pilot?"
6. His aunt adds, "**I** can arrange that!"

4. Repeat the process with sentences 2–6, pointing out how each pronoun agrees in number and gender with the noun it replaces or refers to. As needed, point out that, in item 3, we use *it* because the noun the pronoun replaces names one place. In item 4, we use *them* because the noun the pronoun replaces is plural. Also point out that *you* and *I* (items 5 and 6) refer to either a male or a female.

**Teacher Note**

As you identify the missing pronouns, you might review that the subject pronouns (*he, you, I*) take the place of the subject of the sentence, the object pronouns (*it, them*) take the place of a noun that is the object of the sentence, and the possessive pronoun (*his*) shows ownership.

5. When all the pronouns have been revealed, invite volunteers to read the sentences aloud. Ask:

**Q** Which pronouns in the word box can be used for either singular or plural nouns? (you, your)

## GUIDED PRACTICE

6. Display the “Noun-Pronoun Agreement” activity (📄 WA21). Explain to the students that next they are going to read a paragraph that is missing some pronouns and that you will work together to choose the pronouns that correctly match the nouns they are replacing.

WA21

I	mine	you	She	her	They	their	his	your
---	------	-----	-----	-----	------	-------	-----	------

Eduardo wrote down all his questions for the pilot.  
On Saturday he met Dorothy Kagan. She flies big jets.  
Ms. Kagan asked Eduardo, “What do you like about planes?”  
Eduardo replied that he loves the roar of their engines. “Do you want to be a pilot?” Ms. Kagan asked.  
Eduardo yelled out, “I sure do!” Then she pinned something on his sweater and said, “Here are your official pilot’s wings!”

7. Read the first sentence aloud and guide the students to identify the missing pronoun. Ask:

**Q** Which pronoun should you use in the sentence? Why? (his; The pronoun refers to Eduardo’s question.)

Invite a volunteer to the whiteboard. Have her drag and drop *his* into the sentence and then read the sentence aloud. Point out that the pronoun is a possessive pronoun referring to one male, Eduardo.

### Teacher Note

As you identify each missing pronoun, you might ask volunteers to tell whether the pronoun is a subject, an object, or a possessive pronoun.

8. Continue guiding the students through the paragraph, reading the sentences aloud and inviting volunteers to select the pronouns and explain their choices. After all the pronouns have been placed, have a volunteer read the paragraph aloud.



9. Have the students work in pairs to write a paragraph, using at least five pronouns. Tell the students to make sure that each pronoun agrees with the noun it refers to.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a place they like to go on weekends.

## Optional Practice

Have the students complete pages 31–33 in their *Student Skill Practice Books*, independently or in pairs, to practice using correct noun-pronoun agreement. Note that page 33 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 33 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In languages such as Chinese (oral language only), Haitian Creole, Hmong, and Vietnamese, there is no gender difference for third-person singular pronouns. Students with these language backgrounds may need additional practice with gender agreement of nouns and pronouns.

## Student Skill Practice Book

- Pages 34–36



## Online Resources

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

## Whiteboard Activities

- “Commonly Misused Words” activity (WA24)
- “Commonly Misused Words” activity (WA25)
- “Commonly Misused Words” activity (WA26)
- (Optional reteaching) “Commonly Misused Words” activity (WA27)
- (Optional reteaching) “Commonly Misused Words” activity (WA28)

## Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

## Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will practice using words that are often confused because they sound the same. Explain that when writers use the wrong word in their writing, readers can get confused.
2. Display the “Commonly Misused Words” activity (🎯 WA24). Read aloud the words *to*, *too*, and *two* and their definitions. Ask:

**Q** *How are these words alike? How are they different?*

Give the students a few moments to think, and invite one or two volunteers to respond. If necessary, explain that the words sound alike, but are spelled differently and have different meanings.

3. Read sentence 1 aloud and ask:

**Q** *Which word from the word list correctly completes the sentence?*

Give the students a few moments to think, and have one or two volunteers respond. Then drag and drop the word *to* into the blank to complete the sentence. Have another volunteer explain why *to* is the correct choice. (Selena is going in the direction of the store; she is going toward the store.)

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills.

For more information, see Appendix C.

4. Repeat the process for sentences 2 and 3. Remind the students to check the definitions if they are not sure which word fits the context of the sentence.

WA24

to	a direction word meaning “toward”
too	also
two	a number that equals one plus one
its	shows ownership for <i>it</i>
it’s	a contraction for <i>it is</i>

1. Selena was going to the corner store for some milk.
2. Her mother gave her two dollar bills.
3. “Can Mishia go, too?” Selena asked.
4. “Sure, it’s okay with me,” her mother replied.
5. “Remember, the store keeps its dairy products in aisle 3.”

5. Read aloud the words *its* and *it’s* and their definitions. Ask:

**Q** *How are these words alike? How are they different?*

Give the students a few moments to think, and invite one or two volunteers to respond. If necessary, explain that the words sound alike, but are spelled differently and have different meanings.

6. Read sentence 4 aloud and ask:

**Q** *Which word correctly completes this sentence? Why?*

Allow students time to think, and have one or two volunteers respond. As necessary, explain that the contraction *it’s* belongs in the sentence. Rephrase the sentence: “Sure, it is okay with me.” Drag and drop the word *it’s* into the blank. Repeat the process for sentence 5.

### Teacher Note

Students may be confused by the lack of an apostrophe in the possessive pronoun *its*. Explain that, unlike a possessive noun, a possessive pronoun does not have an apostrophe. The word *it’s* (with an apostrophe) is a contraction, or short form for *it is*.

7. Display the “Commonly Misused Words” activity (WA25). Read aloud the words *their*, *there*, and *they’re* and their definitions. Have a volunteer explain how the words are alike and how they are different.

8. Read the first two paragraphs aloud and ask:

**Q** Which word from the word box correctly completes the second sentence?

Allow students time to think, and invite one or two volunteers to respond. Then write the word *there* in the blank to complete the sentence. Have another volunteer explain why *there* is the correct choice. (It shows where Selena is going—the Super Food Mart.)

WA25

their	shows ownership for <i>they</i>
there	indicates a place
they're	a contraction for <i>they are</i>
your	shows ownership for <i>you</i>
you're	a contraction for <i>you are</i>

“Would you like to walk to Super Food Mart with me? I need to go there,” Selena said to Mishia.

“I do, too,” Mishia replied. “The bakers are known for their fancy cupcakes. They're having a sale on them today!”

“You're good at keeping secrets,” Selena giggled.

“Your sister’s party is going to be a big surprise!”

9. Repeat the process for the second paragraph, reminding the students to check the definitions if they are unsure which word fits the context of the sentence.
10. Read aloud the words *your* and *you're* and their definitions. Point to the first sentence in the third paragraph and ask:

**Q** Which word correctly completes this sentence? Why?

If necessary, explain that the contraction *you're* belongs in the sentence. Rephrase the sentence: “You are good at keeping secrets.” Repeat the process for the last sentence.

### Teacher Note

Remind the students that a possessive pronoun, like any other word, must be capitalized if it is the first word in a sentence.

## GUIDED PRACTICE



11. Have the students work in pairs to write the three spellings of *to/too/two*; the three spellings of *their/there/they're*; the two spellings of *its/it's*; and the two spellings of *your/you're*. Confirm responses as pairs of volunteers spell aloud each set of words.
12. Remind the students that these words not only are spelled differently, they also have different meanings.
13. Display the “Commonly Misused Words” activity (WA26). Explain to the students that next they will practice using these words in sentences. Read the first sentence aloud. Then point to the word choices after the sentence and ask:

**Q** Which word correctly completes this sentence? Why?

Drag and drop the word *two* into the blank. Have a volunteer read the complete sentence aloud.

14. Repeat the process for the remaining sentences.

1. My dog-walking business is just <u>two</u> weeks old.	too	two
2. <u>Its</u> name is “Out and About.”	It’s	Its
3. <u>There</u> is the sign outside my apartment building.	There	Their
4. I like dogs because <u>they’re</u> loyal and loving.	their	they’re
5. However, dogs can be a handful, <u>too</u> .	to	too
6. If you can’t handle a dog, <u>your</u> business won’t last long.	your	you’re
7. If <u>you’re</u> responsible, then your customers will trust you.	your	you’re
8. And the dogs will come <u>to</u> you when you call.	to	too

WA26



15. Have the students work in pairs to write a paragraph using at least one example from each of the four sets of commonly misused words.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a business they would like to start.

## Optional Practice

Have the students complete pages 34–36 in their *Student Skill Practice Books*, independently or in pairs, to practice writing commonly misused words correctly. Note that page 36 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 36 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

Commonly misused words can be particularly difficult for English Language Learners. They may need extra practice memorizing the spellings and matching them to the correct meanings. Create charts to help the students remember how to use these words correctly. For example:

- T-o, t-o, just one o tells you which way to go.
- T-o-o, t-o-o, more than one o means the same as also.
- T-w-o, t-w-o, with w it's the number two.

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### Teacher Note

You might have the students write each of these commonly misused words and their definitions in the Proofreading Notes section of their *Student Writing Handbooks*.

# Lesson 13

## Review

### Prerequisite Lessons

- Lesson 7, “Singular, Plural, and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”
- Lesson 9, “Possessive Pronouns”
- Lesson 10, “Relative Pronouns”
- Lesson 11, “Noun-Pronoun Agreement”
- Lesson 12, “Commonly Misused Words”

### Student Skill Practice Book

- Pages 37–39



### Online Resources

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

### Whiteboard Activities

- “Review” activity (WA29)
- “Review” activity (WA30)
- “Review” activity (WA31)
- “Review” activity (WA32)

## REVIEW

1. Explain to the students that they are going to review what they have learned about nouns and pronouns in Lessons 7–12. Remind the students that they have learned how to:
  - Recognize and use singular, plural, and possessive nouns
  - Recognize and use subject, object, possessive, and relative pronouns
  - Form plural and possessive nouns, and possessive pronouns
  - Choose a pronoun that agrees with the noun it is replacing
2. Display the “Review” activity (🎤 WA29). Read aloud the definition of a noun, and guide the students in distinguishing between a singular and a plural noun. Point to single items in the classroom. Have volunteers supply the plural forms, for example: *one desk/two desks*.

A **noun** is a word that names a person, a place, an animal, a thing, or an idea. A noun can be singular or plural. A **singular noun** names one.

A **plural noun** names more than one.

- Add -s to form the plural of most nouns: **brothers**, **sisters**.
- Add -es to nouns that end with s, x, sh, ch: **buses**, **boxes**, **wishes**, **patches**.
- Change the y to an i and add -es to a noun that ends with a consonant + y: **blueberries**, **cities**, **families**, **stories**.
- Change the spelling for the plural of some irregular nouns: **men**, **women**.

A **possessive noun** shows ownership.

- Add 's to make singular nouns possessive: **Kevin's jacket**.
- Add an apostrophe after the s for plurals that end with s: **the dogs' bones**.

3. Have different volunteers read aloud each of the four possible ways to form plural nouns. For the first three, invite volunteers to the whiteboard. Have them circle the letter or letters that form the plural and pronounce the singular form of each word. For the irregular nouns, circle the part of the word that changes in spelling. Then have volunteers spell the singular form of each irregular noun. Confirm the students' responses orally.

4. Read aloud the definition of a possessive noun. Have volunteers fill in the blanks to form a singular possessive noun using an apostrophe and s, and a plural possessive noun using an apostrophe after the s.



5. Have the students work in pairs to choose one item of clothing they are each wearing and show ownership of that item by writing a phrase that includes a possessive noun; for example, *Lucy's earrings* or *Javier's shirt*. Repeat the process, providing a plural noun so that each student may form a plural possessive noun; for example, *the hamsters' cage* or *the students' lunchroom*. Have a few volunteers share their phrases with the class.

6. Display the "Review" activity (WA30). Remind the students that a pronoun takes the place of a noun. Read aloud the definition of a subject pronoun and the sample sentences below it. Ask:

- Q *What is the subject of the first sentence? (Evie and Nicole) What pronoun can we use to replace this subject? (They)*
- Q *What is the subject of the second sentence? (Evie) What pronoun can we use to replace this subject? (She)*

Click each sentence's subject to confirm the students' responses. If necessary, remind them that a pronoun must agree with the noun it is replacing in number and gender. *Evie and Nicole* is a compound subject, so we use the pronoun that stands for "more than one." *Evie* represents "one female," so we use the pronoun *she*.

WA30

A **subject pronoun** replaces a noun that is the subject of a sentence. It tells whom or what the sentence is about.

**They** are my twin sisters. **She** lost a front tooth.

An **object pronoun** replaces a noun that receives the action of the verb.

Evie put **it** under the pillow. Nicole was excited for **her**.

A **possessive pronoun** shows ownership.

The dollar beneath the pillow was **Evie's** reward.

Nicole said, "That money is **Evie's**! It's for the lost tooth!"

7. Read aloud the definition of an object pronoun and the sample sentences below it. Help the students identify the object of each sentence. (*the tooth; Evie*) Have the students decide on the object pronoun that best replaces each one. (*it; her*) Click the object of each sentence to confirm the students' responses.
8. Invite a volunteer to read aloud the definition of a possessive pronoun. Help the students identify the possessive pronoun in each sentence. Challenge the students by asking:  
**Q** *What possessive noun would we use to replace each possessive pronoun? (Evie's)*  
Confirm the students' responses by clicking each possessive pronoun.
9. Display the "Review" activity (🗨️ WA31) and read aloud the definition of a relative pronoun. Ask the students to orally identify the relative pronoun in each sentence and the group of words that follows it. Then, sentence by sentence, ask:  
**Q** *What noun does this group of words describe? (Uncle Vito; Pizza Supreme; ingredients; customers)*  
Confirm the students' responses first by clicking the relative pronoun they have identified and then by clicking the noun each word group describes.

A **relative pronoun** introduces a group of words that gives more information about a noun or another pronoun in the sentence.

**noun** **relative pronoun**  
 Uncle Vito, whose story has been told many times, is known as  
 “The Pizza King.”

**noun** **relative pronoun**  
 It was his Pizza Supreme that made him famous.

**noun** **relative pronoun**  
 He uses three secret ingredients, which add a lot of flavor to the pizza.

**noun** **relative pronoun**  
 Many customers, who wait for hours to get in, describe his pizza  
 as the best on the planet!

10. Finally, display the “Review” activity (WA32). Remind the students that a pronoun must agree in number and gender with the noun it is replacing. Read the sample sentences aloud and invite volunteers to identify nouns that are repetitive and could be replaced by pronouns. Have them offer replacement pronouns. Confirm their responses by clicking *the men’s* and *Grandma*.

When a pronoun replaces a noun, it must **agree in number** with the noun it is replacing.

- Singular pronouns replace singular nouns. Plural pronouns replace plural nouns.

How can four men from a tropical country compete in a winter sport?  
 The movie *Cool Runnings* tells **their** story!

When a pronoun replaces a noun, it must **agree in gender** with the noun it is replacing.

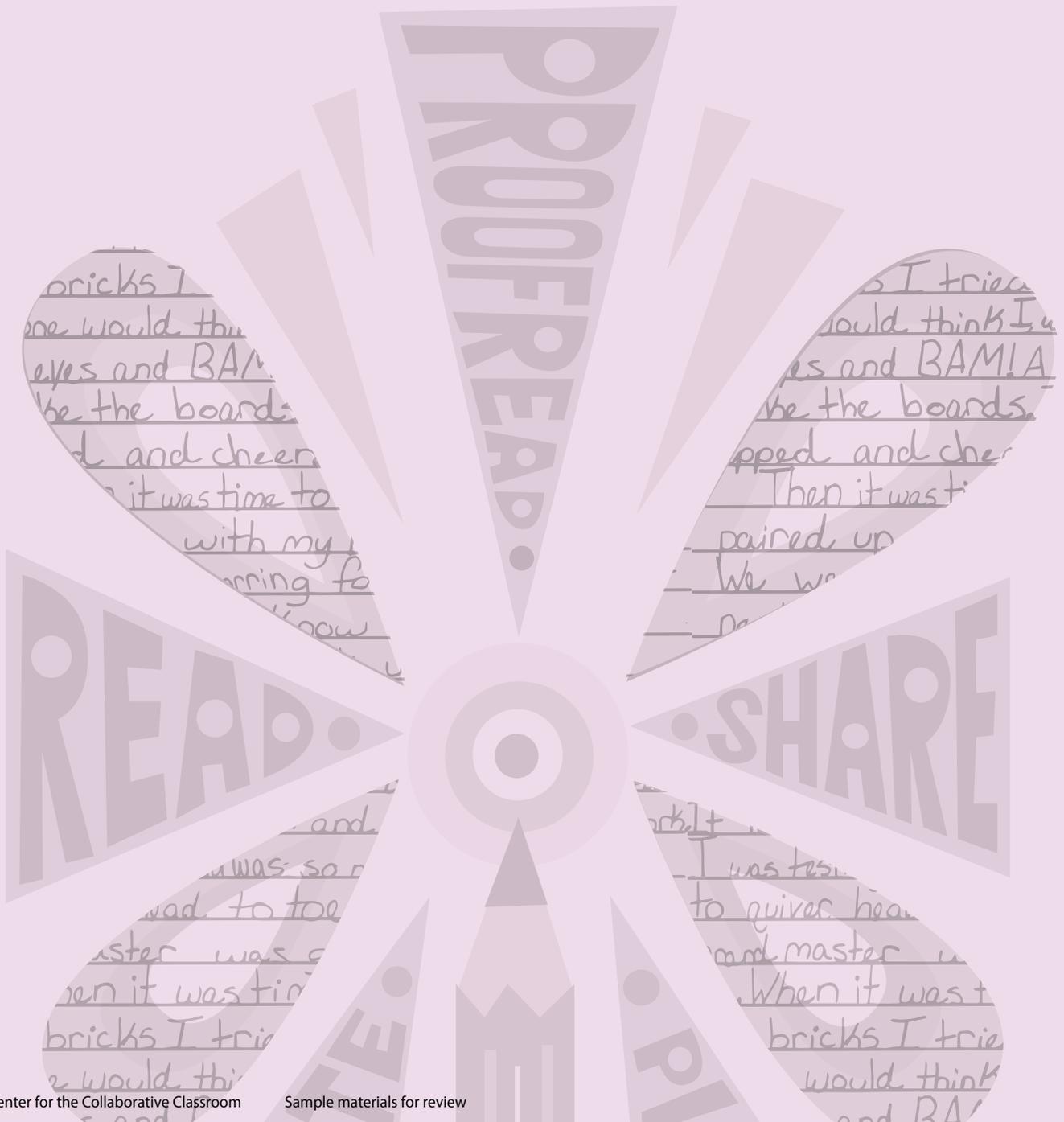
- Female pronouns replace female nouns. Male pronouns replace male nouns.

Grandma is a clown who performs in the Big Apple Circus. **She** wears a curly white wig and carries an enormous handbag.

## Optional Practice

Have the students complete pages 37–39 in their *Student Skill Practice Books*, independently or in pairs, to practice using nouns and pronouns correctly.

# Verbs



**Prerequisite Lesson**

- Lesson 1, “Complete Sentences”

**Student Skill Practice Book**

- Pages 40–42

**Online Resources**

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

**Whiteboard Activities**

- “Verbs” activity (WA1)
- “Verbs” activity (WA2)
- (Optional reteaching) “Verbs” activity (WA3)
- (Optional reteaching) “Verbs” activity (WA4)

**Reproducibles**

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

**Assessment Forms**

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

**INTRODUCTION**

1. Explain to the students that in this lesson they will learn about **verbs**, or words that tell what someone or something does, is, or is like. Tell the students that verbs are the words that will make their writing come alive. By choosing the right verbs, they can keep readers on the edge of their seats.
2. Display the “Verbs” activity (🎧 WA1). Explain that some verbs show action. They tell exactly what the subject does. Read the first sentence aloud and have a volunteer identify the simple subject. (*wren*) Then ask:

**Q** *Which words in this sentence tell what the wren does? (lives and builds)*

Have one or two volunteers respond, and confirm students’ responses by clicking *lives* and *builds*. The label *action verb* will appear over each word. Repeat the process for sentence 2.

3. Have a volunteer read sentence 3 aloud and identify the subject. (*wrens*) Ask the students which word shows action. (*defend*)

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Point out that sometimes an action verb is made up of two words: a **main verb** and a **helping verb**. The main verb describes the action; the helping verb usually comes before the main verb and does not show action. Ask:

**Q** *In this sentence, which word is the main verb? (defend) What is its helping verb? (will)*

WA1

1. A cactus wren **lives** in the desert and **builds** its nest in a cactus or a bush.
2. This bird **uses** dry grass for the nest and **lines** the inside with feathers.
3. Cactus wrens **will** **defend** their nests from other animals.
4. Sometimes these birds **may** **destroy** the nests of other birds.
5. A cactus wren **can** **survive** the desert because it **does** not **need** much water.
6. The cactus wren's nest **is** a good home. It **seems** cozy and safe.

Have a volunteer confirm the answers by clicking *will* and *defend* to reveal the labels. Repeat the process for sentence 4.

4. Before reading sentence 5, explain that usually a helping verb comes right before its main verb, but not always. Point out the first helping and main verb pair. (*can survive*) Then ask:

**Q** *Are there any other verbs in this sentence? (yes; need) Does need have a helping verb? (yes; does) What word comes between does and need? (not)*

Click each helping and main verb to reveal their labels.

5. Ask the students to read the first sentence in item 6 and identify the subject. (*nest*) Then ask:

**Q** *Is the nest doing anything in this sentence? Do any words show an action?*

**Students might say:**

"No, because a nest can't do anything."

"I agree with Peyton. Nests can't even move, so there aren't any words that show an action."

Allow a few volunteers to respond; then click the words *is* and *seems* to reveal the label *linking verb*. Explain that **linking verbs** do not show action. Instead, they link, or connect, the subject to words that tell what the subject is or is like—much the way an equals sign works in math. Tell the students that some common linking verbs are *is*, *are*, *become*, and *seem*. Have a volunteer identify what the nest "equals" in each sentence in item 6. (*a good home; cozy and safe*)

## GUIDED PRACTICE

6. Display the “Verbs” activity (🗨️ WA2). Explain to the students that they will read a passage about another kind of desert animal. Explain that they will look for all the verbs in the passage and tell what kind each one is.

WA2

The desert kangaroo rat is <sup>L</sup>an interesting <sup>A</sup>animal. It hops on its big back legs. The rat’s legs are strong, and the rat can <sup>H</sup>jump <sup>M</sup>as far as nine feet. These powerful legs <sup>A</sup>help the rat in other ways, too. If an unwelcome visitor is nearby, the kangaroo rat <sup>L</sup>drums <sup>A</sup>the ground with its feet. The sound may <sup>H</sup>scare <sup>M</sup>the other animal away. Also, when the rat <sup>A</sup>meets an enemy, such as a rattlesnake, the rat will <sup>H</sup>kick <sup>M</sup>sand in the animal’s face. If the rat is lucky, the snake will <sup>H</sup>slither <sup>M</sup>off. Otherwise, the rat <sup>L</sup>becomes dinner!

7. Invite a volunteer to read the first two sentences aloud and to locate the verb in each one. (*is* and *hops*) Ask which one is an action verb. (*hops*) Write A (for Action) above *hops*. Then ask if *hops* has a helping verb. (No.) Next, point to *is* and ask:
- Q What kind of verb is the word *is*? (*linking*) What does it link? (The desert kangaroo rat with an interesting animal)
- Write L (for Linking) above the word *is* and draw lines under the two linked parts.
8. Invite a volunteer to read the third sentence aloud. Ask the student to point out the first verb in the third sentence and to say whether it is an action or a linking verb. (*are*; linking) Then ask:
- Q What other verbs are in the third sentence? (*can jump*) What kind of verb is *can*? (*helping verb*) What verb is it helping? (*jump*) What kind of verb is *jump*? (*main/action verb*)
- Write H (for Helping) above *can* and M (for Main) above *jump*.
9. Continue working through the passage. Have volunteers take turns finding verbs and marking them with A, L, H, or M. When you reach the last sentence of the passage, remind the students that an action verb can have a helping verb. Then ask them if they think a linking verb can also have a helping verb. (Yes.)

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### Teacher Note

You may want to introduce additional linking verbs, such as *looks*, *feels*, and *smells*, using sentences that show the contrast between a state of being and an action, for example:

- The rat **looks** nervous. (versus) The rat **looks** into the hole.
- The rat **feels** hungry. (versus) The rat **feels** the ground with its feet.
- The rat **smells** stinky. (versus) The rat **smells** the seeds.



10. Have the students work in pairs to write a description, using at least two action verbs, two linking verbs, and one helping verb.

---

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about being in a desert. Ask the students to imagine how the desert feels, looks, and sounds and what the animals are doing.

## Optional Practice

Have the students complete pages 40–42 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using action, linking, and helping verbs. Note that page 42 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 42 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

Use sheltering strategies to help English Language Learners understand the difference between action and linking verbs. For example, have the students pantomime the action verb in sentence 2. For linking verbs, have the students copy sentences 8 and 9 on paper, replacing *is* and *becomes* with equals signs.

# Lesson 15

## Simple Verb Tenses

### Prerequisite Lesson

- Lesson 14, “Verbs”

### ELPS 5.D.iii

#### Lesson 15

(all, beginning on page 62 and continuing on to page 65)

### Student Skill Practice Book

- Pages 43–45



### Online Resources

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

#### Whiteboard Activities

- “Simple Verb Tenses” activity (WA5)
- “Simple Verb Tenses” activity (WA6)
- (Optional reteaching) “Simple Verb Tenses” activity (WA7)
- (Optional reteaching) “Simple Verb Tenses” activity (WA8)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that they will practice recognizing and using verb tenses. Point out that a **verb tense** tells when the action in a sentence takes place.
2. Display the “Simple Verb Tenses” activity (WA5) and read the name of each simple verb tense aloud (present, past, future). Ask:

**Q** Which verb tense would you use if you wanted to write about something that happened yesterday? Something that is going to happen tomorrow? Something that is happening right now? (past; future; present)

**Q** Why do you think it’s important to use verb tenses correctly in your writing? (They help your reader follow the order of events; they keep your reader from getting confused.)

Ask the students to read the passage silently. Have volunteers take turns matching each underlined verb to its verb tense. Click the words to confirm their responses. Ask:

**Q** How is this article organized? (in time order; from the past to the present to the future)

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Point out that using verb tenses to clearly show the order of events helps make the passage easy for readers to follow.

WA5

present   past   future

Long, long ago, people traveled only on foot. They carried bundles on their backs or dragged their belongings along the ground. Eventually, people rode on the backs of animals. This made things a lot easier.

Today millions of people travel in cars or take buses from place to place. Travelers on airplanes go thousands of miles in just a few hours.

In the future maybe jets will travel under water. Inventors will think of new kinds of transportation. Perhaps no one will walk at all anymore.

- Reread the first sentence and point to *traveled*. Explain that the past tense of many verbs is formed by adding *-ed*.
- Read the next sentence aloud and have the students identify the two past-tense verbs in it. Click to reveal the labels: *past tense of carry*; *past tense of drag*. Use these examples to help the students articulate the rules for adding *-ed*:
  - If a word ends with *y*, change the *y* to *i* before adding *-ed*.
  - If a word ends with a consonant after a short vowel, double the consonant before adding *-ed*.
- Explain that some verbs have irregular past-tense forms. They change in different ways. Have the students work in pairs to find two irregular past-tense verbs in this paragraph and identify their present-tense forms. (*rode/ride*; *made/make*) Then invite one or two volunteers to share their answers and to check them by clicking the verbs.



### Teacher Note

For practice with irregular past-tense verbs, work with the students to identify the past-tense forms of the following: *take/took*; *go/went*; *bring/brought*; *think/thought*. Also, work together to use the past tense of the following verbs in sentences that apply to the article: *drive/drove*; *fly/flew*.

- Point to the beginning of the second paragraph. Have volunteers take turns locating all the present-tense verbs in the paragraph.

### Teacher Note

Explain that the present tense is used to show not only something happening at this very moment, but something that happens regularly. (For example, ask: “In this paragraph, do you think *Today* means ‘just this day,’ or ‘every day in general?’”) (“every day in general”)

- Point to the third paragraph. Remind the students that the action takes place in the future. Ask them what has been added in front of *travel* to form the future tense. (the helping verb *will*) Explain that the future tense of almost all verbs is formed by adding *will* before the present-tense form of the verb. Continue through the paragraph, having volunteers take turns locating the future-tense verbs.

## GUIDED PRACTICE

- Display the “Simple Verb Tenses” activity (🎯 WA6). Explain to the students that they will read each sentence and choose the correct tense of the verb to complete it.

WA6

take	took	will take
------	------	-----------

1. Now that I am in fourth grade, I take the bus to school.

miss	missed	will miss
------	--------	-----------

2. Yesterday I missed the bus and had to walk.

drive	drove	will drive
-------	-------	------------

3. Tomorrow Jesse’s dad will drive us to school in his truck.

arrive	arrived	will arrive
--------	---------	-------------

4. Tía Laura will arrive on a train from New York later today.

leave	left	will leave
-------	------	------------

5. The train left Grand Central Station two hours ago.

- Read the first sentence aloud and the three verb choices above it. Ask:

**Q** Which verb tense do you think we should use in this sentence? (present) Why? (The person is now in fourth grade and is regularly taking the bus.)

Invite a volunteer to identify the present-tense form of the verb (*take*) and to drag and drop it into the blank.

- Repeat the process for the remaining sentences.



11. Have the students work in pairs to write a comparison, using two present-tense, two past-tense, and two future-tense verbs.

---

### Teacher Note

For students who need additional support in choosing a topic, suggest that they compare being in fourth grade to being in third grade and what they expect fifth grade will be like.

## Optional Practice

Have the students complete pages 43–45 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using correct verb tenses. Note that page 45 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 45 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

You might have the students write the definitions of the past-, present-, and future-tense verbs and provide examples of each in the Proofreading Notes section of their *Student Writing Handbooks*.

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### ELL Note

In Chinese, Hmong, and Vietnamese, verbs do not change form to show different tenses. Instead, verb tense is usually shown through time words and other context clues: “When I live in Guadalajara as a child, I speak only Spanish.”/“When I lived in Guadalajara as a child, I spoke only Spanish”; and, “I go to middle school next fall.”/“I will go to middle school next fall.”

# Lesson 16

## Progressive Verb Tenses

### Prerequisite Lessons

- Lesson 14, “Verbs”
- Lesson 15, “Simple Verb Tenses”

### Student Skill Practice Book

- Pages 46–48



### Online Resources

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

#### Whiteboard Activities

- “Progressive Verb Tenses” activity (WA9)
- “Progressive Verb Tenses” activity (WA10)
- (Optional reteaching) “Progressive Verb Tenses” activity (WA11)
- (Optional reteaching) “Progressive Verb Tenses” activity (WA12)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that in this lesson they will practice using verb forms that show action that continues over a period of time.
2. Display the “Progressive Verb Tenses” activity (🗨️ WA9). Read the sentences in the box aloud. Then ask:
  - Q Which sentence describes an action that is going on right now? (the first one)
  - Q Which sentence describes an action that was happening in the past? (the third one)
  - Q Which sentence describes an action that will be happening in the future? (the second one)

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Point out that each sentence has two verbs—a main verb ending with *-ing* and a helping verb that is a form of the verb *be*. Explain that the main and helping verbs in these sentences are called **progressive verbs** because they show action that continues. Then explain that:

- The **present-progressive** form consists of the helping verb *am, are, or is* plus a main verb ending with *-ing*. (*am packing*)
- The **past-progressive** form consists of the helping verb *was or were* plus a main verb ending with *-ing*. (*was helping*)
- The **future-progressive** form consists of the helping verbs *will be* plus a main verb ending with *-ing*. (*will be going*)

I am packing a picnic for my family.

We will be going to the beach tomorrow.

My brother was helping me a minute ago.

My sister Tasha <sup>HV</sup> is <sup>MV</sup> making fruit salad. A minute ago she <sup>HV</sup> was <sup>MV</sup> making sandwiches. Mom and Dad <sup>HV</sup> are <sup>MV</sup> putting drinks in a cooler. They <sup>HV</sup> are <sup>MV</sup> filling the cooler with ice. We <sup>HV</sup> will be <sup>MV</sup> packing the car soon. You <sup>HV</sup> are <sup>MV</sup> coming with us, right?

WA9

3. Read the first sentence of the passage aloud. Give the students a few moments to think about when the action occurs—now, in the past, or in the future—and how they know. Then have one or two volunteers identify the main verb and the helping verb in the sentence. Click each word to reveal the label *MV* (for *Main Verb*) or *HV* (for *Helping Verb*). Point out that the helping verb *is* shows that the sentence is in the present tense. Then continue working through the passage, one sentence at a time.

### Teacher Note

If necessary, explain these rules for using forms of the verb *be*.

- Use *is* and *are* to describe actions that are happening now.
- Use *is* when the subject is a singular noun, or when the subject is *he, she, or it*.
- Use *are* when the subject is a plural noun, or when the subject is *they, we, or you*.
- Use *was* and *were* to describe actions that were happening in the past.
- Use *was* when the subject is a singular noun, or when the subject is *I, he, she, or it*.
- Use *were* when the subject is a plural noun, or when the subject is *they, we, or you*.

## GUIDED PRACTICE

4. Display the “Progressive Verb Tenses” activity (🗨️ WA10). Tell the students that next they will read a story that contains several present- and past-progressive verbs. Explain that the helping verbs are missing, and that you will work together to choose the correct form of *be* to complete each sentence.

am	is	are	was	were
am	is	are	was	were

Last night my twin brothers were cooking dinner when I walked into the kitchen. A pot of soup was boiling over. Drops of sticky stuff were dripping from the counter. The oven timer was beeping.

“The potatoes are burning!” I shouted. “The soup is splattering all over the stove! This dinner is turning into a disaster. You two are making a big mess. I am getting Mom. And I am not cleaning up!”

WA10

5. Read the first sentence aloud. Have a volunteer identify the subject of the sentence. (*my twin brothers*) Then ask:

**Q** Which form of *be* should we use? (*were*) Why? (*The action is happening in the past and the subject is plural.*)

**Students might say:**

“We should use *were* because the action is happening in the past.”

“I agree with Kai. We also should use *were* because the subject is plural—there are two brothers.”

Allow one or two volunteers to respond. Then invite another volunteer to drag and drop *were* into the blank and read the completed sentence aloud.

6. Continue working through the story. Tell the students that they are going to use each helping verb twice. Read the sentences aloud and invite volunteers to the whiteboard to drag and drop the correct form of *be* into each blank.

### Teacher Note

Help the students understand that, in the second paragraph, the present-progressive tense should be used because, even though the story takes place in the past, the writer is quoting exactly what the character said in that moment of the story.

7. After all of the helping verbs have been placed correctly, read the completed story aloud.
8. Have the students work in pairs to write a paragraph, using at least two present-progressive and two past-progressive verbs.



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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write a comparison of what the class was doing an hour ago with what the class is doing now.

## Optional Practice

Have the students complete pages 46–48 in their *Student Skill Practice Books*, independently or in pairs, to practice using progressive verb tenses. Note that page 48 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 48 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

You might want to use the verbs *making* and *dripping* to review the rules for adding an ending to a verb that ends with silent *e*, or a consonant after a short vowel sound (the *e* is dropped before *-ing* is added; the consonant is doubled before *-ing* is added).

# Lesson 17

## Perfect Verb Tenses

### Prerequisite Lessons

- Lesson 14, “Verbs”
- Lesson 15, “Simple Verb Tenses”

### Student Skill Practice Book

- Pages 49–51



### Online Resources

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

#### Whiteboard Activities

- “Perfect Verb Tenses” activity (WA13)
- “Perfect Verb Tenses” activity (WA14)
- “Perfect Verb Tenses” activity (WA15)
- (Optional reteaching) “Perfect Verb Tenses” activity (WA16)
- (Optional reteaching) “Perfect Verb Tenses” activity (WA17)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that in this lesson they will learn more about verb tenses. Remind the students that a verb’s tense shows when the action in a sentence happened. Explain that using the correct verb tenses when writing helps make the order of events clear for readers.
2. Display the “Perfect Verb Tenses” activity (WA13). Read the first pair of sentences aloud. Have a volunteer identify the verb in the first sentence and its tense. (*collects*; present) Circle the word *collects*. Then reread the second sentence and ask:  
**Q** *Is the action in the second sentence taking place before or after the action in the first sentence? (before) How can you tell?*

Allow students a few moments to think, and invite one or two volunteers to respond. If necessary, point out the context clue *since last Tuesday* and that the main verb ends with *-ed*, which shows past tense. Circle *collected*.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Then have a volunteer identify the helping verb. (*has*) Underline *has* and tell the students that using the helping verb *has* or *have* with the past-tense form of a main verb shows that the action started in the past and may still be happening. This is called the **present-perfect tense**.

WA13

1. Maurice collects interesting rocks. He has collected five new rocks since last Tuesday.
2. Maurice and his classmates learn about rocks at school. The children have learned about rocks of all shapes and sizes.
3. Maurice keeps his rock collection at home on a shelf. He has kept it there for two years.
4. The rocks get dusty on the shelf. They have gotten very dusty lately.

3. Repeat the process with sentence pair 2. This time also underline the subjects in both sentences and point out that *have* is used when the subject names more than one person or thing, or when the subject is the pronoun *I*, *you*, *we*, or *they*.
4. Read sentence pair 3 aloud and have one or two volunteers identify the verbs and their tenses in both sentences. (*keeps*, present; *has kept*, present-perfect) Then ask:

**Q** *What is different about the main verb in the second sentence?*

**Students might say:**

"It's *kept* instead of *keeped*."

"It doesn't look like a past-tense verb because it doesn't end with *-ed*."

Allow a few volunteers to respond. Then circle *keeps* and *kept* and underline *has*. Explain that *kept* is the past-tense form of *keep*; it is an irregular verb. It does not end with *-ed*.

5. Use a similar process for sentence pair 4, but point out that *get* is irregular in two ways. Invite a volunteer to name its simple past-tense form. (*got*) Point out that the form used as the main verb in the perfect tense is not *got* or *gotted*, but *gotten*.
6. Display the "Perfect Verb Tenses" activity (📄 WA14). Read the first pair of sentences aloud, and have one or two volunteers identify the verb and its tense in the first sentence. (*looked*; past) Circle the word *looked*. Then reread the second sentence and ask:

**Q** *Is the action in the second sentence taking place before or after the action in the first sentence? (before) How can you tell?*

Give the students a few moments to think, and invite volunteers to respond. If necessary, point out the context clue *many times before*. Then underline *had* and explain that using the helping verb *had* with the past-tense form of a main verb

shows that the action was completed before another action in the past. This is called the **past-perfect tense**.

WA14

1. Last week Maurice looked for rocks at the park. He had looked there many times before.
2. Maurice's friends went to the park with him last week. They had gone with him the week before, too.

7. Read sentence pair 2 aloud and have a few volunteers identify the verbs and their tenses in both sentences. (*went*, past; *had gone*, past-perfect) Then circle *went* and *gone* and underline *had*. Invite a volunteer to name the present-tense form of *went* and *gone*. (*go*) Point out that *go* is another verb that is irregular in two ways: the form used as the main verb in the perfect tense is not *went* or *wented*, but *gone*.

## GUIDED PRACTICE

8. Display the “Perfect Verb Tenses” activity (🎧 WA15). Tell the students that next they will read a story that contains several missing present-perfect and past-perfect verbs. Explain that you will work together to choose the correct form of the verb shown in parentheses to complete each sentence.

WA15

have seen	had seen	has see
-----------	----------	---------

1. Maurice discovered some interesting rocks down by the pond.  
He had seen them there the day before.  
(see)

have found	have finded	had found
------------	-------------	-----------

2. “Look!” he shouted. “I have found one with black and white speckles!”  
(find)

had maked	has made	had made
-----------	----------	----------

3. The rock was wet and shaped like an egg. The force of water  
had made it smooth and shiny over time.  
(make)

9. Read the first sentence pair aloud and the three verb choices above it. Ask:

Q Which verb tense, past-perfect or present-perfect, do you think we should use to complete the second sentence? (past-perfect) Why? (The action of “seeing” took place the day before the action of “discovering.”)

10. Invite a volunteer to the whiteboard. Have him identify the correct past-perfect form of the verb (*had seen*) and drag and drop it into the blank. Repeat the process for the remaining sentences.

---

### Teacher Note

If the students need help with sentence pairs 2 and 3, explain that *find* and *make* are irregular verbs; their past-tense forms are *found* and *made*, not *finded* and *made*.



11. Have the students work in pairs to write a paragraph, using at least one present-perfect verb and one past-perfect verb.

---

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about something they would like to collect, or a collection they both have. It might be rocks, leaves, seashells, or baseball cards.

## Optional Practice

Have the students complete pages 49–51 in their *Student Skill Practice Books*, independently or in pairs, to practice using perfect verb tenses. Note that page 51 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 51 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In Hmong, Vietnamese, and Spanish, the verb *have* is used differently than in English. Students from these language backgrounds may, therefore, need additional practice using *have* as a helping verb.

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### ELL Note

This verb tense may present a particular challenge for English Language Learners. You may wish to create and post this chart for reference.

Present	Past	Perfect
see	saw	(have, has, had) seen
write	wrote	written
begin	began	begun
make	made	made
find	found	found
show	showed	shown
give	gave	given
come	came	come

# Lesson 18

## Modal Auxiliary Verbs

### Prerequisite Lesson

- Lesson 14, “Verbs”

### Student Skill Practice Book

- Pages 52–54



### Online Resources

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

#### Whiteboard Activities

- “Modal Auxiliary Verbs” activity (WA18)
- “Modal Auxiliary Verbs” activity (WA19)
- (Optional reteaching) “Modal Auxiliary Verbs” activity (WA20)
- (Optional reteaching) “Modal Auxiliary Verbs” activity (WA21)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that in this lesson they will learn about a special kind of helping verb.
2. Display the “Modal Auxiliary Verbs” activity (WA18). Read aloud the words and their definitions.
3. Tell the students that these helping verbs are called **modal auxiliary verbs**. Explain that they express conditions, or how likely or unlikely something is.
4. Read the first sentence aloud and ask:

**Q** Which of the verbs above could be used to replace the words *am allowed* to?

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Give the students a few moments to think, and have one or two volunteers respond. Then click *am allowed to*, changing it to the helping verb *may*. Repeat the process for the phrase *am required to*. If necessary, point out that *may* is used to show that an action is allowed, while *must* is used to show that an action is required. Invite a volunteer to read the sentence aloud with the new words in place.

5. Repeat the process with the remaining sentences. As a class, discuss the subtle differences in meanings of the helping verbs as you click to put them in place.
6. After all the phrases have been replaced with helping verbs, have the students reread the paragraph. Guide the students in summarizing that the helping verbs in this paragraph all show conditions, or how likely or unlikely something is.

WA18

<u>may, might</u>	allowed to
<u>can, could</u>	able to
<u>may, might, could</u>	possibly in the future
<u>will, would</u>	definitely in the future, in that case
<u>must, should, ought to</u>	required to, need to, expected to

My mother says I **may** go to the party, but first I **must** clean my room. If I **can** finish by noon, she **will** drive me there. The work **ought to** take half an hour, but it **could** take longer. I **should** hurry. Otherwise, I **might** arrive too late. Then I **would** miss the fun.

### Teacher Note

You may want to tell the students that *may*, *could*, and *should* can have additional meanings besides the ones used in the passage. Use the following sentences as examples:

- She **may** be late to the party. (possibly will)
- He told me that he **could** give me a ride. (was definitely able to)
- The drive **should** take about ten minutes. (is expected to)

## GUIDED PRACTICE

7. Display the “Modal Auxiliary Verbs” activity (C WA19). Explain to the students that they will choose a helping verb from the word box to complete each sentence, using the meaning in parentheses as a clue.

WA19

will   may   could   must   should   might

1. You may invite ten people to the party.  
(are allowed to)

2. We must send out invitations soon.  
(are required to)

3. We should mail them by Friday.  
(probably need to)

4. Trey will bring drinks.  
(definitely plans to)

5. He might bring ice cream, too.  
(possibly will)

6. Lisa could help me blow up balloons.  
(is possibly able to)

8. Read sentence 1 aloud, using the words in parentheses to fill the blank. Then direct the students’ attention to the words in the word box. Ask:

**Q** Which of these helping verbs belongs in the blank? Why?

If necessary, point out that *may* belongs in the blank because it expresses permission. *May* means “are allowed to.” Invite a volunteer to the whiteboard. Have him drag and drop *may* into the sentence and read the completed sentence aloud.

9. Repeat the process for the remaining sentences.



10. Have the students work in pairs to write a paragraph, using at least four modal auxiliary verbs.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, you might suggest that they write about planning an event, such as a class party, bake sale, or field trip.

## Optional Practice

Have the students complete pages 52–54 in their *Student Skill Practice Books*, independently or in pairs, to practice using modal auxiliary verbs. Note that page 54 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 54 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

Use the following examples to review word order with English Language Learners. Point out that:

- Negative words such as *not* and *never* usually come between the helping verb and the main verb.

She **might** not **go** to the party. I **will** never **forget** your last party.

- In a question, the helping verb usually begins the sentence, followed by the subject and then the main verb.

**Can** Carlos **come** to my party? **Should** we **go** now?

# Lesson 19

## Subject-Verb Agreement

### Prerequisite Lessons

- Lesson 7, “Singular, Plural, and Possessive Nouns”
- Lesson 8, “Subject and Object Pronouns”
- Lesson 15, “Simple Verb Tenses”
- Lesson 16, “Progressive Verb Tenses”
- Lesson 17, “Perfect Verb Tenses”

### ELPS 5.D.i

#### Lesson 19

(all, beginning on page 78 and continuing on to page 81)

### Student Skill Practice Book

- Pages 55–57



### Online Resources

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

#### Whiteboard Activities

- “Subject-Verb Agreement” activity (WA22)
- “Subject-Verb Agreement” activity (WA23)
- “Subject-Verb Agreement” activity (WA24)
- (Optional reteaching) “Subject-Verb Agreement” activity (WA25)
- (Optional reteaching) “Subject-Verb Agreement” activity (WA26)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that in this lesson they will learn how to make the subject of a sentence match the verb in the sentence.
2. Display the “Subject-Verb Agreement” activity (WA22). Read the two sentences in the box aloud. Have a few volunteers identify the simple subject and simple predicate in each sentence. (*ant, smells; ants, smell*) Ask them to describe how the verb changes, depending on whether the subject is singular or plural. (When the subject is singular,

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

the verb has an -s at the end. When the subject is plural, the verb does not have an -s.)

Explain that a verb must agree in number with its subject:

- If the subject is singular, add -s or -es to the verb.
- If the subject is plural, do not add -s or -es to the verb.
- When the subject is *I* or *you*, do not add -s or -es to the verb.

One ant smells salami.

Soon all the ants smell it.

1. **An ant crawls** across a dead log.
2. **One bee buzzes** around the flowers.
3. **A crow flies** high overhead.
4. A **frog and toad croak** near the pond.

WA22

3. Read sentence 1 aloud. Have the students identify the subject. (*Ants*) Ask:  
**Q** *Is the word Ants singular or plural? (plural) Which word tells what the ants do? (crawl)*  
Click *Ants*, changing it to *An ant*. Elicit that it is now a singular noun and ask:  
**Q** *What do you think needs to happen to the verb crawl now? (It also needs to change.)*  
Click *crawl*, changing it to *crawls*, and ask the students how the verb changed. (An *s* was added at the end.)
4. Repeat the process for sentences 2 and 3, using *buzz/buzzes* and *fly/flies* to explain that:
  - -es is added to verbs ending with *zz*, *s*, *sh*, *ch*, or *x*.
  - *y* is changed to *i* before -es is added to words ending with a consonant + *y*.
5. Read sentence 4 aloud. Have one or two volunteers identify the subject and say whether it is singular or plural. (*frog*; singular) Click *frog* to reveal *frog and toad*. Ask:  
**Q** *What happened to the subject? Is it still a single noun? (No.) So, what should happen to croaks? (The s should be dropped.) Why?*  
Point out that the subject of the sentence is a compound that refers to more than one thing. Click *croaks* to confirm the answer.
6. Display the “Subject-Verb Agreement” activity (🎯 WA23). Read the first pair of sentences aloud and have the students identify the subject and verb in each sentence. (*robin is*; *It has*) Click *robin* and *It* to reveal *robins* and *They* and ask how the subjects changed. Then ask:  
**Q** *What do you think needs to happen to the verbs now?*



Give the students a few moments to confer, and have one or two volunteers respond. Then click *is* to reveal *are*. Explain that the verbs *is* and *are* are both present-tense forms of the irregular verb *be*. Tell the students to use *is* when the subject of a sentence is singular and *are* when the subject is plural.

1. The **robins are** on a bush. **They have** a wiggly worm.
2. **I am** in the meadow. **You are** there, too.
3. **I have** a ladybug in a jar. **You have** a grasshopper.

WA23

7. Invite a volunteer to click *has*, changing it to *have*. Explain that the verbs *has* and *have* are also irregular. Tell the students to use *has* when the subject of a sentence is singular and *have* when the subject of a sentence is plural.
8. Repeat the process for the next two pairs of sentences, pointing out that:
  - *Am* is used instead of *is* or *are* when the subject of a sentence is *I*.
  - *Have* is used instead of *has* when the subject of a sentence is *I*.
  - When the subject of a sentence is *you*, the forms *are* and *have* are used—whether *you* stands for one person or more than one.

### Teacher Note

You may want to point out that *be* is also irregular in the past tense. Explain that:

- *Was* is used when the subject is a singular noun or the pronoun *I*, *he*, *she*, or *it*.
- *Were* is used when the subject is a plural noun or the pronoun *you*, *we*, or *they*.

## GUIDED PRACTICE

9. Display the “Subject-Verb Agreement” activity (WA24). Tell the students that they will read a passage about singing insects. Explain that you will work together to choose the correct form of each verb in parentheses.
10. Read the first sentence aloud. Invite one or two volunteers to identify the subject and to say whether it tells about one or more than one. (*Lara and Jack*; more than one)  
Underline *Lara and Jack* and ask:

**Q** Which form of the verb goes with a subject that tells about more than one? (walk)

Invite a volunteer to circle *walk*.
11. Continue working through the passage, having volunteers take turns underlining the subjects and circling the correct verbs.

Lara and Jack (walk, walks) through the grass. The field (is, are) full of flowers. Lara (hear, hears) a high-pitched chirping sound.

“I (know, knows) what that sound is,” says Lara. “Male crickets (make, makes) it with their wings. Their wings (has, have) special parts that rub together. One part (has, have) a scraper. It (scratch, scratches) against the other part. Grasshoppers also (has, have) the ability to chirp. I (am, are) sure that one is nearby.”

“You (is, are) a real expert on insects!” Jack (reply, replies).

12. After all of the correct verbs have been circled, read the completed passage aloud.



13. Have the students work in pairs to write a paragraph, using a combination of singular and plural subjects with present-tense verbs.

### Teacher Note

If the students have difficulty thinking of a topic to write about, you might suggest that they write about taking a walk and describing what they might see and hear.

## Optional Practice

Have the students complete pages 55–57 in their *Student Skill Practice Books*, independently or in pairs, to practice using correct subject-verb agreement. Note that page 57 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 57 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

### ELL Note

In Chinese, Korean, Hmong, Vietnamese, and Haitian Creole, verbs have the same form regardless of whether the subject is singular or plural. Students from these language backgrounds, therefore, will likely need additional support and practice with subject-verb agreement.

### Teacher Note

You might have the students write the rules for subject-verb agreement, along with examples, in the Proofreading Notes section of their *Student Writing Handbooks*.

**Prerequisite Lesson**

- Lesson 4, “Sentence Fragments”

**Student Skill Practice Book**

- Pages 58–60

**Online Resources**

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

**Whiteboard Activities**

- “Formal and Informal English” activity (WA27)
- “Formal and Informal English” activity (WA28)
- (Optional reteaching) “Formal and Informal English” activity (WA29)
- (Optional reteaching) “Formal and Informal English” activity (WA30)

**Reproducibles**

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

**Assessment Forms**

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

**INTRODUCTION**

1. Tell the students that in this lesson they will explore the differences between formal and informal English. Explain that **formal** English is language they should use when speaking or writing to an adult, or giving a report in school. **Informal** English is language to use with their friends.

Point out that good writers think about the **audience**, the person or people who will read their writing. They also consider the **purpose**, or the reason they are writing, and choose the style that is best for that situation.

2. Display the “Formal and Informal English” activity (🎧 WA27). Read the first pair of examples aloud and point out that they both tell about the same topic but in different ways. If necessary, explain that *LOL* stands for “laughing out loud” and is commonly used in e-mails and text messages. Then ask:

**Q** *Which of these sounds like something you’d write to a friend? Which sounds more like a book report? Why?*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

**Students might say:**

"Example *a* sounds like something I'd write to a friend because of the *LOL*."

"All the sentences in the second example are complete. That makes it sound like a book report."

"I agree with Dylan because of the *LOL* and also because example *a* has an incomplete sentence."

Allow a few volunteers to respond. Then click the letters *a*. and *b*. to reveal the labels *informal* and *formal*. Point out that, because example *a*. includes an abbreviation and an incomplete sentence, it sounds more casual. Also point out that, in addition to having complete sentences, example *b*. has more formal-sounding words such as *several times*.

Tell the students that, when they write to a friend or someone they know well, they can use sentence fragments and playful language; when they write for a school assignment or test, they should use complete sentences and formal words.

WA27

**informal**

1. a. LOL, I just finished reading *Clown Club*! So hilarious.

**formal**

b. The book *Clown Club* was hilarious. I laughed out loud several times.

**formal**

2. a. Dear Mr. Mayor:

My classmates and I think you are smart. Could you please come and talk to our class? We are interested in learning more about what it is like to be the leader of a city.

**informal**

b. Hey Mayor! It's like cool that you're the boss of the city. Come to my school and talk about all the stuff you do!

3. Invite a volunteer to read the next pair of examples aloud. Ask:

**Q** Which of these would you use if you were writing a letter to the mayor of your city? Why?

Allow students time to think, and invite one or two volunteers to respond. Then click *a*. and *b*. to reveal the labels *formal* and *informal*. Point out that people, especially adults, take you more seriously when you use formal language. It lets them know that you take *them* seriously. That may make them more open to your ideas or requests.

Lead the students in a discussion about the differences between examples *a*. and *b*. and what makes *a*. more appropriate for the audience (the mayor) and purpose (an invitation to visit the class). Call attention to:

- The greetings *Dear Mr. Mayor* and *Hey Mayor*
- Casual language such as *cool*, *boss*, and *stuff*, versus more formal words such as *classmates*, *interested*, and *leader*
- The contractions *It's* and *you're*, versus *it is* and *you are*
- The use of the word *please* in example *a*.

## GUIDED PRACTICE

4. Display the “Formal and Informal English” activity (🗨️ WA28). Explain to the students that they will read several sentences that are written in an informal style and look for ways to change the sentences to make them sound more formal.

1. I **cannot** wait to **see** that new movie. **Do you want to** go with me?
2. **No, thank you, I am spending time** with my **grandfather** this weekend.
3. **You should not** read this book. **It is bad.**
4. In the story, a **girl** and her **best friend** meet a **man** from outer space.
5. I **could not** stand the ending. I was **very confused.**

WA28



5. Read the first sentence aloud and have pairs of students discuss which informal words they would change. Remind them to look for contractions, casual language (or slang), and incomplete sentences.

Allow pairs time to confer, and invite a few volunteers to respond. Then click the words *can't*, *check out*, and *Wanna*, one at a time, revealing the words *cannot*, *see*, and *Do you want to*. Discuss each change and the reason for it:

- *Can't* is changed to *cannot*, to get rid of the contraction.
  - *Check out* is changed to *see*, because *check out* is too casual.
  - *Wanna* is changed to *Do you want to*, to fix the incomplete sentence and because *Wanna* isn't a real word.
6. Point out that there are other ways that the sentences could have been changed. Invite a few volunteers to suggest other ways, such as:
    - *Can't wait* could be changed to *am excited*.
    - *Check out* could be changed to *go to*.
    - *Wanna* could be changed to *Would you like to*.
  7. Repeat the process for the rest of the sentences. For sentence 4, you may need to explain that *BFF* is an abbreviation for “best friend forever.”
  8. Have the students work in pairs to write two versions of a paragraph, using formal English in one and informal English in the other.



### Teacher Note

If the students have difficulty thinking of a topic to write about, you might suggest that they write about a book they have just read.

## Optional Practice

Have the students complete pages 58–60 in their *Student Skill Practice Books*, independently or in pairs, to practice using formal and informal English. Note that page 60 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 60 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

### Teacher Note

You might have the students make a list of all the different kinds of writing they can think of and the best style to use for each one. Have them include their list in the Proofreading Notes section of their *Student Writing Handbooks*.

Formal	Informal
School assignment (research report, book report, etc.)	E-mail or text message
Test answers	Postcard
Presentation	Note
Letter to a newspaper or magazine	Letter to a friend or relative
Letter to an important person in the community	Writing in a journal
Letter to a business owner	Shopping list
Thank-you note	Birthday card

### ELL Note

Many languages have informal and formal ways of saying things, depending on the context and/or the relationship between the speaker and the listener. Invite the students to share formal and informal ways of speaking in their language, such as different ways to say *hello*.

### Prerequisite Lessons

- Lesson 14, “Verbs”
- Lesson 15, “Simple Verb Tenses”
- Lesson 16, “Progressive Verb Tenses”
- Lesson 17, “Perfect Verb Tenses”
- Lesson 18, “Modal Auxiliary Verbs”
- Lesson 19, “Subject-Verb Agreement”
- Lesson 20, “Formal and Informal English”

### Student Skill Practice Book

- Pages 61–63



### Online Resources

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

### Whiteboard Activities

- “Review” activity (WA31)
- “Review” activity (WA32)
- “Review” activity (WA33)

## REVIEW

1. Explain to the students that they are going to review what they have learned about verbs in Lessons 14–20. Remind the students that they have learned how to:
  - Identify and use action and linking verbs
  - Identify and use main and helping verbs
  - Recognize and form different verb tenses
  - Make subjects and verbs agree when writing sentences
2. Display the “Review” activity (WA31) and read aloud the definition of a verb. Then invite a volunteer to read aloud the definition of the first type of verb (*action*). Ask:

**Q** *What is the action verb in the sample sentence? (sleep)*

Give the students time to think, and invite a volunteer to respond. Check the response by clicking *sleep*.

- Repeat the process for the definition of a linking verb. Remind the students that the linking verb *are* is a form of the verb *be*. Replace the subject with other pronouns, and ask:

**Q** Which linking verb would we use if the subject of the sentence were I? (am) If the subject were he, she, or it? (is) If the subject were we, they, or you? (are)

WA31

A **verb** tells what someone or something does, is, or is like.

- An **action verb** shows action. It tells what the subject does.

The kittens **action verb** sleep in the sun.

- A **linking verb** connects the subject to words that tell what the subject is or is like.

The kittens **linking verb** are tiny. They **linking verb** seem scared.

- A **main verb** often has a **helping verb**. Helping verbs can help show when events happen, or how likely an event is.

The kittens **helping verb** may **main verb** run to their mother. She **helping verb** will **main verb** not leave them.

You may want to review other linking verbs, such as *become*, *look*, and *feel*. Use the sentence *They seem scared* as a model for other sentences, such as *They soon become playful*; *They look adorable*; and *They feel soft and fluffy*.

- Invite a volunteer to read the explanation of helping and main verbs aloud and to identify each in the sample sentences. Remind the students that the helping verb and main verb can be separated by another word, such as *not*, *never*, or *also*.

After checking their responses (*may*, *run*, *will*, and *leave*), invite volunteers to share other helping verbs they know, such as *can*, *will*, *does*, *is/are*, *have/has*, *must*, and *might*. Then have volunteers take turns using these words in sentences.

- Display the “Review” activity (WA32) and have a volunteer read aloud the definition of a simple present-tense verb. Read the sample sentences aloud to review the rule for forming a verb that agrees with its subject. Ask:

**Q** Why does the verb *play* have an *s* at the end in the first sentence, but not in the second? (Because the subject of the first sentence is singular, and the subject of the second one is plural.)

Click *cat* and *plays* to confirm that when the subject is a singular noun (or is the pronoun *he*, *she*, or *it*), the verb ends with *-s* or *-es*. Click *cats* and *play* to review that if the subject is a plural noun (or the pronoun *I*, *you*, *we*, or *they*), nothing is added.

6. Read the definition of a simple present-tense verb aloud, and have volunteers take turns identifying past-tense verbs in the examples. Click *bumped*, *fell*, and *broke* to check the answers. Then have a volunteer identify the present-tense form of each of these. (*bump*; *fall*; *break*) Invite several volunteers to share other irregular past-tense verbs they know and their present-tense forms.

You may also want to review the spelling rules for adding *-ed*:

- If a word ends with *y*, change the *y* to *i*.
- If a word ends with silent *e*, drop the silent *e*.
- If a word ends with a consonant after a short vowel, double the consonant.

WA32

- A **simple present-tense** verb tells about something happening now.

The form of the verb must agree with its subject.

singular subject simple present tense plural subject simple present tense  
The cat plays with the string. Two other cats play with a ball.

- A **simple past-tense** verb tells about something that has already happened. Some are formed with *-ed*, but others are irregular.

regular past tense irregular past tense irregular past tense  
One cat bumped into a lamp. The lamp fell over and broke.

- A **simple future-tense** verb tells about something that is going to happen. The future tense is formed with the helping verb *will*.

simple future tense simple future tense  
Mom will be home soon. She will put the cats outside!

7. Have one or two volunteers read the definition and sample sentences for simple future-tense verbs aloud and identify them in each sentence. Click *will be* and *will put* to check the answers.
8. Display the “Review” activity (🔊 WA33) and read aloud the explanation of the two kinds of progressive verb tenses. Invite a volunteer to identify each type in the sample sentences. Click the verbs to check the answers. (present-progressive: *am petting*, *is purring*; past-progressive: *was playing*, *were napping*)

Then invite volunteers to summarize how each tense is formed:

- The present-progressive is formed by using the present-tense form of *be* (*am*, *is*, or *are*) with a main verb ending with *-ing*.
- The past-progressive is formed by using the past-tense form of *be* (*was* or *were*) with a main verb ending with *-ing*.
- The form of *be* must always agree with its subject.

- The **present-progressive** tense shows action continuing right now. The **past-progressive** tense shows action continuing in the past.

**present-progressive tense**                      **present-progressive tense**  
I am petting the cat at this moment. It is purring loudly.

**past-progressive tense**                      **past-progressive tense**  
Earlier, the cat was playing while the kittens were napping.

- The **present-perfect** tense shows that an action started in the past but continues up to the present. The **past-perfect** tense shows that an action was completed before another action in the past.

**simple present tense**    **present-perfect tense**  
The cats like tuna. They have eaten Sam's lunch!

**past-perfect tense**                      **simple past tense**  
He had left the tuna on a plate, and the cats discovered it.

9. Read aloud the explanation of the two perfect verb tenses. Have the students silently read the sample sentences. Then invite a few volunteers to identify the verbs and their tenses. (*like*, simple present; *have eaten*, present-perfect; *had left*, past-perfect; *discovered*, simple past) Check the answers by clicking the verbs. Then ask:

**Q** *Which verb shows what happened first in time? (had left) Which happened next? (discovered) After that? (have eaten) Which verb shows what is still true in the present? (like)*

## Optional Practice

Have the students complete pages 61–63 in their *Student Skill Practice Books*, independently or in pairs, to practice using verbs correctly.



# Adjectives, Adverbs, and Prepositions



# Lesson 22

## Adjectives and Order of Adjectives in Sentences

### Student Skill Practice Book

• Pages 64–66



### Online Resources

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

#### Whiteboard Activities

- “Adjectives and Order of Adjectives in Sentences” activity (WA1)
- “Adjectives and Order of Adjectives in Sentences” activity (WA2)
- “Adjectives and Order of Adjectives in Sentences” activity (WA3)
- (Optional reteaching) “Adjectives and Order of Adjectives in Sentences” activity (WA4)
- (Optional reteaching) “Adjectives and Order of Adjectives in Sentences” activity (WA5)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that **adjectives** are words that describe nouns or pronouns. Adjectives can tell about many things, such as color, size, and shape. Tell the students that in this lesson they will practice identifying different types of adjectives and using them in the correct order.
2. Display the “Adjectives and Order of Adjectives in Sentences” activity (WA1). Read the adjectives above the chart aloud. Ask, pausing after each question to have one or two volunteers respond:

**Q** Which adjectives name a number or an amount?

**Q** Which adjectives name an opinion, a size, a shape, or a color?

As the volunteers respond, drag and drop the adjectives where they belong in the chart.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

huge	beautiful	yellow	square	oval	tiny
three	blue	many	ugly	all	funny

Amount	Opinion	Size	Shape	Color
three	beautiful	huge	square	yellow
many	ugly	tiny	oval	blue
all	funny			

3. Explain that when writers use several adjectives to describe something, the adjectives are used in a certain order. Point out the headings for each column in the chart. Explain that the categories are in the order in which adjectives should be used.
4. Display the “Adjectives and Order of Adjectives in Sentences” activity (🎯 WA2). Read the two sentences above the chart aloud. Ask:

**Q** Which sentence sounds more natural? Why?

**Students might say:**

“The first sentence sounds strange and not natural.”

“I agree with Kiran. The adjectives in the first sentence are out of order. That’s why the second one sounds better.”

Allow a few volunteers to respond. If necessary, read the sentences aloud again, asking the students to pay attention to the order of adjectives. Have a volunteer drag and drop each adjective from the second sentence where it belongs in the chart.

I saw two yellow beautiful butterflies.

I saw two beautiful yellow butterflies.

Amount	Opinion	Size	Shape	Color
two	beautiful			yellow

## GUIDED PRACTICE

5. Display the “Adjectives and Order of Adjectives in Sentences” activity (📄 WA3). Explain to the students that next they are going to practice using adjectives in the right order to complete sentences. Remind them that using adjectives in the correct order helps their sentences sound clearer and make more sense.

WA3

Amount	Opinion	Size	Shape	Color
four	beautiful	tiny	round	orange
two	pretty	little	square	white
one	cute			black

Elliott spent one day with his grandpa volunteering at an animal shelter. Elliott saw four cute little cats that had just been brought in. The cats were crowded in a tiny square crate. A pretty orange kitty rubbed up against the crate. Then two friendly black cats came over to say hello. Both cats had beautiful white marks on their chests. The orange kitty had five small round spots on her back.

Sample answers are listed above. Answers may vary.

6. Read the paragraph aloud, inserting the word *blank* for each missing word.
7. Then read the first sentence aloud and ask:

**Q** *What kind of adjective would make the most sense here?*

Give the students a few moments to think, and invite one or two volunteers to respond. Help the students see that an adjective that tells about the amount or number would make the most sense here.

### Teacher Note

You may want to try adjectives from other categories to show that they do not make sense in the context of this sentence.

8. Then read aloud the adjectives listed in the Amount column. Point out that just one adjective will work in this sentence. Then ask:

**Q** *Which of these words works with day? Why?*

If necessary, point out that the adjectives *two* and *four* would describe many days, not just one day. Drag and drop the word *one* into the blank to complete the sentence correctly. Invite a volunteer to read the completed sentence aloud.



9. Have the students work in pairs to identify possible adjectives—and the correct order of the adjectives—to complete the remaining sentences. Tell the students that for some blanks, more than one answer is possible.

10. Invite pairs to share their answers as you record them, discussing the order and guiding the students to make corrections as necessary. Once the paragraph is completed, read it aloud.



11. Have the students work in pairs to write a paragraph using different types of adjectives. Tell them to make sure that they have used the adjectives in the correct order.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write a descriptive paragraph about their classroom or another school space.

## Optional Practice

Have the students complete pages 64–66 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using adjectives correctly. Note that page 66 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 66 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

Using adjectives in an incorrect order is a problem more common to non-native speakers of English. Native speakers of English are more likely to have an intuitive sense when the order is wrong. You may want to post a chart similar to the charts on the whiteboard activities for students to refer to. Add words from the students' writing to each category as the year progresses.

# Lesson 23

## Adverbs

### Prerequisite Lessons

- Lesson 14, “Verbs”
- Lesson 22, “Adjectives and Order of Adjectives”

### Student Skill Practice Book

- Pages 67–69



### Online Resources

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

#### Whiteboard Activities

- “Adverbs” activity (WA6)
- “Adverbs” activity (WA7)
- “Adverbs” activity (WA8)
- (Optional reteaching) “Adverbs” activity (WA9)
- (Optional reteaching) “Adverbs” activity (WA10)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn about **adverbs**, words that describe or give information about verbs or adjectives.
2. Display the “Adverbs” activity (🎯 WA6). Read the first sentence aloud and ask, pausing after each question for a volunteer to respond:

**Q** *What is the verb in this sentence? (moves) Which word tells about the action? (gracefully)*

Click *moves* to reveal the label *verb*. Then click *gracefully* to reveal the label *adverb*. Explain that *gracefully* describes the verb *moves*. *Gracefully* tells how the action happens. Point out that adverbs that end with *-ly* often tell how something happens.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

1. My friend Galina moves gracefully through the water.
2. Galina's mother, Mrs. Belachuk, watches her patiently.
3. She always encourages her daughter's efforts.
4. Tomorrow Galina's swim team will compete at Union Street School.
5. Mrs. Belachuk will drive Galina there.

3. Repeat the process for sentence 2, inviting one or two volunteers to identify the verb and the word that describes it. (*watches*; *patiently*) Then ask:

**Q** What does *patiently* tell us about the action? (*how it is done*)

**Students might say:**

"*Patiently* tells how the action was done."

"It describes the verb *watches*."

"I agree with Cheng. It tells us how the subject watches—patiently."

4. After a few volunteers respond, point out that some adverbs do not end with *-ly*. These adverbs usually tell *when* or *where* an action happens.
5. Have volunteers read the remaining sentences aloud, one at a time, identifying the verb and the adverb. Confirm each student's response by clicking the verb and the adverb to reveal their labels.
6. Then ask the students what the adverb tells us in each sentence. Give them time to think, and have a few volunteers respond. (The adverbs in sentences 3 and 4 tell *when*. The adverb in sentence 5 tells *where*.)
7. Display the "Adverbs" activity (🎧 WA7). Point out to the students that adverbs can also describe adjectives. These adverbs can tell *how much* or *to what extent*.

1. Galina is a very good swimmer.
2. She is a really hard worker.
3. She swims laps that are quite long.
4. Galina's big brother is so supportive!
5. Her little sister, Oksana, is extremely jealous, however!

8. Read the first sentence aloud. Point out the word *good*. Explain that *good* is an adjective that describes the word *swimmer*. Then ask:

**Q** Which word describes good by telling “how good”?

Give the students a few moments to think, and invite one or two volunteers to respond. Then click *very* to reveal that it is an adverb. Explain that the adverb *very* describes the adjective *good*; it tells how good a swimmer Galina is.

9. Read the remaining sentences aloud, one at a time. Have volunteers take turns identifying the adverb that describes each underlined adjective. Guide the students by asking:

- How good a swimmer is Galina? (**very** good)
- How hard a worker is she? (**really** hard)
- How long are the laps? (**quite** long)
- How supportive is her brother? (**so** supportive)
- How jealous is her sister? (**extremely** jealous)

Confirm the students’ responses by clicking each adverb to reveal its label.

## GUIDED PRACTICE

10. Display the “Adverbs” activity (🎧 WA8). Read the first sentence aloud and ask:

**Q** Which word is the adverb in this sentence? What verb does the adverb describe?

Give the students time to think, and invite one or two volunteers to respond. Then draw a line under the word *monthly* and identify it as the adverb. Draw an arrow from *monthly* to *happens*, and point out that *happens* is the verb that the adverb tells about. Explain that the adverb tells *when* the action happens.

WA8

1. Our school’s Sports Day happens monthly.
2. All of the schools in the county will participate then.
3. Our swim team wins races regularly.
4. Our soccer team started the year slowly.
5. Now our players usually win their games.

**Bonus:**

6. Pavel is a really great athlete.
7. He’s so small.
8. Our team was completely surprised.



11. Have the students work in pairs to read sentences 2–5 and identify the adverbs and the verbs they tell about. Then invite volunteers to take turns using the pen to underline the adverbs and draw arrows to the verbs they describe. Ask:

**Q** *What does this adverb tell you: when, where, or how the action takes place? (In sentence 2, the adverb tells when; in sentences 3, 4, and 5, the adverbs tell how.)*

12. After the students have completed sentences 2–5, direct their attention to Bonus sentences 6–8. Remind them that some adverbs describe adjectives. Then read sentence 6 and ask:

**Q** *How great an athlete is Pavel? (really great)*

Invite a volunteer to the whiteboard and have her draw an arrow from *really* to *great*.

13. Repeat the process for sentences 7 and 8.



14. Have the students work in pairs to write a paragraph, using adverbs.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about watching a sports event.

## Optional Practice

Have the students complete pages 67–69 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using adverbs correctly. Note that page 69 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 69 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In some languages, adverbs aren't used at all. In Hmong, for instance, a verb might be said twice to describe an action, such as "I talk talk" to mean "I talk fast." Help the students understand that English has a special type of word to tell about actions. Give example sentences such as "Tanya runs quickly" and "I am speaking slowly." Have the students repeat them and build new sentences with the same adverbs.

# Lesson 24

## Relative Adverbs

### Prerequisite Lesson

- Lesson 23, “Adverbs”

### Student Skill Practice Book

- Pages 70–72



### Online Resources

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

#### Whiteboard Activities

- “Relative Adverbs” activity (WA11)
- “Relative Adverbs” activity (WA12)
- (Optional reteaching) “Relative Adverbs” activity (WA13)
- (Optional reteaching) “Relative Adverbs” activity (WA14)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that they have learned that an adverb is a word that can describe a verb by telling *how*, *when*, or *where*. Some adverbs describe adjectives by telling *how much* or *to what extent*. Explain that in this lesson they will learn about another type of adverb.
2. Display the “Relative Adverbs” activity (WA11). Point to the words in the word box. Explain that the words *when*, *where*, and *why* are often used as relative adverbs. A **relative adverb** introduces a group of words that describes or gives more information about a noun.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

when   where   why

1. It was a sad day when I said good-bye to my friends.
2. I moved to a new city where I didn't know anyone.
3. I can't remember a time when I was so unhappy.
4. My mom understood the reason why I was so lonely.

3. Point to sentence 1 and explain to the students that, as you read sentence 1 aloud, you want them to look and listen for the relative adverb. Then read the first sentence aloud and ask:

**Q** Which relative adverb is used in the sentence? (when)

Invite a volunteer to answer. Then circle *when* and underline *when I said good-bye to my friends*. Point to *when I said good-bye to my friends*. Ask:

**Q** Which noun do the words *when I said good-bye to my friends* give more information about? (day)

**Q** What do they tell about the noun? (The words give more information about the day—the narrator had to say good-bye to his friends on that day.)

### Teacher Note

You might want to point out that the noun being described, *day*, comes directly before the relative adverb *when*. You might also point out that *when I said good-bye to my friends* cannot stand on its own.

4. Repeat the process with sentence 2, circling the relative adverb and then underlining it and the group of words that follows. Ask:
  - Q** Which noun do the words *where I didn't know anyone* describe? (city)
  - Q** What do they tell about the noun? (The words give more specific information about the place—the narrator doesn't know anyone there.)
5. Read sentence 3 aloud. Invite a volunteer to the whiteboard. Ask him to circle the relative adverb (*when*) and then underline it and the group of words that follows. Have a different volunteer identify the noun that the words *when I was so unhappy* describe. (*a time*) Remind the students that *when* and the words that follow it refer to the time something happened.

6. Have another volunteer read sentence 4 aloud. Circle the relative adverb *why* and underline the words *why I was so lonely*. Ask:
- Q Which noun do these words describe? (the reason)
- Q What do they tell about the noun? (The words tell the reason why the narrator didn't want to move.)
7. Summarize what students have learned about the relative adverbs *when*, *where*, and *why* and how they can be used to introduce groups of words that describe nouns:
- A group of words that begins with *when* often follows a word that names a time.
  - A group of words that begins with *where* often follows a word that names a place.
  - A group of words that begins with *why* often follows the word *reason*.

## GUIDED PRACTICE

8. Tell the students that next they will practice using the relative adverbs *when*, *where*, and *why* to link groups of words to the nouns they tell more about.
9. Display the “Relative Adverbs” activity (📄 WA12). Read sentence 1 aloud. Then ask the students:
- Q Which relative adverb would you use to join I went to my new school for the first time to the rest of the sentence? Why?

Invite a few volunteers to respond. As needed, point out that the adverb *when* is used because it introduces a group of words that tells about a time. Invite a volunteer to drag and drop *when* into the blank. Read the sentence aloud.

where when why where when

I remember the day when I went to my new school for the first time. I didn't want to be in a place where I didn't know anyone. In class a friendly boy asked me the reason why I looked unhappy. I explained my situation. He said that everyone at the school was really friendly, and I would make friends quickly. Still I wanted to be back at my old school where everyone knew me. “You will change your mind in a few weeks when you get to know everyone,” he said. He was right!

WA12

10. Continue guiding the students through the paragraph, reading the sentences aloud and having volunteers select the relative adverbs and explain their choices. After all the adverbs have been placed, read the paragraph aloud.



11. Have the students work in pairs to write a paragraph using all three relative adverbs.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about moving to a new place or being someplace where they didn't know anyone.

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### Teacher Note

You might have the students list the relative adverbs along with a brief explanation of how each is used to connect ideas in the Proofreading Notes section of their *Student Writing Handbooks*.

## Optional Practice

Have the students complete pages 70–72 in their *Student Skill Practice Books*, independently or in pairs, to practice using relative adverbs. Note that page 72 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 72 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

# Lesson 25

## Prepositions and Prepositional Phrases

### Student Skill Practice Book

• Pages 73–75



### Online Resources

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

#### Whiteboard Activities

- “Prepositions and Prepositional Phrases” activity (WA15)
- “Prepositions and Prepositional Phrases” activity (WA16)
- “Prepositions and Prepositional Phrases” activity (WA17)
- (Optional reteaching) “Prepositions and Prepositional Phrases” activity (WA18)
- (Optional reteaching) “Prepositions and Prepositional Phrases” activity (WA19)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn to use words and phrases that add important details to sentences.
2. Display the “Prepositions and Prepositional Phrases” activity (📄 WA15). Read the first sentence of the paragraph aloud. Ask:

**Q** Which words tell where the squirrels keep their food? (in safe places)

Give the students a few moments to think, and invite a volunteer to respond. Click the phrase *in safe places* to reveal a box around the word *in*. Explain that the word *in* is a **preposition**—a word that shows the relationship between words in a sentence. In this sentence, the word *in* shows the relationship between *food* and *safe places*.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Squirrels keep their food in safe places. Squirrels sometimes bury their food in the ground. A squirrel might dig several holes, but put a nut only into one hole. The squirrel might bury a nut and then fake burying another nut beside it. It might bury a nut under a bush. The squirrel might also store nuts in a nest. This keeps the food safe from other hungry animals.

3. Follow the same process for the rest of the sentences in the passage, asking questions such as “Which words tell where squirrels bury their food?” to guide the students’ thinking. Point out each preposition. Explain that the prepositions *in*, *beside*, and *under* describe where something is; the preposition *from* shows the relationship between the *food* and *other hungry animals*.
4. Display the “Prepositions and Prepositional Phrases” activity (🎧 WA16). Explain that a **prepositional phrase** includes a preposition, a noun or pronoun, and any other words in between. Read the first sentence of this passage aloud and ask:

Q Which underlined phrase in this sentence begins with a preposition? (on my birthday)

Click the underlined phrase to highlight it. Point out that this phrase tells when the party will take place.

My parents said I could have a party on my birthday. I wanted a party at Tilden Park. Tilden is a huge park in Berkeley, and many people have parties there. My parents reserved a spot in a large meadow. We played games on the grass. We had prizes for the game winners. We also gave prizes to everyone else. Everyone had a great time, and people stayed until sunset. It was the best birthday of my life!

5. Repeat the process for the remaining sentences. Ask the students to think about which underlined phrase begins with a preposition. Then click the prepositional phrase to highlight it. Finally, discuss what information the prepositional phrase adds to the sentence.

Point out that a prepositional phrase can tell about:

- Time (*on Sunday; at 3:00 p.m.*)
- Location (*in New York; at the playground*)
- Relationship (*a friend of my mother; a player on the team*)

## GUIDED PRACTICE



6. Display the “Prepositions and Prepositional Phrases” activity (C WA17). Have the students work in pairs to read the passage and identify the prepositions and prepositional phrases. Invite volunteers to draw a line under each prepositional phrase and circle each preposition.

On Saturday our school will hold a nature walk. Our tour guide, Ms. Weiss, is an expert on plants. We will meet in the school cafeteria at 6:00 a.m. Students should bring their permission forms to school. The forms should be signed by a parent or guardian. The buses will leave at 6:30 sharp. We should be back by 10:00 a.m.

WA17

7. Once the students have identified each prepositional phrase, talk together about the information provided by each one. Ask:

**Q** *What does the phrase On Saturday tell you? (when the school will hold a nature walk)*

8. Repeat the process for the remaining sentences.
9. Once all of the prepositions and prepositional phrases have been identified, discuss with the students how prepositional phrases help readers understand what the writer is saying. Point out that prepositional phrases often add important details to sentences about *how*, *when*, and *where* actions take place.



10. Have the students work in pairs to write a paragraph, using prepositional phrases.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write a descriptive paragraph about something they can see in the classroom or out the classroom window.

## Optional Practice

Have the students complete pages 73–75 in their *Student Skill Practice Books*, independently or in pairs, to practice recognizing and using prepositions and prepositional phrases. Note that page 75 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 75 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### **ELL Note**

The meanings of prepositions do not always correspond directly from English to other languages. In Spanish the word *en* can mean “in” or “on.” For example, “Pon el libro en la mesa” means “Put the book **on** the table,” not “Put the book **in** the table.” You might use classroom objects to demonstrate what each preposition means.

**Prerequisite Lessons**

- Lesson 22, “Adjectives and Order of Adjectives in Sentences”
- Lesson 23, “Adverbs”
- Lesson 24, “Relative Adverbs”
- Lesson 25, “Prepositions and Prepositional Phrases”

**Student Skill Practice Book**

- Pages 76–78

**Online Resources**

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

**Whiteboard Activities**

- “Review” activity (WA20)
- “Review” activity (WA21)
- “Review” activity (WA22)

**REVIEW**

1. Explain to the students that they are going to review what they have learned about adjectives, adverbs, and prepositional phrases in Lessons 22–25. Point out that these words are all **modifiers**, words that tell about other words. Remind the students that they have learned how to:
  - Recognize adjectives and use them in the correct order
  - Recognize and use adverbs, including relative adverbs
  - Recognize and use prepositions and prepositional phrases
2. Display the “Review” activity (🎯 WA20). Read aloud the definition of an adjective and the information about the order in which adjectives are used. Have a volunteer read the sentence pair aloud. Ask:

**Q** *What is being described in the first sentence? (Angie’s basketball moves) What is being described in the second sentence? (Angie’s basketball hoop)*

Point to the word *moves* and invite a volunteer to act out one or two familiar basketball “moves.” Then ask:

**Q** *Which words in the first sentence are adjectives, or words that describe Angie’s basketball moves? Which words in the second sentence are adjectives that describe the hoop in Angie’s driveway?*

**Q** *What does each adjective tell about the noun it describes?*

**Students might say:**

"The adjective *several* tells the amount of moves that Angie has."

"*Round* and *red* tell the shape and color of her basketball hoop."

"In addition to what Sam said, *one* also tells about Angie's hoop. It tells the amount."

Allow several students to respond. Then confirm the students' responses by clicking the words *several*, *excellent*, and *little* in sentence 1, and *one*, *round*, and *red* in sentence 2 to reveal the label *adjective*. Discuss what each adjective tells about the noun it describes, and how the adjectives used follow the order described in the definition.

WA20

An **adjective** is a word that tells about a noun or a pronoun.

Adjectives can tell about *amount*, *opinion*, *size*, *shape*, or *color*, usually in that order.

adjective adjective adjective  
Angie has several excellent little moves she uses in basketball.

adjective adjective adjective  
She has one round red hoop in her driveway for practicing.

An **adverb** is a word that tells about a verb or an adjective. Adverbs can tell *when*, *where*, *how*, or *to what extent*.

adverb adverb  
Angie dribbles the ball steadily and then stops.

adverb adverb adverb  
She quickly leaps up and makes a totally amazing shot.

3. Read the definition and the example sentences for adverbs aloud. Then have one or two volunteers identify the adverbs in the first sentence and the verb each one describes. Click each adverb to reveal its label. Repeat the process for the second example sentence.

4. Discuss the adverbs in both sentences. Ask:

**Q** *What do the adverbs tell about the words they describe?*

**Students might say:**

"The adverb *steadily* tells *how*. It describes how Angie dribbles the ball."

"I agree with Kiran. *Quickly* also tells *how*. It tells how she leaps up."

"The word *totally* describes the adjective *amazing*. Angie's shot is totally amazing!"

If the students don't identify all the adverbs, make sure to point out that *steadily* describes the verb *dribbles* and tells *how*; *then* describes the verb *stops* and tells *when*; *quickly* describes the verb *leaps* and tells *how*; *up* describes the verb *leaps* and tells *where*; *totally* describes the adjective *amazing* and tells *to what extent*.

5. Display the “Review” activity (🗨️ WA21). Remind the students that they learned that the relative adverbs *when*, *where*, and *why* are adverbs that introduce groups of words that relate to and give more information about a noun or pronoun. Read the information about when to use each relative adverb aloud. Then ask:

Q Which relative adverb best completes the first sentence? (where)

Invite one or two volunteers to respond. Click the blank to confirm the answer. Discuss why the word makes the most sense in the context of the sentence. Repeat the process for the other two sentences.

WA21

The **relative adverbs** *when*, *where*, and *why* each introduce a group of words that tells more about a noun or pronoun in the sentence.

- *Where* introduces a group of words that tells about a place.

Uncle Leo’s house is the place **where** the family will gather.

- *Why* introduces a group of words that tells about the reason for something.

Great-Grandma Maggie’s 85th birthday is the reason **why** the family will all be together.

- *When* introduces a group of words that tells about a time.

The party will be held on a day **when** everyone is free.

6. Display the “Review” activity (🗨️ WA22) and review the definition of a preposition. Have volunteers take turns identifying the preposition in each sentence. Then click to confirm the students’ answers.

A **preposition** is a word used to show the relationship between words. Prepositions like *in*, *at*, *around*, *below*, and *under* describe the position or location of something.

Miguel's poster is **preposition** on the classroom wall.

The words **preposition** at the top say, "Keep Our School Safe."

- A **prepositional phrase** includes a preposition, a noun or pronoun, and any other words in between.

Colorful pictures **prepositional phrase** on the poster show safety tips.

Miguel has included labels **prepositional phrase** under the pictures.

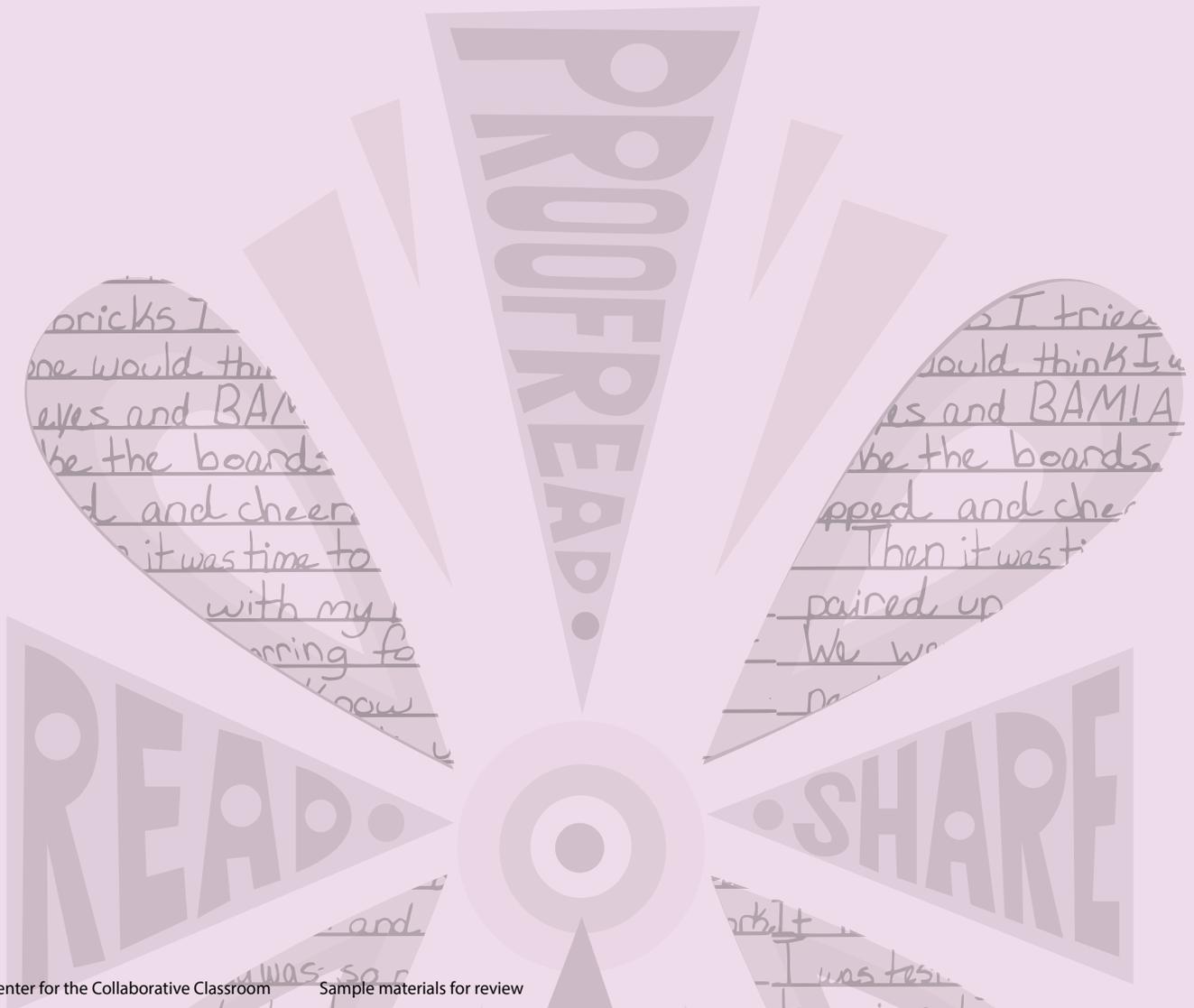
7. Repeat the procedure with the definition and examples of a prepositional phrase.

## Optional Practice

Have the students complete pages 76–78 in their *Student Skill Practice Books*, independently or in pairs, to practice using adjectives, adverbs, relative adverbs, prepositions, and prepositional phrases correctly.



# Capitalization and Punctuation



# Lesson 27

## Proper Nouns, Proper Adjectives, and Titles of Address

### Prerequisite Lessons

- Lesson 7, “Singular, Plural, and Possessive Nouns”
- Lesson 22, “Adjectives and Order of Adjectives in Sentences”

### Student Skill Practice Book

- Pages 79–81



### Online Resources

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

#### Whiteboard Activities

- “Proper Nouns, Proper Adjectives, and Titles of Address” activity (WA1)
- “Proper Nouns, Proper Adjectives, and Titles of Address” activity (WA2)
- (Optional reteaching) “Proper Nouns, Proper Adjectives, and Titles of Address” activity (WA3)
- (Optional reteaching) “Proper Nouns, Proper Adjectives, and Titles of Address” activity (WA4)

#### Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that a noun can name a person, a place, an animal, a thing, or an idea and that an adjective describes a noun or a pronoun. Tell the students that next they will learn how to capitalize nouns and adjectives that refer to particular people, places, and things.
2. Display the “Proper Nouns, Proper Adjectives, and Titles of Address” activity (WA1). Read the first sentence of the passage aloud. Ask, pausing after each question for a volunteer to answer:

**Q** *Which words tell the name of a specific person? (Ms. Markova) Which word tells the name of a specific country? (Russia)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Click *Ms. Markova* and *Russia* to confirm the students' responses. Explain that these words are called **proper nouns** because they name specific people, places, or things. Explain that almost all proper nouns begin with a capital letter. Tell the students that because *Ms. Markova* names a specific person, it is a proper noun; because *Russia* names a specific country, it is a proper noun.

Point out the title *Ms.*, noting the capital letter and the period after it. Explain that when a title is a part of a person's name, it is also capitalized.

WA1

Our music teacher, **proper noun** Ms. Markova, was born in **proper noun** Russia. She loves to play music for us by famous **proper adjective** Russian **proper noun** composers, such as **proper noun** Igor Stravinsky. She also shows us videos of the **proper noun** Bolshoi Ballet. Music and dance are a very **proper adjective** important part of **proper adjective** Russian culture.

**proper noun** Ms. Markova also has taught us some facts about her homeland. The **proper noun** world's largest country, **proper noun** Russia spans 22 time zones and two continents— **proper noun** Europe and **proper noun** Asia. It has a population of around 140,000,000 people— **proper noun** **proper noun** **proper adjective** minus one. Last year, on **proper noun** July 4, **proper noun** Ms. Markova became an **proper adjective** American citizen.

3. Explain that **proper adjectives** can be made from proper nouns. Read the rest of the first paragraph aloud. Ask:

**Q** *What word in the first paragraph is similar to Russia?*

Invite a volunteer to respond, and click *Russian* in the second sentence to confirm the response. Point out that *Russian* is a proper adjective that is made from a proper noun. Here *Russian* modifies, or tells more about, the noun *composers*. Then click *Russian* in the fourth sentence, pointing out that it modifies the noun *culture*. Explain that the proper noun *Russian* describes a specific history, language, land, and people. Tell the students that proper adjectives begin with a capital letter.

4. Read the rest of the passage aloud as the students follow along. Then invite volunteers to take turns identifying and clicking the proper nouns and proper adjectives.
5. After you and the students have finished identifying the proper nouns and proper adjectives, reread the passage and invite volunteers to identify whether each proper noun names a person, place, or thing. Then ask which word each proper adjective describes.

## GUIDED PRACTICE

6. Explain that next you will identify more proper nouns and proper adjectives.
7. Display the “Proper Nouns, Proper Adjectives, and Titles of Address” activity (🔊 WA2). Read the first sentence aloud and ask:

Q Which words in this sentence name a specific person? (Dr. Ana Morales)

Click to highlight *Dr. Ana Morales*. Point out that her title, *Dr.*, is capitalized and ends with a period. Then ask:

Q Which words in the same sentence name a specific school? (Kennedy Elementary School)

Click *Kennedy Elementary School*, and explain that it is a proper noun because it names a specific school. Point out that each word is capitalized in the name of the school.

Read the second sentence aloud, and invite one or two volunteers to identify the proper nouns, including the title, and the proper adjective. (proper nouns: *Dr. Morales* and *Chile*; proper adjective: *Chilean*)

Dr. Ana Morales is the popular principal at Kennedy Elementary School. Dr. Morales is Chilean, so we decided to do a school-wide project on Chile for her. We posted pictures and facts about Chile on a bulletin board in the hall. Here are some of the things we found out: Chile is the world’s longest country. It’s 2,700 miles long—the same distance as between San Francisco and New York City. It’s about twice the size of California. Its money is the Chilean peso. We sang a song in Spanish, the official language of this South American country. Dr. Morales was delighted.

WA2

8. Have volunteers take turns reading the sentences aloud and identifying and clicking the proper nouns and proper adjectives.
9. After the students have found the proper nouns and proper adjectives, go back and talk about how the nouns and adjectives are the same and how they are different. Help the students understand that the proper nouns can stand on their own and the proper adjectives describe nouns.



10. Have the students work in pairs to write a paragraph using proper nouns and proper adjectives. Have them make sure to include at least one title of address.

---

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write an informational paragraph about a country or a city they both know about.

## Optional Practice

Have the students complete pages 79–81 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using proper nouns and proper adjectives correctly. Note that page 81 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 81 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

Some students may be confused by the fact that some proper nouns and proper adjectives are the same word. For example, in the phrase “the Spanish language,” the word *Spanish* is a proper adjective because it modifies *language*. In the sentence “My family speaks Spanish,” *Spanish* is a noun and the object of *speaks*. Help the students understand that they can distinguish between nouns and adjectives by how those words function in a sentence.

## Student Skill Practice Book

- Pages 82–84



## Online Resources

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

## Whiteboard Activities

- “Commas in Letters” activity (WA5)
- “Commas in Letters” activity (WA6)
- “Commas in Letters” activity (WA7)
- (Optional reteaching) “Commas in Letters” activity (WA8)
- (Optional reteaching) “Commas in Letters” activity (WA9)

## Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

## Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that there are many uses for commas in writing. Explain that in this lesson the students will practice using commas in dates, in addresses and locations, and in the greetings and closings of letters.
2. Display the “Commas in Letters” activity (📄 WA5). Read the date aloud and explain that this is the date the letter was written. Point out the comma in the date and circle it. Then ask:

**Q** *What is the comma between? (the day of the month and the year)*

Invite one or two volunteers to answer. If the students say “between 5 and 2017,” make sure they understand that the first number is the day of the month, and the second is the year. Draw a line under the day of the month and draw two lines under the year.

Remind the students that commas are usually used to separate things, such as the two parts of a sentence or the items in a list. Ask:

**Q** *Why is it helpful to separate these two parts of a date?*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

July 5, 2017

Dear Grandma Lucy,

We are having a wonderful time visiting Uncle Ray in Lynn  
Massachusetts! Yesterday we walked to the beach and watched the  
Fourth of July fireworks explode over the water. It was awesome!  
The only thing missing is you.

Love,

Ayeesha

Give the students a few moments to think, and invite one or two volunteers to respond. If necessary, mention that when you have numbers close to each other, as they appear in dates, the comma helps make it clear that the first number stands for one thing and the other number stands for something else. By using commas correctly in dates, writers make sure their readers will read those dates correctly.

- Repeat the process for the comma at the end of the greeting and the comma at the closing. Circle the commas as volunteers identify them. Ask questions such as these to help the students analyze why the commas are helpful in this type of writing:

**Q** *What does each comma set off or separate? Does having the comma help the reader? Why or why not?*

Some students may think that some of the commas are not necessary, such as the ones after the greeting and the closing, since they appear on separate lines. Suggest that those commas actually connect those parts of the letter with the text that follows; the comma after the greeting makes it feel as if the writer of the letter is talking to, or addressing, a person. The closing sets up the signature in a similar way.

- Remind the students that commas are also used to separate the name of a town or city from the name of the state. Read the body of the letter aloud. Have a volunteer find the comma between the city and the state and circle it. Discuss why commas are used to separate these names.
- Display the “Commas in Letters” activity (WA6). Explain to the students that it shows an addressed envelope for mailing the letter they just read. Point out the address and the return address of the sender, and ask:

**Q** *How are the commas on the envelope used?*

Ayeesha Patillo  
 86 Dale Street, Apt. 43  
 Lynn, MA 01902

Mrs. Lucy Higgs  
 79 Morgan Drive, Apt. 1  
 Carson City, NV 89703

**Students might say:**

“Some commas separate the street addresses from the apartment numbers.”

“The commas after the cities separate them from the states.”

Allow a few volunteers to respond, and circle each comma as it is discussed.

## GUIDED PRACTICE

6. Display the “Commas in Letters” activity (WA7). Explain to the students that next they are going to practice putting commas where they belong in a letter.

24525 Outlook Drive, Apt. 21  
 Richmond, CA 94804  
 March 11, 2017

Representative  
 2205 Rayburn Building  
 Washington, D.C. 20515

Dear Representative:

Would you be willing to answer some questions about your job for my school report? Please write and let me know.

Sincerely,  
 Javier Diaz

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

7. Point out that some letters—usually business letters or those to someone you don't know—include the sender's address at the top right of the letter. Have the students take turns reading aloud the lines in the address in the top right. Explain that there are some commas missing. Ask:

**Q** *Based on what you know about commas in addresses, where would you add commas in the address? Where would you add a comma in the date?*

Give the students some time to think, and invite a few volunteers to respond. Then write each comma in the space between the street address and the apartment number, between the city and the state, and between the day and the year.

8. Direct the students' attention to the second address and the rest of the letter. Have a few volunteers identify the places where commas belong. (between *Washington* and *D.C.* and after the closing) Write the commas.

---

### Teacher Note

Point out the colon in the greeting. Explain that a business letter is more formal than a friendly letter. To give the letter a more formal tone, the greeting is followed by a colon rather than a comma.



9. Have the students work in pairs to write a letter using commas and a colon in the correct places.

---

### Teacher Note

If the students have difficulty thinking of someone to write to, suggest that they write a letter to a company to tell how much they like a product.

## Optional Practice

Have the students complete pages 82–84 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using commas correctly. Note that page 84 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 84 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In some languages, such as Spanish and French, dates are written with the day first, followed by the month, with no comma between them. Give the students extra practice writing different dates, such as today's date, their birthday, and the date of the next school holiday. Remind them that, in English, the month is written first, followed by the day of the month, followed by a comma, followed by the year.

## Student Skill Practice Book

- Pages 85–87



## Online Resources

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

## Whiteboard Activities

- “Commas and Quotation Marks in Dialogue and Direct Quotations” (WA10)
- “Commas and Quotation Marks in Dialogue and Direct Quotations” (WA11)
- (Optional reteaching) “Commas and Quotation Marks in Dialogue and Direct Quotations” (WA12)
- (Optional reteaching) “Commas and Quotation Marks in Dialogue and Direct Quotations” (WA13)

## Reproducibles

- (Optional) Diagnostic Proofreading Passages 1–3 (BLM1–BLM3)\*

## Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Proofreading Passages 1–3: Scoring Keys (DP1–DP3)\*
- (Optional) “Diagnostic Proofreading Passages: Student Report” (DS1)\*
- (Optional) “Diagnostic Proofreading Passages: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that when they write a narrative, they may want to include dialogue, or the speakers’ exact words. Tell the students that it is important to use commas and quotation marks to clearly show a speaker’s exact words; otherwise, readers may become confused about who is speaking. Tell the students that in this lesson they will learn how to use single and double quotation marks in their writing. Further explain that they will learn an additional use of commas—to set off a speaker’s exact words.
2. Display the “Commas and Quotation Marks in Dialogue and Direct Quotations” activity (📄 WA10). Explain that this passage is a dialogue between a great-grandmother and her great-grandchild. Read the passage aloud, pausing at each comma and emphasizing Great-Grandma’s exact words. Then ask, pausing after each question for one or two volunteers to answer:
 

Q *What is the first thing Great-Grandma says? (“We had fun expressions.”) How do you know? (The quotation marks, the comma, and the words my great-grandma explained indicate that these are Great-Grandma’s exact words.)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

The last time I visited Great-Grandma, she described the slang she used in the old days.

“We had fun expressions,” my great-grandma explained.

“We said ‘clam’ when we meant ‘dollar.’”

“Weird,” I said. “You used sea animals to describe money.”

“We used lots of animal words,” she said. “Instead of saying,

“I think you’re great,” we said, “You’re the cat’s pajamas.” If we

liked something, we said, “That’s just ducky.”

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

3. Circle the double quotation marks, and explain that double quotation marks are used to show the exact words a character is speaking. Ask:

**Q** *What other punctuation do you notice in addition to the quotation marks? (a comma)*

Underline the comma, and explain that a comma is used to separate the speaker’s exact words from the rest of the sentence. If the comma comes after the quotation, it is placed before the ending quotation mark.

4. Reread the third sentence and circle the quotation marks around “We said ‘clam’ when we meant ‘dollar.’”
5. Then underline the single quotation marks around *clam* and *dollar* and ask:

**Q** *Why are single quotation marks used here?*

Give students time to think, and invite a few volunteers to respond. As necessary, explain that single quotation marks are used around the words *clam* and *dollar* to show that Great-Grandma is repeating words that have been spoken before. Point out the period at the end of this sentence.

6. Read the third paragraph aloud. Write the quotation marks and the commas. Ask, pausing after each question for one or two volunteers to respond:

**Q** *Whose exact words are set inside these quotation marks? (the narrator’s) How do you know? (The quotation marks, the comma, and the words I said indicate that these are the narrator’s exact words.)*

Continue through the dialogue, writing single and double quotation marks and commas, and having volunteers identify the speakers. If necessary, prompt students by asking, “Is it Great-Grandma, the narrator, or someone who has spoken these words in the past?”

## GUIDED PRACTICE

7. Display the “Commas and Quotation Marks in Dialogue and Direct Quotations” activity (📄 WA11). Explain to the students that next they are going to practice identifying where double and single quotation marks and commas are placed in a passage that includes dialogue.

WA11

“We had other fun expressions too,” Great-Grandma continued. “Scram” meant “leave quickly.” “I’ve got the heebie-jeebies” meant “I’m nervous.”

“That’s just ‘ducky,’” I said to Great-Grandma. “You’re the cat’s pajamas, but I should scram.” I promised Dad I’d give him the “clams” I owe him before 4:00 p.m. He’ll get the heebie-jeebies if I’m late,” I said as I headed out the door.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

8. Read the first paragraph aloud. Have a volunteer circle the double quotation marks, put a box around the single quotation marks, and draw a line under each comma. Ask, pausing after each question for one or two volunteers to respond:

**Q** *What do the double quotation marks set off? How are the single quotation marks used? What does the comma do in the sentence?*

As necessary, remind the students that the double quotation marks set off the exact words of a speaker; the single quotation marks set off words the speaker is repeating that have been spoken before; and the comma separates the speaker’s exact words from the rest of the sentence.

9. Read the second paragraph aloud. Invite a few volunteers to help you add the missing commas and quotation marks. Make sure that the students understand how the punctuation marks make it clear who is saying what in the passage.

### Teacher Note

Point out that the comma in the fifth sentence has a different role from the other commas in this passage. Ask the students why this comma is in place. If necessary, explain that it comes before the conjunction in a compound sentence.



10. Have the students work in pairs to write a dialogue. Have them make sure that they have used double and single quotation marks that set off each speaker's words or the words they are repeating that have been spoken before. Have them make sure to insert a comma when necessary.

---

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write a dialogue between two friends, using some of the slang from the dialogue they just read.

## Optional Practice

Have the students complete pages 85–87 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using double and single quotation marks and commas correctly. Note that page 87 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 87 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In some languages—and even in English in Great Britain—dialogue is set off with single quotation marks rather than double. Explain that, in American English, double quotations are used to set off a speaker's words, and single quotation marks are used *within* double quotations. Show the students examples of dialogue in some of the books in the classroom.

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### Teacher Note

Have the students write examples of the use of single and double quotation marks in the Proofreading Notes section of their *Student Writing Handbooks*.

## Prerequisite Lessons

- Lesson 27, “Proper Nouns, Proper Adjectives, and Titles of Address”
- Lesson 28, “Commas in Letters”
- Lesson 29, “Commas and Quotation Marks in Dialogue and Direct Quotations”

## Student Skill Practice Book

- Pages 88–90



## Online Resources

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

## Whiteboard Activities

- “Review” activity (WA14)
- “Review” activity (WA15)
- “Review” activity (WA16)

## REVIEW

1. Explain to the students that they are going to review what they have learned about capitalization and punctuation in Lessons 27–29. Remind the students that they have learned how to:
  - Capitalize proper nouns, proper adjectives, and titles
  - Place commas in letters
  - Place commas and quotation marks in dialogue and direct quotations
2. Display the “Review” activity (WA14) and have volunteers read the definition of a proper noun and the sample sentences aloud. Ask:

**Q** Which words in the sample sentences are proper nouns? (Mr. Velasquez; Sanchez Street; Arrow Neighborhood Garden)

Have a few volunteers respond, and confirm their responses by clicking the proper nouns. Ask:

**Q** What is true about all of the proper nouns?

Give students time to think, and invite one or two volunteers to respond. If necessary, point out that every proper noun begins with a capital letter.

3. Repeat the process with the definitions and sample sentences for titles and then for proper adjectives. Invite several volunteers to suggest other examples of titles and proper adjectives.

A **proper noun** names a particular person, place, animal, or thing and begins with a capital letter.

Our neighbor **proper noun** Mr. Velasquez is organizing a community group.

The group is going to grow a garden on **proper noun** Sanchez Street.

It will be called **proper noun** Arrow Neighborhood Garden.

- A **proper name** can include a title. The title is also capitalized.

**title** Dr. Fontana will let us use a plot of land she owns.

- An adjective made from a proper noun is called a **proper adjective**. Proper adjectives are also capitalized.

The group will grow **proper adjective** Thai peppers and **proper adjective** Japanese eggplants.

4. Display the “Review” activity (🗨️ WA15). Have volunteers read aloud the information about using commas in a letter. Ask, pausing after each question for one or two volunteers to respond:

**Q** *Where should we place a comma to separate parts of an address? To separate the day of the month from the year? To separate the greeting from the body of the letter? To separate the closing from the signature?*

Click the places where the commas should go to reveal the answers. If the students have difficulty locating where the commas should be placed, review the rules and help them locate a place in the example that matches a rule.

**Commas** set off information in different parts of a letter.

Use commas in addresses to separate a street name from an apartment number and a city from a state name.

2756 Sandoval Way, Apt. 312  
Bella Vista, AK 72715

In the date, use a comma to separate the day of the month from the year.

August 25, 2017

Dear Grandpa Jack,

We are planning a community garden. May I call you to get your gardening advice?

Use a comma to separate the greeting from the body of the letter and the closing of the letter from the signature.

Love,  
Sophia

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

5. Display the “Review” activity (🎯 WA16). Have volunteers take turns reading aloud the rules about using quotation marks and the sample sentences. Point out that the examples include the exact words two people are saying to each other. Ask, pausing after the question for one or two volunteers to respond:

Q Which words should have double quotation marks around them?

Write the quotation marks as the students respond.

WA16

**Quotation marks** are used to show the exact words a speaker says.

- Use **double quotation marks** to show what a speaker is saying.

“It was nice of you to write to your grandfather,” said Mr. Velasquez.

- Use **single quotation marks** to show quoted words or words that have been said before when they appear within double quotations.

“My grandfather told me, ‘I’ll be happy to answer any questions your friends have,’” said Sophia.

- A **comma** can be used to separate the speaker’s exact words from the rest of the sentence.

“Please thank your grandfather,” Mr. Velasquez said.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

6. Repeat the procedure for the rules and examples for single quotation marks and comma placement. Remind the students that single quotation marks set off quoted words that the speaker is repeating—words that have been said before. Remind the students that a comma is usually used to set off the quoted words from the part of the sentence that tells who is speaking. Emphasize that the comma comes *before* any ending quotation marks.
7. Finally, explain to the students that it’s important to capitalize and punctuate correctly in their writing. Capitalization and punctuation help make the meaning clear to their readers.

## Optional Practice

Have the students complete pages 88–90 in their *Student Skill Practice Books*, independently or in pairs, to practice capitalizing and punctuating correctly.

# Appendices

Appendix A, *Student Skill Practice Book Corrections* . . . . . 130

Appendix B, *Skill Practice Assessment* . . . . . 176

Appendix C, *Grade-level Language Skills Assessment* . . . . . 182

# Appendix A

## STUDENT SKILL PRACTICE BOOK CORRECTIONS

### Star Gazing

A. Read each sentence. Underline the complete subject and circle the simple subject.

1. My friend Alex watches the night sky from his window.
2. Alex's new telescope zooms in on Mars.
3. My cousin Clare uses the telescope often, too.
4. The brightest star in the sky is extra bright tonight!
5. Clare finds the North Star easily.

B. Choose a simple subject from the word box to complete each sentence. Then circle the complete subject.

blankets puppy Sarita shower sky

1. The cloudless sky makes this a good night for looking at stars.
2. Our fluffy blankets are on the ground.
3. My best friend Sarita lies down on one blanket.
4. My brand-new puppy lies beside me on the other.
5. The meteor shower is about to begin!

C. Write a paragraph about something you like to look at in your surroundings. Use complete sentences.

## A Change in Plans

A. Read each sentence. Underline the complete predicate. Write the simple predicate on the line.

- Ramon and his friend Nico hiked into the woods. hiked
- They left their bug spray at home by mistake. left
- Mosquitoes buzzed all around them. buzzed
- Ramon and Nico changed their plans quickly. changed
- The two friends raced out of the woods. raced
- They went to a nearby lake instead. went

B. Choose a simple predicate from the word box to complete each sentence. Then circle the complete predicate.

rested   listened   built   felt   swam

- Ramon swam laps in the lake.
- The cool water felt good on his bug bites.
- Nico rested on his towel in the warm sun.
- He listened to the songs of different birds.
- Little children built sand castles along the shore.

C. Write a short passage about something fun to do with a friend. Use complete sentences.

## Big Bad Wolves?

A. Read the paragraph. Above each underlined word or phrase, write complete subject, simple subject, complete predicate, or simple predicate. (5 points)

Many people are afraid of wolves. "Big bad wolves" are

dangerous in many stories. In "Little Red Riding Hood," a wolf threatens to eat a little girl. In "The Three Little Pigs," a wolf

bullies three helpless pigs. The truth is, wolves are very shy. They live in places that have very few people.

B. What is missing to make each phrase below a complete sentence? Write S (for subject), P (for predicate), or B (for both) on the line. (5 points)

- A big fear of wolves      P
- is an endangered animal      S
- Need protection      S
- The U.S. government      P
- in packs with their pups      B

C. Write a paragraph about an animal. Use five complete sentences. (5 points)

### Tadpoles and Frogs

A. Read each sentence. Decide whether it is a simple sentence or a compound sentence. Write S (for simple) or C (for compound) on the line.

1. Tadpoles are baby frogs or toads. S
2. Tadpoles hatch from eggs, and they live in water. C
3. The tadpole has no legs at first, but then back legs begin to form. C
4. Skin grows over the tadpole's gills. S
5. Then front legs appear on the tadpole's body. S
6. The tadpole's lungs grow, and its tail shrinks. C
7. Some tadpoles take up to two years to grow into frogs. S

B. Complete each compound sentence by adding a comma and a conjunction. Use each conjunction from the word box one time.

and but or

1. Frogs catch insects with their tongues, and but they don't swallow just anything.
  2. Frogs have a strong sense of taste, and they often spit out nasty-tasting bugs.
  3. A frog may spend the winter in a hole in the ground, or it may bury itself at the bottom of a pond.
- C. Write a paragraph about an animal. Use both simple and compound sentences.

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Carets used to indicate insertion of punctuation are for reference only.

### Damien's Dreams

A. Complete the story by writing *and*, *or*, or *but* in each space.

Damien has been having strange dreams, and last night he dreamed he was a giant balloon. He tried staying seated during math class, but he kept floating out of his chair. He bumped his head on the ceiling, and then he bumped into a bookcase. Damien tried to float out the window, but the window was closed. Damien might try drinking warm milk before bedtime, or he might just stop snacking after dinner!

B. Draw a line from each sentence on the left to a sentence on the right. Write the new compound sentences on the lines, adding commas and conjunctions where they belong.

Sunita's dreams were boring. She saw her sister popping bubble wrap.

Bubbles filled her bedroom. One night she had an unusual dream.

Sunita finally woke up. Each one exploded with a loud pop.

1. Sunita's dreams were boring, but one night she had an unusual dream.
  2. Bubbles filled her bedroom, and each one exploded with a loud pop.
  3. Sunita finally woke up, and she saw her sister popping bubble wrap.
- C. Write a paragraph about a funny dream someone might have. Use simple and compound sentences.

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### The Puppet

- A. Read the paragraph. Find five mistakes with the compound sentences. Cross out each one you find, and write the correction above it. (5 points)

Mrs. Munroe announces a talent show, and I start to panic right away. I can decide not to participate, <sup>or</sup> and I can try to be brave. I don't have amazing talent, but I do have George. George is my monkey puppet. The day of the talent show arrives, and I swallow my fear. I play a lively song on my MP3 player, <sup>and</sup> but George begins to dance. He is a great dancer. We twirl across the stage, and everyone claps loudly.

- B. Draw a line to connect each sentence on the left to a sentence on the right. Write the new compound sentences on the lines, adding commas and conjunctions where they belong. (6 points)

Paulina likes all kinds of puppets. They can be life-sized.  
 Strings are attached to a marionette. Her favorites are marionettes.  
 Puppets can fit on your hand. People offstage move the strings.

- Paulina likes all kinds of puppets, but her favorites are marionettes.
- Strings are attached to a marionette, and people offstage move the strings.
- Puppets can fit on your hand, or they can be life-sized.

- C. Write a paragraph about your favorite kind of entertainment. Use two simple sentences and two compound sentences. (4 points)

Carets used to indicate insertion of punctuation are for reference only.

### The Fourth of July

- A. Read each sentence. Draw a line under the part that can stand alone. Draw two lines under the part that cannot stand alone. Circle the conjunction.

- I like the Fourth of July, because my family watches fireworks.
- We pack a picnic dinner before we leave for the park.
- My little brother covers his ears while the fireworks explode.
- The crowd applauds loudly when the fireworks end.

- B. Connect each complete sentence on the left to a related group of words on the right. Write the four complex sentences on the lines. Circle each conjunction.

My town held a parade \_\_\_\_\_ after I got home.  
 Some folks rode in cars \_\_\_\_\_ because it was July 4th.  
 We waved to the drummers \_\_\_\_\_ while others marched.  
 I e-mailed photos to my aunt \_\_\_\_\_ when our school band went by.

- My town held a parade because it was July 4th.
- Some folks rode in cars while others marched.
- We waved to the drummers when our school band went by.
- I e-mailed photos to my aunt after I got home.

- C. Write a short passage about a holiday you like. Include simple and complex sentences.

## Root for Route 66!

A. Read the passage. Circle the conjunctions that work best.

U.S. Route 66 is a famous highway. Part of it had been the Old Trails Road (before because) Route 66 opened in 1926. Route 66 ran from Chicago to Los Angeles. The road was your way to a big city (if before) you lived in a small town. In the 1950s, people began building freeways (after, because) they wanted to get places faster. The old two-lane road was never the same (after if) the high-speed freeways were built.

B. Combine each pair of sentences. Circle the correct conjunction. Then write each new sentence on the line.

1. Some people still take Route 66. They like visiting the tourist sites.  
(after, because)

Some people still take Route 66 because they like visiting the tourist sites.

2. People are reminded of America's history. They see roadside motels and old diners. (when, before)

People are reminded of America's history when they see roadside motels and old diners.

C. Write a short passage about a place that you have always wanted to see. Use both simple sentences and complex sentences.

## Meeting Harold

A. Read the passage. Circle the correct conjunctions. (6 points)

Mia packed a lunch and her camera (before, while) she went to the zoo. She ran to the sea lion area (before, when) she got there. It was feeding time. She took photos (if, while) the animals ate. Next, Mia visited the apes. She hoped to see baby Harold play (while, if) he would only wake up. But Mia couldn't wait (because, so) it was feeding time at the Lion House. She would visit little Harold again (because, before) he grew up!

B. Use a conjunction from the word box to combine each sentence pair and form a complex sentence. Write the new sentence on the line. (3 points)

before because when

1. Mia became an animal keeper. She grew up.

Mia became an animal keeper when she grew up.

2. She made this decision in fifth grade. She loved animals.

She made this decision in fifth grade because she loved animals.

3. She had to finish college. She could work at the zoo.

She had to finish college before she could work at the zoo.

C. Write a short passage about an animal you think is cute. Include three simple sentences and three complex sentences. (6 points)

### Money in My Pocket?

A. Read each group of words. Circle C if the group of words is a complete sentence. Circle F if it is a fragment.

1. Kara found some money in Grandpa's car. **C** **F**
2. Put the ten-dollar bill in her coat pocket. **C** **F**
3. The luckiest girl in the world! **C** **F**
4. She remembered a pretty bracelet at the store. **C** **F**
5. On the counter next to the watches. **C** **F**

B. Read each sentence fragment. Circle the words that can be added to form a complete sentence. Write the complete sentence on the line.

1. Told her dad about the money. **(Kara)**  
That evening  
Kara told her dad about the money.
2. Kara's dad.  
**(Spoke with her)**  
In a serious voice  
Kara's dad spoke with her.
3. By the end of their talk,  
**(Kara knew what to do)**  
Kara and her dad  
By the end of their talk, Kara knew what to do.
4. Would tell Grandpa about the money. **(She)**  
Tomorrow  
She would tell Grandpa about the money.

C. Write a passage about good advice you have gotten from someone.

### Goodbye, Hiccups

A. Read the passage. Draw a line under each incomplete sentence.

Dion got the hiccups. Didn't know what to do. Dion asked his sister how to get rid of them. Told her brother to swallow a spoonful of orange juice. Willing to try anything. The juice didn't work, but Dion remembered another cure. A cold glass of water! He drank the water and waited. Was amazing! His hiccups were gone.

B. Read each sentence fragment. Think of a subject, a predicate, or both that you could add to form a complete sentence. Write your new sentence on the line.

1. Get the hiccups once in a while.  
Most people get the hiccups once in a while.
  2. Both adults and children.  
Both adults and children get the hiccups.
  3. Many different ways to get rid of hiccups.  
People try many different ways to get rid of hiccups.
  4. Some of the cures.  
Some of the cures seem silly.
- C. Write a short passage about getting the hiccups. Be sure to use complete sentences.

Sample answers are listed above. Answers may vary.

## Meet Roberto

- A. Read the passage. Correct any sentence fragments by adding a subject, a predicate, or both. (5 points)

On school days Roberto gets up early. <sup>He e</sup> eats some scrambled eggs for breakfast. After breakfast he and his sister walk to

<sup>Their school!</sup> school. <sup>'s</sup> not far away. Roberto plays ball on the playground

before school. <sup>He goes t</sup> To soccer practice after school. Roberto's team is

the Clippers. <sup>They w</sup> Want to win the championship. Maybe the Clippers! <sup>will have another good year</sup>

- B. Read the sentence fragments. Then correct each one by adding a subject, a predicate, or both. Write the new sentence on the line. (5 points)

1. Roberto's favorite weekend day.

Roberto's favorite weekend day is Saturday.

2. Grabs a quick breakfast.

He grabs a quick breakfast.

3. With his skateboard and helmet.

Roberto goes to the park with his skateboard and helmet.

4. Teaches him a new trick.

The best skater teaches him a new trick.

5. Practice their moves.

The two boys practice their moves.

- C. Write a paragraph about something you like to do on weekends. Use five complete sentences. (5 points)

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Sample answers are listed above. Answers may vary.

## Babysitting Is Not for Babies

- A. Circle R if the sentence is a run-on sentence. Circle C if the sentence is correct.

1. Babysitting for a younger brother or sister can be **R**  **C**  challenging.

2. Parents leave the house the children get upset. **R**  **C**

3. Little ones run around the house they start to cry. **R**  **C**

4. Playing some fun games quiets the children. **R**  **C**

5. Playing outside can also help let out energy. **R**  **C**

- B. Read the passage. Draw a line under the run-on sentences.

All babysitters should know and do certain things. They should watch the children every minute they can quickly get in trouble. Sitters should know how to get in touch with the children's parents they should also have emergency phone numbers. A good babysitter is always calm and patient, too. Babysitters should never lose their tempers that only makes things worse!

- C. Write a paragraph about a time when you helped take care of a younger child. Make sure all of your sentences are written correctly.

Sentences ■ Lesson 5 | 13

## Horsing Around

A. Correct each run-on sentence by forming two separate sentences. Write the sentences on the line.

1. Diego has always loved horses now he wants to ride them.  
Diego has always loved horses. Now he wants to ride them.
2. He is going to get his chance his uncle will teach him how.  
He is going to get his chance. His uncle will teach him how.
3. Diego looked up at the beautiful horse it was really tall!  
Diego looked up at the beautiful horse. It was really tall!

B. Correct each run-on sentence. Add a conjunction from the word box. Add a comma where needed. Write the sentence on the line.

or before and because

1. Diego's legs felt shaky his heart was beating fast.  
Diego's legs felt shaky, and his heart was beating fast.
  2. His heart was racing he was afraid.  
His heart was racing because he was afraid.
  3. Would he conquer his fear would he choose not to ride?  
Would he conquer his fear, or would he choose not to ride?
  4. He climbed up on the horse he could change his mind.  
He climbed up on the horse before he could change his mind.
- C. Write a short passage about an activity that seems scary but fun. Make sure that all of your sentences are written correctly.

## A Biking Challenge

A. Proofread the passage. Correct the run-on sentences. (4 points)

The hardest part of my bike ride home is the last mile. I have  
to go up a steep hill. I start to pedal hard and begin the climb. My  
muscles burn. My shoulders ache. Sweat drips into my eyes. I keep  
going. My heart is beating hard now. I am panting like a tired dog.  
I try to think of something else. Unfortunately, I can't.

B. Correct each run-on sentence. Use conjunctions in at least three of the sentences. Write the new sentence or sentences on the line. (5 points)

1. I have done this before I can do it this time, too.  
I have done this before, and I can do it this time, too.
  2. I can't stop I just have to keep going.  
I can't stop. I just have to keep going.
  3. I get a big burst of energy I start climbing the hill.  
I get a big burst of energy before I start climbing the hill.
  4. I finally reach the top I raise my fist into the sky.  
I finally reach the top, and I raise my fist into the sky.
  5. I congratulate myself no one is around to applaud me.  
I congratulate myself because no one is around to applaud me.
- C. Write a paragraph about a time when you had to keep going, no matter what. Use six sentences, and make sure they are written correctly. (6 points)

Carets used to indicate insertion of punctuation are for reference only.

### At the Aquarium

A. What is needed to make each fragment a complete sentence?

Write S (for subject), P (for predicate), or B (for both).

1. The underwater world of sharks. P
2. Feeds the shark raw meat. S
3. Hears the tour guide's stories. S
4. A shark's teeth. P
5. In the large fish tank. B

B. Correct each sentence fragment. Write the new sentence on the line.

1. On our field trip to the aquarium.

We saw many things on our field trip to the aquarium.

2. The penguins and the sea otters.

The penguins and the sea otters were my favorite creatures.

3. The new jellyfish exhibit.

The new jellyfish exhibit was very colorful.

4. Told us all about the jellyfish.

The tour guide told us all about the jellyfish.

5. Moved like dancers through the water.

The jellyfish moved like dancers through the water.

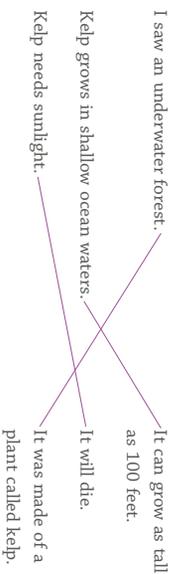
C. Write a brief passage about your favorite field trip. Be sure to use complete sentences.

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Sample answers are listed above. Answers may vary.

### The Kelp Forest

A. Draw a line to connect each simple sentence on the left to a sentence on the right. Write the new sentences on the lines. Add a comma and the conjunction *and*, *but*, or *or*.



1. I saw an underwater forest, and it was made of a plant called kelp.
2. Kelp grows in shallow ocean waters, but it can grow as tall as 100 feet.
3. Kelp needs sunlight, or it will die.

B. Combine each pair of sentences using the correct conjunction. Circle the conjunction, and write the new sentence on the line.

1. My dad works at the aquarium. The visitors watch him.  
(after, while)

My dad works at the aquarium while the visitors watch him.

2. He works in the kelp forest. It needs tending. (before, when)

He works in the kelp forest when it needs tending.

3. He untangles blades of kelp. Fish get caught in them!  
(before, unless)

He untangles blades of kelp before fish get caught in them!

C. Write a brief passage about a fish you have seen or would like to see. Use simple, compound, and complex sentences.

Sentences ■ Lesson 6 | 17

### Strange Sea Life

A. Read the passage. Correct each run-on sentence. Remember that there are two ways to correct a run-on.

What has a head like a horse and a tail like a monkey, <sup>? A</sup> and a seahorse does! A seahorse has fins for moving, <sup>^</sup> and it also has gills for breathing. A seahorse's tail can grab onto blades of sea grass. <sup>T</sup> The seahorse stays in one place. A seahorse has fringes on its skin, <sup>^</sup> and while enemies wait for its food to float by.

B. Write a brief description of a living thing you might see under water. Vary the length of your sentences, but be sure there are no fragments or run-ons.

### Get Fit with a Friend

A. Read each sentence. Circle the three nouns in each sentence.

- My two older sisters do push-ups in the morning.
- Doctors say that exercise is important for our bodies.
- Physical activity is good for children and adults.
- Athletes need to have strong bones and muscles.
- You need the right shoes to protect your feet during a workout.

B. Circle the noun that correctly completes each sentence. Write the noun on the line.

- I read that getting fit can help prevent some illnesses.  
(illness, illnesses)
  - I may try jogging and tumbling with my friends. Ben and Sara. (friends, friendies)
  - Sara has many athletic abilities. (ability, abilities)
  - My dad plays on a baseball team with some men from his work. (mans, men)
  - All men and women should find workout routines they enjoy! (womer, womans)
- C. Write a paragraph about a fun way someone could get fit. Use singular and plural nouns.

## Fruit or Chocolate?

- A. Circle the possessive noun in each sentence. Circle S if the noun is singular possessive and P if it is plural possessive.
1. Martie's lunch always includes a banana. **(S) P**
  2. Apples are my sister's favorite snack. **(S) P**
  3. Fruits and vegetables are an important part of children's diets. **(S) P**
  4. The body's health depends on plenty of fresh food. **(S) P**
  5. Maybe my friends' eating habits will rub off on me! **(S) P**
- B. Circle the possessive noun that correctly completes each sentence. Write the noun on the line.
1. Martha's favorite snack is a strawberry smoothie.  
(Martha, Martha's)
  2. Strawberries contain vitamins that are good for people's health.  
(people's, peoples)
  3. Martha just likes the strawberries' sweet taste.  
(strawberries's, strawberries)
  4. She adds plain yogurt to create the drinks' creamy texture.  
(drinks', drink's)
  5. Most smoothies' ingredients also include milk or ice.  
(smoothies, smoothie's)
- C. Write a short passage about a healthy food you enjoy. Use at least two possessive nouns.

## Talk to Me

- A. Proofread the passage. Cross out each incorrect form of a singular, plural, or possessive noun. Write the correct form of the noun above it. (6 points)
- Jenny's dog Russ got hurt last year while playing with some puppies big puppies. All her friends noticed that Jenny was sad. A few times during the school day, they asked her if anything was wrong. Jenny just shook her head and walked away. They could see that her eyelashes were wet with tears. The girls didn't know what to do, but Celia remembered her own mom's advice.
- B. Replace each underlined word or phrase with the correct singular, plural, or possessive noun. Write the correction above the word or phrase. (5 points)
1. "Don't let the sadness of a friend keep you away," Mom told Celia.  
a friend's sadness
  2. She also said, "Don't make speechs about feeling better soon.  
speeches
  3. The next day Celia got Jenny to talk about her worries.  
worries
  4. Celia discovered that the ear belonging to Russ had been bitten by another dog.  
Russ's ear
  5. Jenny discovered that the kindness of a friend is very helpful.  
a friend's kindness
- C. Write a paragraph about a time when you helped a friend—or a friend helped you. Use one singular, one plural, and two possessive nouns. (4 points)

### Stop That Snake!

A. Read the passage. Circle each subject pronoun.

Letisha has a pet snake. Yesterday she brought the snake to school. The other kids asked a lot of questions. They wanted to know what the snake eats. Letisha explained, "Dad and I get mice at the pet store. Then we feed the mice to the snake."

Hank asked Letisha if the snake could come out of the cage.

She said no. It might get scared and try to escape. Foolishly, Hank ignored the warning and opened the cage. The snake slithered out. "Hank, you should not have done that!"

B. Read the passage. Circle each object pronoun.

Bella and Braden squealed, "The snake is coming right toward us!" Letisha quickly caught it and she put it back in the cage. The snake's tongue darted in and out. Letisha explained that the tongue was sniffing her.

Hank was curious. "Has the snake ever bitten you?" he asked.

"No," Letisha told him. "It likes me. In fact, pet snakes rarely bite—unless someone bothers them."

C. Write a short passage about a pet you have or would like. Use at least two subject pronouns and two object pronouns.

### Mr. Green's Surprise

A. Read each sentence. Circle the pronoun that correctly completes it. Then write the pronoun on the line.

- The man who lives next door to us grows vegetables.  
(we, us they)
- This year he is growing squash and carrots. (he her, him)
- They are the biggest carrots I have ever seen.  
(They, Them, We)
- Carly and I help Mr. Green in the garden. (me, her, I)
- I water the plants, and she pulls up weeds. (it, she, her)
- Mr. Green offered to give Carly and me some carrots.  
(I, they, me)
- We smiled politely and said, "No thanks!" (Them, We Us)
- Carly said, "Eating carrots is not as fun as growing them."  
(them) it, they)
- Mr. Green smiled at her. (she, her I)
- The next day there was a present from him. (him she, he)
- Mr. Green had baked us a cake, and it was delicious!  
(they, you, it)
- You would never guess the main ingredient—carrots!  
(Me, You Us)

B. Write a short passage about your favorite or least favorite vegetable. Use at least two subject pronouns and two object pronouns.

## Up in the Air

A. Proofread the passage. Cross out each incorrect pronoun and write the correct pronoun above it. (5 points)

Yesterday Mr. Say was taking a walk. The wind was blowing, ~~it~~ and he blew Mr. Say's hat away. Three girls chased the hat, but it kept sailing farther away from ~~heer~~. Finally, ~~theey~~ caught up to the hat. ~~We~~ grabbed it and returned it to Mr. Say. He thanked the children for helping ~~me~~.

B. Cross out each overused word or phrase and replace it with a pronoun. Write the pronoun above the word. (5 points)

The children were tired of playing video games, so ~~the children~~ went outside. Merissa found an old football, but ~~the old football~~ was flat. Merissa's dad pumped air into the ball, and then ~~Merissa's dad~~ gave it back to the kids. Raul shouted, "Catch!" to Merissa and threw the ball toward ~~Merissa~~. The ball flew over the bushes and landed on the other side of ~~the bushes~~.

C. Write a short passage about playing outside with your friends. Use the pronouns *I, me, we, they, and us*. (5 points)

## Juggling

A. Read the sentences. Circle the possessive pronoun in each sentence.

- Pedro likes to draw, but my hobby is juggling.
- Some jugglers performed on TV, and I watched their show.
- Greg and Lois, our neighbors, watched the show, too.
- One performer juggled three balls while twirling hoops on her arm.
- I would like to put on a show as good as hers.

B. Read the passage. Circle each possessive pronoun.

Toni practices her juggling act every day. She has a new book about juggling. Its cover shows people juggling with raw eggs. Their skill is amazing! Toni uses tennis balls when she practices. One day Toni's dog grabbed one of the balls. Toni cried out, "No, Sitka. This ball is mine! Yours is on your doggie bed."

C. Write a short passage about a performer you have seen in person or on TV. Use at least four possessive pronouns.

## Paper Animals

A. Read each sentence. Circle the possessive pronoun that correctly completes it. Then write the pronoun on the line.

1. Mai's mom makes paper animals as her hobby.  
(her, hers)
2. Mai watches her mother make a butterfly. (her, his)
3. The butterfly looks real. his wings are shaped perfectly. (its, Her)
4. Mother says, "Your grandparents learned to fold paper when they were growing up in Japan." (Yours, Your)
5. "I have paper dogs and frogs that were theirs," she explains. (theirs, their)
6. Grandfather was very well known for his frogs.  
(our, his)
7. "Mine will never be as good as Grandfather's," Mai thinks. (My, Mine)
8. "Grandfather would be very pleased with ours," Mother says. (our, ours)

B. Write a short passage about a time a family member or friend taught you how to do something. Use at least four possessive pronouns.

## Make Them Laugh

A. Proofread the passage. Cross out five incorrect possessive pronouns. Write the correct pronoun above it. (5 points)

Some people spend ~~his~~<sup>their</sup> time practicing how to tell jokes. They like to make people laugh. Axel, who goes to my school, is a great joke teller. ~~Your~~<sup>His</sup> topics are usually funny. Gina, another classmate, also tells jokes. I like ~~his~~<sup>hers</sup> a lot. Axel also likes her jokes. One day he asked Gina, "Will you teach me one of ~~your~~<sup>yours</sup> sometime?"

She replied, "Maybe we should put ~~our~~<sup>our</sup> talents together and come up with a show!"

B. Read the sentences. Then write a possessive pronoun on the line to complete each one. (5 points)

1. Ari studied many comedians, and he gathered their jokes.
2. One day he decided to test his act on Shana, who was only five.
3. Ari thought, "This is my chance to see which jokes work."
4. "The jokes you tell aren't as funny as mine," Shana announced.
5. Frowning, Ari replied, "Well, then, why don't you tell me yours?"

C. Write a paragraph about someone who makes you laugh. Use five possessive pronouns. (5 points)

## Louis the Yard Teacher

A. Read the sentences. Circle the relative pronoun in each one.

1. Glenda likes stories by writers who dream up crazy ideas.
2. Louis Sachar's books, which are written for children, are her favorites.
3. Sachar's first book, whose characters are based on real kids, takes place at a school.
4. *Holes* is a Sachar novel that won a Newbery Medal in 1999.
5. The character Louis, whom Mr. Sachar writes about in his Wayside School series, is based on the author's life.

B. Read the passage. Circle each relative pronoun. Underline the word group it introduces.

Louis Sachar, whose family moved to California in 1963, now lives in Texas. During college he helped out in a school, which was called Hillside Elementary. He supervised children in the schoolyard. Sachar, whom the kids called "Louis the Yard Teacher," loved working at the school. He says it was a great experience that changed his life.

C. Write a short passage about your favorite author. Use at least three of these relative pronouns: *who*, *whose*, *whom*, *that*, or *which*.

## Sacagawea

A. Read the sentences. Circle the relative pronoun that correctly completes each one. Write it on the line.

1. Sacagawea was a Native American woman \_\_\_\_\_ who \_\_\_\_\_ helped the explorers Meriwether Lewis and William Clark. (whom, who)
  2. Sacagawea, \_\_\_\_\_ whose \_\_\_\_\_ name means "Bird Woman," was from the Shoshone tribe. (which, whose)
  3. Lewis and Clark were exploring the American West, \_\_\_\_\_ which \_\_\_\_\_ stretches for thousands of miles. (who, which)
  4. Sacagawea helped the men get the horses \_\_\_\_\_ that \_\_\_\_\_ they needed to complete their journey. (that, who)
  5. She also helped the Shoshone people, \_\_\_\_\_ whom \_\_\_\_\_ she had lived with as a child, communicate with the explorers. (whose, whom)
  6. Many books have been written about Sacagawea, \_\_\_\_\_ whose \_\_\_\_\_ knowledge and skill helped the explorers succeed. (who, whose)
- B. Write a short passage about a person you know or have read about who helped someone reach a goal. Use at least three of these relative pronouns: *who*, *whose*, *whom*, *that*, or *which*.

## Calamity Jane

- A. Read the paragraph. Find four relative pronouns that are used incorrectly. Cross out each one and write the correct pronoun above it. (4 points)

Eli saw a movie about Calamity Jane, ~~which~~<sup>who</sup> lived in the Wild West in the 1800s. Calamity Jane, ~~whom~~<sup>whose</sup> real first name was Martha Jane, was a great horseback rider. She grew up in Montana, ~~which~~<sup>whose</sup> is in the northwestern part of the United States. Some stories that may not be completely true have been told about Jane.

One tale, ~~who~~<sup>which</sup> is hard to believe, describes her swimming skill.

According to the story, she swam 90 miles up a river.

- B. Draw a line from the sentence on the left to the word group on the right that tells more about the underlined words. Write the sentences on the lines. Then circle the pronouns. (6 points)

Calamity Jane lived in the Black Hills, ~~who~~ who were sick with smallpox.  
 There Calamity Jane helped people that most people only dream of.  
 Calamity Jane had amazing adventures ~~which~~ which are in South Dakota.

1. Calamity Jane lived in the Black Hills, which are in South Dakota.
2. There Calamity Jane helped people who were sick with smallpox.
3. Calamity Jane had amazing adventures that most people only dream of.

- C. Write a paragraph about someone you have read about or seen in a movie who has led an unusual life. Write five sentences using at least three of these pronouns: *who, whose, whom, that, or which*. (5 points)

## A Favorite Place

- A. Read the sentences. Circle each pronoun. Then circle C if the pronoun correctly refers to the underlined noun. Circle I if the pronoun is incorrect.

1. Sara loves the playground in her neighborhood. C I
2. Sara's brother sometimes goes with him. C I
3. The playground has a slide, and it is really tall. C I
4. Sara and Tyler spend his time at the climbing wall. C I
5. Tyler climbs well, and people cheer for her. C I

- B. Read the sentences. Circle each pronoun and underline the noun it refers to. Then circle S if the pronoun is singular. Circle P if the pronoun is plural.

1. Sara and Tyler love exercise because it builds strong muscles. S P
2. Sara likes the playground because she has space to play. S P
3. Tyler says that the fresh air makes him feel good. S P
4. Some people nearby play music. Their tunes fill the air. S P
5. Sara and her friend say, "Our best times are at the playground." S P

- C. Write a short passage about why you like or don't like playgrounds. Use at least three pronouns, making sure they correctly match the nouns they refer to.

## Ice-age Daydream

A. Read the sentences. Circle the pronoun that correctly refers to the underlined noun or nouns. Write the pronoun on the line.

1. Elliot loves the natural history museum with its amazing ice-age display. (his his)
  2. Elliot gazes at the awesome creatures and wonders about their lives. (its, their)
  3. He pictures a herd of mammoths. They are thundering across a plain. (they) It)
  4. Nearby, a mother saber-toothed cat hides in a tree. She is hunting for her family. (She) He)
  5. Two cubs growl hungrily, baring their razor-sharp teeth. (its, their)
  6. "I wonder if saber-tooths hunted mammoths," Elliot thinks to himself. (They;) I)
  7. Suddenly, Elliot feels a tap on his shoulder. (her, his)
  8. "I thought that was you!" Elliot's friend Luis says. (you) it)
  9. Elliot snaps out of his daydream. (their, his)
  10. "The 3-D dinosaur movie is about to begin," Luis says to Elliot. "We can watch it together." (We) They)
- B. Write a short passage about a place you like. Use at least three pronouns.

## A Quiet Space

A. Read the paragraph. Find five pronouns that are used incorrectly. Cross out each one and write the correct pronoun above it. (5 points)

On Saturdays Julia likes to go to the library. She uses the computers there. Julia also does her homework on the computer. Sometimes Julia meets Lisa, and she study together. Julia and Lisa often write their book reports in the library. Julia also likes finding a new book and reading them in a cozy corner.

B. Read the sentences. Complete each sentence by writing the correct pronoun on the line. Then circle the noun that it replaces. (5 points)

1. Paula goes to the baseball field whenever she can.
  2. When baseball game are going on, Paula watches them.
  3. Other times Paula looks for kids who will play catch with her.
  4. On summer evenings, a soft, cool breeze blows. It keeps Paula cool.
  5. Paula says, "This is the perfect place for me to relax and have fun!"
- C. Write a paragraph about a place where you like to spend free time. Use five pronouns, making sure that each correctly matches the noun it is replacing. (5 points)

### One Cool Pool

A. Read the sentences. Circle the word that correctly completes each sentence and write it on the line.

1. There is a great public pool in our neighborhood.  
(Their, There, They're)
2. I think it's one of the biggest pools around.  
(it's, its)
3. There is even a wading pool for little kids.  
(Their, There, They're)
4. The pool deserves its good reputation.  
(it's, its)
5. The lifeguards get their training in CPR.  
(their, there, they're)
6. They're also trained to teach us how to swim.  
(Their, There, They're)
7. Our town offers swim classes at its main pool.  
(it's, its)
8. I go there after school twice a week.  
(their, there, they're)
9. Swimming is fun, and it's a great form of exercise.  
(it's, its)
10. It's much more fun to do this sport than watch it.  
(it's, Its)

B. Write a paragraph about a place you like to go in your neighborhood. Use as many of these words as you can: *their/there/they're; its/it's*. Make sure you use each word correctly.

### Field Trip

A. Read the sentences. Circle the word that correctly completes each sentence and write it on the line.

1. You're not going to believe what I did today!  
(Your, You're)
2. I went with my brother to the Air and Space Museum.  
(to, too, two)
3. We saw two movies in 3-D at the theater.  
(to, too, two)
4. "Put on your 3-D glasses!" my brother told me.  
(your, you're)
5. "You're about to see space junk flying right toward you!"  
(Your, You're)
6. I had to laugh and my brother laughed, too.  
(to, too, two)
7. After the movies, we went to the main hall.  
(to, too, two)
8. We saw lots of famous aircraft, too many to name!  
(to, too, two)
9. There is so much to see at this museum!  
(to, too, two)
10. Put it on your list of things to do in Washington, D.C.  
(your, you're)

B. Write about something you would like to see in Washington, D.C. Use as many of these words as you can: *to/too/two; your/you're*.

## It's a Puzzle!

- A. Use the words from the word box to complete the sentences. (5 points)

their there they're it's its to too two

Jordan and Jen are really good at puzzles. It's fun to watch them compete. They both spend most of their free time doing mazes, crosswords, jigsaws, cube puzzles, and more. The two of them love to play each other in timed games, but they also play against others. Jen loves Tom's Toy Shop because of its collection of jigsaw puzzles. Jordan likes Muzzel's Puzzle Shop, too.

- B. Proofread the following paragraph. Circle the five words that are used incorrectly. Write the correct word above each mistake. (5 points)

Mr. and Mrs. Muzzel have owned their restore for ten years. They're known by everyone in the neighborhood. People come to the store to buy puzzles, games, and toys. It's a friendly place you're where your always treated like family. The old wind-up toys are fun, too.

- C. Write a paragraph about a puzzle or game you like to play. Use at least five words from the word box above. Make sure you use them correctly. (5 points)

## Family Pets

- A. Circle the noun that correctly completes the sentence. Write the noun on the line.

1. Are cities a great place for pets? (cities, citys)
2. Many families seem to think so! (family's, families)
3. My cousins have a Golden Retriever. (cousins, cousin's)
4. He barks at taxis and sniffs empty boxes on the street. (boxes, boxses)
5. He tries to chase squirrels scurrying up tree branches. (branches, branches)
6. He loves to run with children playing in the park. (children, childrens)

- B. Circle the possessive noun in each sentence. Circle S if the noun is singular. Circle P if the noun is plural.

1. Our family's pets include a hamster, a turtle, S and two cats. P
  2. The cats' favorite spot is a window seat where they can see outside. S P
  3. They spend hours watching people on the city's sidewalks. S P
  4. I wonder if they would like our neighbor's dog. S P
  5. One thing they don't like is getting into our parents' car! S P
- C. Write a brief passage about having a pet in the city, the country, or wherever you live. Use singular, plural, and possessive nouns when you write.

## A Family Trip

A. Read each sentence. Circle the pronoun that correctly replaces the underlined noun.

- In the sky and late at night, the city glimmers like a diamond necklace. (it, he, its)
  - My family and I are flying from Rio de Janeiro to New York City. (They, Them, We)
  - The pilot is about to speak to the passengers. (we, us, ours)
  - "Please give the pilot your full attention," says the flight attendant. (she, her, hers)
  - The pilot's voice is loud and clear. (She, Her, Hers)
  - "The passengers' flight should be a smooth one," she announces. (You, Your, Yours)
  - I reach for my backpack but grab Eliana's instead. (she, her, hers)
  - Eliana's guidebook to New York City is on top. (She, Her, Hers)
  - Papí says, "Let's check off all of the places we want to see." (He, Him, His)
  - Papí points to Brooklyn on a map and tells us that our grandparents' house is there. (they, them, their)
- B. Write a brief passage about a trip you took to visit a relative. Use subject, object, and possessive pronouns in your passage.

## A Special Student

A. Read the passage. Draw a line through four relative pronouns that are incorrectly used. Write the correct relative pronoun above each one.

Helen Keller had an extraordinary life. Helen became very sick at age two with an illness that left her unable to see, hear, or speak. By the age of six, she was wild and unruly. Her parents, who which could no longer control her, turned to a school for the blind. The school suggested a teacher for Helen. Helen worked with Annie Sullivan, whose own struggle with blindness made her a perfect teacher. Annie would teach Helen a finger-spelling language that whose would allow Helen to communicate.

B. Read the sentences. Complete each sentence by writing the correct pronoun on the line. Then circle the noun that the pronoun refers to.

- (Helen) did not want to cooperate with her teacher at first.
- Annie and Helen began working together, and they spent a lot of time outside.
- There Annie helped Helen make the connection between an object and the letters that spelled its name.
- Once Helen understood the connection, she learned thirty new words in just one day.
- Annie shared her methods with other teachers who worked with blind people.

C. Write a brief passage about someone you read about who overcame a hardship. Use subject, object, and possessive pronouns.



## Sahara Sands

- A. Read the passage. Circle each action verb. Draw a box around each linking verb.

The Sahara **is** a huge desert in Africa. Strong, hot winds **blow** across the central part of this desert. The wind **creates** ergs, or giant piles of sand. In some places, the ergs **are** over 500 feet tall. The wavy, white dunes **seem** endless, like a sea of sand. Very few plants **grow** here, and almost no rain **falls** during much of the year.

- B. Read the sentences. Write *H* above each helping verb. Write *M* above each main verb.

Rain does fall in some parts of the Sahara at certain times  
*H M*

In the north, strong late-summer storms can cause  
*H M*

sudden floods. Floods can bring water to places that usually  
*H M*

do not get rain. Big storms may also happen during the winter  
*H M*

months.

- C. Write a short passage about the climate where you live. Use at least four different verbs.

## The Professor

- A. Read the paragraph. Then complete it using verbs from the word box. Try to use each verb only once.

may	teaches	study	seems	does
know	fascinate	become	can	is

My neighbor, Mr. Cruz, \_\_\_\_\_ *is* \_\_\_\_\_ a professor at Stony State University. He \_\_\_\_\_ *teaches* \_\_\_\_\_ biology, or the study of living things. He \_\_\_\_\_ *seems* \_\_\_\_\_ smart and nice, but I do not \_\_\_\_\_ *know* \_\_\_\_\_ him very well. Someday I \_\_\_\_\_ *may* \_\_\_\_\_ attend Stony State University. I hope I \_\_\_\_\_ *can* \_\_\_\_\_ take a class from Mr. Cruz. All living things, especially sharks and other marine animals, \_\_\_\_\_ *fascinate* \_\_\_\_\_ me. I will \_\_\_\_\_ *study* \_\_\_\_\_ hard so I can \_\_\_\_\_ *become* \_\_\_\_\_ a marine biologist when I grow up. Mr. Cruz \_\_\_\_\_ *does* \_\_\_\_\_ not want me to give up on my dream for the future, so he promises to help.

- B. Write a short passage about your favorite class in school. Use at least one action verb, one linking verb, and one helping verb to tell what you do or learn in this class.

### Weather Report

- A. Read the sentences. Circle all the action verbs, and underline the helping verbs. Some sentences may have more than one verb in them. (5 points)
- Local weather experts predict a huge storm this weekend.
  - Winds may gust up to 40 miles per hour, and they may damage trees.
  - The rain will start on Friday night and move north along the coast.
  - Snow and hail will fall if the temperature dips below 32°.
  - The storm will continue until Sunday night and may not stop until Monday.

- B. Write four sentences. Choose a subject, a linking verb, and the word or words that go best with the subject from the chart below. (4 points)

Subject	Linking Verb	Words That Go with the Subject
both of my parents	is	worse than yesterday
the Natural History Museum	are	a huge building
the weather today	seems	dark right before a thunderstorm
the sky	becomes	scientists

- Both of my parents are scientists.
  - The Natural History Museum is a huge building.
  - The weather today seems worse than yesterday.
  - The sky becomes dark right before a thunderstorm.
- C. Write a short passage about what you would like to be when you grow up. Use at least two action verbs, two linking verbs, and two helping verbs. (6 points)

### Summer Camp

- A. Read the passage and find each verb. Write present, past, or future above the verb to name its tense.

Last year I went to day camp. We swam every day and learned a lot of new skills. We also studied wildlife. I now know all about spiders. Before last summer those eight-legged creatures scared me. Now they amaze me. Maybe someday I will become a spider expert.

Our counselors also taught us about poison ivy. This plant causes an itchy rash when you touch it. Next year I will return to camp, but I will stay away from the poison ivy!

- B. Read the sentences. Circle the form of the verb that completes each sentence correctly.

- Native Americans once (will make, made) canoes out of birchbark.
- At camp last month, we (built) will build) our own canoe.
- Tomorrow we (will paddle, paddled) the canoe around the lake.
- I (hope) hoped) the canoe does not sink!

- C. Write a short passage about your experience with spiders. Use at least one present-tense, one past-tense, and one future-tense verb.

## The Bicycle Ride

A. Read the passage. Write the correct tense of a verb from the word box to complete each sentence.

think	find	seem	respond	leave	point
call	growl	ask	have	ride	

Anil called Asha on the phone last Saturday.

"Do you want to go for a bike ride tomorrow morning?" Anil asked.

"Sure!" Asha responded. "I will ride to your house at 9:00."

"OK," said Anil. "I will see you then."

On Sunday morning Asha pointed to Anil's bike and said, "I think your bike tires need air. They seem a little flat."

"You're right," answered Anil. "I have a great bicycle pump around here somewhere. I will find it."

Anil and Asha finally left the house around 10:00. They did not return until their stomachs growled at noon.

B. Write a short passage about riding a bicycle. Include four different verbs. Use each tense at least once.

## On the Go

A. Complete the chart. Fill in the missing tenses of the verbs to show their correct forms. (5 points)

	Present	Past	Future
1.	run	<u>ran</u>	<u>will run</u>
2.	<u>walk</u>	<u>walked</u>	will walk
3.	<u>go</u>	went	<u>will go</u>
4.	hurry	<u>hurried</u>	<u>will hurry</u>
5.	<u>stop</u>	<u>stopped</u>	will stop

B. Proofread the paragraph. Cross out each incorrect verb tense and write the correct form above it. (5 points)

Next week Sam will be in a relay race at The Davis School

Olympic Games. Shoshana, Kyle, and Cassidy will enter with him.

The Olympic Games happened every year at this time. Last year

Sam ran in the relay race, but he twisted his ankle. The team lost.

Maybe this year they will win.

C. Write a short passage about a race you have seen or been in. Include five different verbs. Use each verb tense at least once. (5 points)

### Snack Attack

- A. Read the passage. Underline each present-progressive verb. Draw two lines under each past-progressive verb.

My aunt and I went to see a movie last night. The film Dark Dawn was playing. We were waiting in line for popcorn when I saw my friend Stella. She waved and said, "I am meeting Rudy inside. He is getting us seats."

"We are buying snacks," I replied. "I will see you soon!"

My aunt and I got our popcorn. The movie was starting just as we sat down.

- B. Read the sentences. Circle the correct form of the verb **be** to complete each sentence.

- The children (are) eating pretzels.
- Earlier today Stella (is, was) making cookies.
- Kernels of popcorn (are) popping inside the bag.
- I (were, was) waiting for you at the snack bar.

- C. Write a short passage about going to a movie or watching one at home. Use at least one present-progressive and one past-progressive verb.

### Lunchtime

- A. Read the passage. Write the correct present-progressive form of each verb from the word box to complete the passage.

laugh sit slurp act stand get

Right now I am standing in line at lunchtime. My friend Rajeev is sitting at a table with some other friends. They are laughing loudly at something. Now I see why. Two other kids are slurping spaghetti. The sauce is getting all over their faces. I hear Rajeev say to them, "You are acting ridiculous!"

- B. Read the passage. Write the correct past-progressive form of each verb from the word box to complete the passage.

dunk hold eat chomp steam spill

Yesterday Gabriella was eating lunch with me. We both had carrots, and we were chomping on them noisily. I was dunking mine in veggie dip. Nathan and Sari came over. They were holding cups of soup in their hands. The hot soup was steaming. "Be more careful!" I said. "You were spilling the soup a moment ago."

- C. Write a short passage about the cafeteria at lunchtime. Use at least two present-progressive and two past-progressive verbs.

## Waiting

- A. Proofread the passage. Cross out each incorrect verb form and write the correct form above it. (5 points)

That new restaurant down the street ~~am~~<sup>is</sup> becoming very popular these days. Alfredo was ~~work~~<sup>working</sup> there yesterday. He said that the chef ~~is~~<sup>was</sup> shouting orders from the kitchen. The waiters ~~was~~<sup>were</sup> running around with dishes. People ~~are~~<sup>were</sup> waiting for a long time to get a table last night.

- B. Read the sentences. Write the correct form of *be* to complete each sentence. (5 points)

1. Yesterday the bakery was selling fresh pie.
  2. Mom said, "I am going to the market right now."
  3. Susan and Li were baking bread together last night.
  4. Hurry, I need a napkin! My ice cream is melting.
  5. You are standing in the correct line if you want to buy that fruit.
- C. Write a short passage about going to a store or a restaurant. Use five progressive-tense verbs, including both present-progressive and past-progressive forms. (5 points)

## The Amazing Moon

- A. Read the passage. Draw one line under each present-perfect verb. Draw two lines under each past-perfect verb.

Megan studies the sky every night. Tonight the moon shines brightly overhead. It has risen high into the sky. Last weekend the moon was half full. The weekend before that, it had looked much skinnier. It had hung in the sky like a banana. Then it gradually changed its shape. Now the moon is completely full. It has become a beautiful, round ball.

- B. Read the sentences. Circle the correct helping or main verb to complete each sentence.

1. The sky was dark last night because the moon had has disappeared behind the clouds.
2. I did not see Megan because she had went, gone inside to get her telescope.
3. The moon orbits, or travels, around Earth. It had, has done this for more than 4 billion years.
4. Scientists have discovered, discover several "mini-moons" that also orbit Earth.

- C. Write a short passage about the moon. Use at least one present-perfect and one past-perfect verb.

## Sunset

A. Write the correct perfect-tense form of each verb shown to complete the paragraph.

The sun is low in the sky. Our shadows have gotten  
(get)

longer. As the sun has gone  
(go) down, the daylight

has faded  
(fade) slowly.

At one point earlier this morning, clouds had filled  
(fill)

the sky. But, by lunchtime, they had floated  
(float) away.

Now the only light in the sky is a reddish orange glow.

The sun has dropped  
(drop) behind the mountains. Soon the

stars will come out. Two have appeared  
(appear) in the growing  
darkness already.

B. Write a short passage about watching a sunset or a sunrise. Use at least two present-perfect and two past-perfect verbs.

## Starry Night

A. Proofread the passage. Cross out each incorrect verb form and write the correct form above it. (5 points)

Yuki looked through the telescope. She had ~~get~~ <sup>gotten</sup> the telescope a week ago. Her grandfather ~~have~~ <sup>had</sup> given it to her. Tonight he was showing her the stars. “These stars ~~have been~~ <sup>burned</sup> for millions of years. Each star’s light ~~had~~ <sup>has</sup> traveled across the universe,” he explained. “Some stars you see in the night sky do not even exist anymore. Their flames ~~have~~ <sup>gone</sup> out. But the light from them has just reached us.”

B. Complete the chart. Fill in the missing forms of the verbs to show their correct tenses. (5 points)

	Present	Past	Present-perfect	Past-perfect
1.	do	did	<u>has</u> or have done	had done
2.	<u>go</u>	went	has or have gone	<u>had</u> gone
3.	look	looked	has or have <u>looked</u>	had looked
4.	learn	<u>learned</u>	has or have learned	had learned

C. Write a short passage about something you have seen in the night sky. Use five perfect-tense verbs. (5 points)

## Animal Bake Sale

**A.** Read the passage. Circle each modal auxiliary verb. Draw an arrow to the main verb it goes with.

The class was planning a trip to the zoo. "We must raise money for our trip," said Mrs. Favolaro.

"We should have a bake sale," said Mikala.

"We ought to sell cookies shaped like animals!" added

Francis.

"That would be fun," said Maya. "I will make giraffes.

I can decorate them with orange and brown spots."

"May I make lions?" Roberto asked Mrs. Favolaro.

"Of course!" she replied. "You could use sprinkles for their manes."

**B.** Write a short passage about a field trip you want to take. Use at least three of the following modal auxiliary verbs: *would, may, will, should, can, or might*.

## Yard Sale

**A.** Read the passage. Circle the modal auxiliary verb that best completes each sentence.

Our class might would) have a yard sale next week, but first we (can, will) need permission from the principal. She (should, must) say yes, or we cannot have the sale. I hope she tells us that we (may, might) use the school yard. That is the only place where all the tables (must, can) fit.

**B.** Write the correct modal auxiliary verb from the word box to complete each sentence. Use the words in parentheses as a clue.

would    should    can    might

- Before you have a yard sale, you should (probably need to) check the weather.
- If rain is expected, you might (possibly will) want to wait.
- You would (definitely will) not want everything to get wet.
- You can (are able to) also put up a tent.

**C.** Write a short passage about a yard sale. Use at least four modal auxiliary verbs.

## At the Car Wash

A. Read the passage. Cross out the underlined words in each sentence. Write the correct modal auxiliary verb above each one. (5 points)

can may must will might

My class is having a car wash. We plan to charge five

dollars a car. Customers are able to get their cars cleaned

inside, too. But they are required to pay more for that. I asked

my dad if we are allowed to borrow his bucket. He said yes.

He also said he is probably going to bring soap.

B. Read each sentence. Circle the modal auxiliary verb that best completes it. Then write the verb on the line. (5 points)

1. Dan is sure that he can carry the heavy water bucket.  
(might, can)

2. You must get more dry rags before we run out.  
(must, would)

3. I am certain that we should use only clean, soft sponges.  
(should, might)

4. People may buy a snack while they wait for their car.  
(may, must)

5. You would not believe how much money we have made!  
(should, would)

C. Write a short passage about a way to raise money. Use at least five modal auxiliary verbs. (5 points)

## Creepy Crawlers

A. Read each sentence. Underline the simple subject or subjects. Then circle the correct form of the verb.

1. I (strolls, stroll) through the garden with my brother.

2. He (studies, study) the creatures on the ground.

3. Two worms (wiggle, wiggles) in the brown dirt.

4. A caterpillar (munch, munches) on a tasty leaf.

5. A snail and a slug (leaves, leave) a trail of slime behind them.

B. Read each sentence. Underline the simple subject or subjects. Then circle the correct form of the verb.

1. An insect (have, has) six legs and three main body parts.

2. A beetle and a fly (is, are) two different kinds of insects.

3. A spider (is, are) not an insect.

4. Spiders (have, has) eight legs and two main body parts.

5. You (am, are) afraid of spiders, but I (am, is) not.

C. Write a short passage about an insect crawling on you! Use at least three present-tense verbs. Also use one of the following verbs: *is, are, am, has, or have*.

## Stream Life

A. Read the passage. Write a verb from the word box to complete each sentence. Add an ending to the verb if it needs one.

sit wonder rise try zoom watch

Down by the stream, two butterflies rise gently into the air. A speedy dragonfly zooms over the water.

A frog sits patiently on a rock and watches for bugs. It tries to catch a mosquito with its tongue.

I wonder how frogs do that!

B. Read the passage. Write a verb from the word box to complete each sentence.

have has am is are

I am learning about streams and rivers. A stream and a river are different. A river is much wider than a stream. Also, a river has a lot more water in it. However, both rivers and streams have tiny creatures living in them.

C. Write a short passage about something that flies or swims. Use at least four present-tense verbs, including two of the following: *is, are, am, has, or have*.

## Butterflies and Moths

A. Proofread the passage. Cross out any verb that does not agree with its subject. Write the correct form of the verb above it. (5 points)

Butterflies and moths ~~is~~ similar. They both have wings covered with tiny scales. However, a butterfly's body ~~are~~ thin and smooth, while a moth ~~has~~ a plump, hairy body. Also, moths ~~flies~~ mostly at night. Butterflies ~~am~~ active during the day.

B. Read each sentence. Write the correct form of the verb to complete the sentence. (5 points)

1. I study butterflies and moths. (study, studies)
2. They both start out as caterpillars. (start, starts)
3. A caterpillar munches on leaves. (munch, munches)
4. Butterflies form inside a drysalis. (form, forms)
5. A moth comes out of a cocoon. (come, comes)

C. Write a short passage about something that changes as it grows. Use at least five present-tense verbs, including two of the following: *is, are, am, has, or have*. (5 points)

## Amazing Buildings

A. Write *F* (for formal) or *I* (for informal) above each underlined group of words.

The book *Famous Castles* is quite interesting to read. It is about some very cool castles that were constructed centuries ago. For instance, there's this one place in France. It is a large structure on a rock that becomes surrounded by water at high tide. I'm not kidding!

B. Circle the words that are too informal for this type of writing.

(Hey) Ms. Sagachi,

Thank you for coming to our class on Career Day. I can't believe how cool your job as an architect sounds. Your presentation about what it is like to build stuff was very informative. I'm gonna design buildings and towers someday, just like you. You rock!

C. Imagine you are writing a letter to the author of your favorite book. Write the greeting and the first paragraph.

## Tell Me About It

A. Circle *a* or *b* to show which sentence you would use for each type of writing.

- Type of writing: a research report
  - The Statue of Liberty is approximately 305 feet tall.
  - The Statue of Liberty is like around 305 ft. tall.
- Type of writing: a letter to a favorite aunt
  - Thanks for taking me to the Empire State Building!
  - I would like to express my gratitude to you.
- Type of writing: an answer on a test
  - San Francisco, right?
  - The Golden Gate Bridge is in San Francisco.

B. Read the paragraph. Rewrite it to sound more formal.

Ever heard of Mount Rushmore? It's in South Dakota. It's a big rock with four faces carved into it. Presidents Washington, Lincoln, Roosevelt, and Jefferson.

Have you ever heard of Mount Rushmore? It is a large rock in South Dakota with the faces of four presidents carved into it. The presidents are Washington, Lincoln, Roosevelt, and Jefferson.

C. Imagine you are giving a report at school about a topic that interests you. Write the first paragraph.

Sample answers are listed above. Answers may vary.

## Official Greetings

A. Read the informal sentences on the left. Draw a line from each one to the sentence that shows a more formal way of writing it. (5 points)

- |                       |                              |
|-----------------------|------------------------------|
| 1. How's it going?    | a. Yes, that is correct.     |
| 2. I'm sorry.         | b. That cannot be true.      |
| 3. Yep, that's right. | c. How are you?              |
| 4. Thanks a bunch.    | d. Please accept my apology. |
| 5. No way!            | e. Thank you very much.      |

B. Read the letter. Then rewrite it, choosing the best word or words to complete each sentence. (5 points)

(Dear, Hi) Mr. President:

I (got to, would like to) ask you a question. (What is, What's) it like to live in the White House? I (imagine, bet) it is (really neat, wonderful).

Dear Mr. President:

I would like to ask you a question. What is it like to live in

the White House? I imagine it is wonderful.

C. Write a short letter to your principal, using five informal words or phrases. Then rewrite the letter, changing the words or phrases to more formal ones. (5 points)

## Puppies

A. Read the passage. Write the verb that correctly completes each sentence.

Those puppies are (is, are) so cute! Mom, please

may (must, may) I get that brown one? I promise

(promise, promises) that I will (may, will) take care of him.

We can (can, does) keep him in a cage until he is trained.

He looks (look, looks) like a friendly dog. I bet he is

(am, is) smart, too. My friend Justine knows (know, knows) a

lot about puppies. She could (could, must) probably help me

train him. Also, Grandpa loves (loves, love) dogs. He might

help (help, helps), too.

B. Write a brief passage asking someone for something you really want. Be sure to use action, linking, and helping verbs correctly.

## Teaching Molly Manners

A. Complete the chart to show the correct forms of each verb.

Present	Past	Future
1. <u>run, runs</u>	ran	<u>will run</u>
2. <u>jump, jumps</u>	<u>jumped</u>	will jump
3. fall, falls	<u>fell</u>	<u>will fall</u>
4. carry, carries	<u>carried</u>	<u>will carry</u>
5. <u>break, breaks</u>	<u>broke</u>	will break

B. Proofread the passage. Cross out each incorrect verb and write the correct form above it.

Last year my uncle ~~gave~~ named me a puppy for my birthday. I will name her Molly. At first Molly ~~needed~~ is a lot of attention. Now she is a big dog. Her paws ~~is~~ are huge, and her tail wag constantly. Yesterday she ~~break~~ broke a vase with her tail! Tomorrow I ~~teach~~ will teach her some manners.

C. Write a brief passage about growing up. Be sure to use verb tenses correctly.

## Rex and the Lost Shoe

A. Write the correct present- or past-progressive form of the verb to complete each sentence.

- Yesterday I was playing outside with my dog, Rex. (play)
- It was sunny, and my neighbors were walking their two dogs. (walk)
- Mr. Thom said, "I am taking Zippy to the park." (take)
- Mrs. Thom said, "Yappy is going, too." (go)
- I said, "Wait! Rex and I are coming along!" (come)

B. Write the correct present- or past-perfect form of the verb to complete each sentence.

- Rex usually behaves, but lately he has caused problems. (cause)
- Last week Rex came home smelling like garbage. He had knocked over a trash can. (knock)
- Now I think Rex is hiding things. All of my shoes have disappeared! (disappear)

C. Imagine you have lost something. Write a brief passage about it. Be sure to use progressive and perfect verb tenses correctly.

### My Wonderful Room!

A. Read the following sentences. Circle the adjectives.

1. My family lives in a small square yellow house in Oceanside.
2. My room is at the end of a boring white hallway.
3. One big doorway leads to my brother's messy room.
4. Then you come to my sweet little purple room.
5. Enter, and you'll see two giant gray koalas!

B. Look at each underlined adjective. On the line, write *size*, *opinion*, *shape*, or *color*.

1. I have a small bed! \_\_\_\_\_ *size* \_\_\_\_\_
2. My comforter is pink. \_\_\_\_\_ *color* \_\_\_\_\_
3. I have a square pillow. \_\_\_\_\_ *shape* \_\_\_\_\_
4. It's a cozy room and I love it. \_\_\_\_\_ *opinion* \_\_\_\_\_

C. Write a descriptive paragraph about a place in your home or community that you like a lot. Use at least one of each of these types of adjectives: amount, opinion, size, shape, or color.

### Family Photos

A. Read each sentence. Underline the adjectives. Write *amount*, *size*, *opinion*, *shape*, or *color* above each one.

1. Julio was labeling photos with a large black marker. *size color*
2. He wrote dates and names in small square letters. *size shape*
3. He noticed many interesting details about the photos. *amount opinion*
4. There was a photo of Julio's family on a lovely green lawn. *opinion color*
5. Julio counted eleven wonderful relatives. *amount opinion*

B. Complete the sentences by adding the adjectives in parentheses. Write the adjectives in the correct order.

1. Julio found a small black box in the closet. (black, small)
2. He sorted the photos into four neat piles. (four, neat)
3. Several photos were taken in front of a beautiful tall building. (tall, beautiful)
4. The large oval photo was a portrait of Julio's grandparents on their wedding day. (oval, large)

C. Write a descriptive paragraph about something important to your family. Use at least one of each type of adjective: amount, opinion, size, shape, and color.

### How Sweet It Is!

A. In each sentence, the order of the adjectives is wrong. Rewrite the sentence, putting the underlined adjectives in the correct order: amount, opinion, size, shape, and color. (10 points)

- Emma works in a little wonderful store that sells toys.  
Emma works in a wonderful little store that sells toys.
- The store sells beautiful tiny many cars.  
The store sells many beautiful tiny cars.
- They are stored in rectangular two white bins by the counter.  
They are stored in two rectangular white bins by the counter.
- The store has green five round masks in the window.  
The store has five round green masks in the window.
- One of the masks inside the store looks like a blue strange bug.  
One of the masks inside the store looks like a strange blue bug.

B. Write a descriptive paragraph about some of your favorite toys. Use at least one of each of these types of adjectives: amount, opinion, size, shape, and color. (5 points)

### Bang the Drums Softly

A. Read the passage. Circle the adverb that tells about the underlined verb.

Yesterday my brother Tyler bought a drum set. He brought the box home and opened it. The set was shiny and new, and we all smiled excitedly as Tyler assembled it. Tyler sat down and carefully grabbed the drumsticks. He gently tapped at the center drum.

B. Read the passage. Circle the adverb that tells about the underlined adjective.

Bam! The sound was extremely harsh, and we all jumped. "You are too loud!" Dad yelled. He stared at Tyler with a somewhat grumpy look.

"What did you say?" asked Tyler. He looked totally confused by Dad's expression.

"Do you have to be so noisy when you play?" Dad asked. He was very annoyed.

"But Dad, they're drums!" complained Tyler. "Drum music shouldn't be too soft."

"Oh, yes, it should," Dad replied.

C. Write a paragraph about playing an instrument. Use adverbs that tell where, when, how, and to what extent.

## Monster of the Deep

A. Read the passage. Circle the correct adverb to complete each sentence. Write it on the line.

The boat sailed slowly and quietly (quickly, quietly) near the island. Suddenly, (Suddenly, Finally) the crew saw something unusual. It had an extremely (immediately, extremely) large body with eyes as big as dinner plates. The body had long green arms that trailed strangely (strangely, nicely) in the water. The crew quickly (quickly, quietly) panicked. They threw their spears far (far very) into the water. They were so (almost, so) scared that they did not take the time to aim. Finally, (Suddenly, Finally) they tied a rope around the monster's tail. They tried hard (easily, hard) to pull the creature on board, but the creature was too (too, somewhat) strong and got away.

B. Write a short paragraph about encountering a giant creature. Use at least five adverbs from the story.

## Car Wash Gone Horribly Wrong!

A. Read each sentence and underline the adverb. Then write what kind of information the adverb tells about the verb or adjective it describes. (7 points)

1. Yesterday Nell decided to wash her mother's car. when  
where when how to what extent
2. Nell grabbed the garden hose and aimed how  
it carefully
3. She squeezed the handle how tightly and pointed. where
4. A huge stream of water sprayed where everywhere!
5. Nell's mother was to what extent very surprised when she saw Nell.
6. "What are you doing, Nell?" she asked, with to what extent a rather worried look on her face.
7. "I was trying to wash your car," Nell cried, to what extent totally frustrated.

B. Write a paragraph about a disaster that happened when you tried to do a favor for someone. Use adverbs that tell where, when, how, and to what extent. (8 points)

## Lost, but Found

A. Read the sentences. Circle the relative adverb that connects the two parts of each sentence.

1. Ray will never forget the time when he took the wrong bus.
2. Ray was going to the boys' club where he was meeting his friends.
3. Ray walked to the front where the driver was sitting.
4. Ray explained to the driver the reason why he was concerned.

B. Read the passage. Circle five relative adverbs. Underline the group of words that each adverb introduces.

Ray thought that he might be on the wrong bus. He was trying to get to Clayburg, where the boys' club was located. The driver told Ray he was on the number 2 bus instead of the 22. Now Ray knew the reason why nothing around him looked familiar. The driver showed Ray the stop where he could get the 22 bus. This was also the day when Ray lost his favorite cap.

Now you know the reason why Ray stays off buses!

C. Write a short passage about getting to a familiar place. Use the three relative adverbs.

## Trouble with Bowser

A. Choose a relative adverb from the word box to complete each sentence. Write the adverb on the line.

where when why

1. It was a Saturday when the trouble began.
2. Bowser ran into the backyard where he started digging holes.
3. Sacha couldn't understand the reason why Bowser was ripping up the grass.
4. She chased the muddy dog into the kitchen, where he crashed into his water bowl.
5. Sacha began to see the reason why she had never offered to dog sit before.
6. The silly dog ran into the living room and hid in a spot where she couldn't find him.
7. It was an hour later when Sacha finally got an idea.
8. She put some tasty treats on the floor where Bowser could smell them and waited.
9. The time when the dog owners would return was coming fast.
10. Would she have to explain the reason why muddy pawprints and dog biscuits were everywhere?

B. Write a short passage about a time you took care of someone or something. Use the three relative adverbs.

## Wait and See

- A. Read the paragraph. Find three mistakes in the use of the relative adverbs *when*, *where*, and *why*. Cross out each mistake you find and write the correction above it. (6 points)

Li and her dad went to the eyeglasses store <sup>where</sup> when Li would pick out her first pair of glasses. It was just last Friday <sup>when</sup> why she heard the news from her eye doctor. She tried to explain to her dad the reason <sup>why</sup> where she was unhappy about the glasses. He said that lots of people wear glasses. He promised that no one would make fun of her.

- B. Complete each sentence with a group of words from the box. (6 points)

where she could easily find them. why she could stay home from school. when she would wear her glasses to school for the first time.
--

- Li was not looking forward to Monday.  
when she would wear her glasses to school for the first time.
  - Sunday night, Li put her new glasses in the drawer.  
where she could easily find them.
  - Monday morning, Li wished she could think of a reason.  
why she could stay home from school.
- C. Write a paragraph about a time when something turned out better than you thought it would. Use each relative adverb once. (3 points)

## The Trapdoor Spider

- A. Read the passage. Underline the prepositional phrases and circle the prepositions.

The trapdoor spider is a master of surprise. Its home is a hole deep in the ground. The spider builds a trapdoor over its home. The trapdoor is made from mud and has hinges made from silk.

The spider waits patiently. Finally, an insect walks past its home. Suddenly, the spider bursts through the trapdoor. It grabs the insect and drags it into the hole. The trapdoor slams shut.

- B. Choose a preposition from the word box to complete each sentence.

on in of about
----------------

- Trapdoor spiders are one of the subjects we are studying.
  - Hector found an interesting article in a nature magazine.
  - He learned a lot about trapdoor spiders.
  - Maybe he will share the information on Monday.
- C. Write a paragraph about a fascinating insect or other animal. Use at least four prepositional phrases. Circle the preposition in each phrase.

## The Skydiver

A. Read the paragraph. Underline prepositional phrases and circle the prepositions.

The airplane climbs high (in) to the sky. Now the skydiver can see hills, streams, and towns (below) her. She thinks (of) the moment when she will jump. She will dive (through) the open air. The skydiver turns (from) the window. She is filled (with) fear and excitement. Soon she will be tumbling (through) the air.

B. Draw a line from each word group on the left to a word group on the right. Write the sentences on the lines. Then circle the prepositions.

My aunt is an expert	onto her parachute.
Now she walks quickly	through the air.
She holds tightly	at skydiving.
Then she dives joyfully	to the airplane door.

1. My aunt is an expert (at) skydiving.
2. Now she walks quickly (to) the airplane door.
3. She holds tightly (on) to her parachute.
4. Then she dives joyfully (through) the air.

C. Write a paragraph about an exciting sport. Use at least four prepositional phrases. Underline the prepositional phrases and circle the prepositions.

## The Invasion

A. Read the paragraph. Find five mistakes with the prepositions used in the sentences. Cross out each mistake you find and write the correction above it. (5 points)

~~On~~ <sup>in</sup> Saturday Yuko and Rashida filled a picnic basket with food for lunch. They strolled ~~about~~ <sup>across</sup> a bridge, stopped by a tree, and spread a blanket ~~under~~ <sup>on</sup> the grass. Soon they were both resting comfortably ~~under~~ <sup>in</sup> the shady tree. They fell asleep ~~on~~ <sup>in</sup> a few minutes.

B. Read the paragraph. Write prepositions from the word box to complete the sentences. (5 points)

through over down toward of

When Yuko and Rashida awakened, an army of ants was marching down the tree from one of the high branches. The army was heading toward the picnic basket. Soon the ants were eating tunnels through the rolls. Rashida and Yuko looked at each other. They shrugged, pulled their sun hats over their faces, and fell asleep again.

C. Write a paragraph about a funny outdoor experience you've had. Use five prepositional phrases. Underline the prepositional phrases and circle the prepositions. (5 points)

## Amazing Sandwiches

A. Read each sentence. Put the adjectives in the correct order: amount, opinion, size, shape, and color. Write the new sentences.

1. Katya can make amazing giant some sandwiches.

Katya can make some amazing giant sandwiches.

2. She starts with round white large rolls.

She starts with large round white rolls.

3. Then she piles on thin square many slices of meats.

Then she piles on many thin square slices of meats.

B. Read each sentence and underline the adverb. Then write the word from the word box that tells what information the adverb provides.

where    when    how    to what extent

1. Katya then slathers the bread with mustard.

when

2. She quickly sprinkles vinegar over the meats and vegetables.

how

3. Katya grabs a plate and places the sandwiches there.

where

4. Her sandwiches are very tasty.

to what extent

C. Write a brief description of how you make one of your favorite sandwiches. Include adjectives and adverbs.

## A Private Place

A. Complete each sentence with the relative adverb *why*, *where*, or *when*.

1. Desi looks forward to Saturday afternoons when he can read books.

2. He often reads at the library; where no one is allowed to talk.

3. The quiet is the reason why the library is such a good place to read.

B. Choose the group of words that best completes each sentence. Write it on the lines. Then circle the relative adverbs.

when we don't have to rush to school.  
where she keeps her private thoughts.  
why she hides the book.  
where no one else can find it.

1. My sister keeps a book in a place

where no one else can find it.

2. I wonder about the reason

why she hides the book.

3. I ask her on a morning

when we don't have to rush to school.

4. She says it is a book

where she keeps her private thoughts.

C. Write a brief passage about what reading and writing mean to you. Use the relative adverbs *when*, *where*, and *why*.

## Hazel's House

A. Read the paragraph. Find five mistakes with the prepositions used in the sentences. Cross out each mistake you find and write the correction above it.

My grandpa and I are building a doghouse ~~from~~ <sup>in</sup> the backyard. It's for our dog, Hazel. She sleeps below the yard when it's warm outside, so we thought she'd like her own house. We built the sides and put a sloping roof ~~under~~ <sup>over</sup> them. She can walk ~~into~~ <sup>outside</sup> the house through a flap in front. There's plenty of room ~~inside~~ <sup>outside</sup> the doghouse for her to lie down.

B. Read the paragraph. Write prepositions from the word box to complete the sentences.

around above of by inside

We painted the top of the roof white and the sides red. We put a big soft dog bed inside the house. Then we painted the words "Hazel's House" above the front door. We put a water bowl on the grass by the door. When Hazel saw her house, she danced around it, barking happily.

C. Write a paragraph about making something with a family member or a friend. Include five prepositional phrases, and underline them.

## The New Year

A. Read the following passage. Circle the proper nouns. Underline the proper adjectives.

Mr. Wattana is the father of one of the kids in our class. He is from Thailand and came to talk to our class about the Thai new year. In Thailand the new year starts in April. For the Thai people, it is a time of cleaning and new life. One holiday tradition is to throw water. People use hoses and water pistols to drench one another. People carry Buddhist statues through the streets so that passersby can splash them with water, too.

B. Read the passage. Circle the proper nouns. Underline the proper adjectives.

Mrs. Akita, a teacher at our school, talked to our class about celebrating the new year in Japan. People there celebrate the arrival of a new year on January 1. The Japanese people send one another cards, sing songs, and eat lots of food. Japanese children are given money in a tradition called *Otoshidama* that came from China. On New Year's Day, people celebrate the first things they do or see during the year, such as seeing the first sunrise.

C. Write a paragraph about a cultural tradition you know about. Use proper nouns, proper adjectives, and at least one title of address.



### Greetings from Florida!

A. Read the letter. Circle the comma in the date. Put a box around the commas in the greeting and the closing. Underline the comma that separates a city from a state.

June 29, 2017

Dear Cousin Jeremy,

I'm having a great time in Sanford, Florida! Cousins Zoë and Liam are really fun. Yesterday, we took a boat ride on the St. Johns River and saw real alligators. They were awesome!

Your cousin,

Sasha

B. Read the addresses. Circle the comma that separates the street name from the apartment number. Put a box around the comma that separates each city name from the state name.

Sasha Levinson

18 Sunnyside Street

Sanford, FL 32773

Jeremy Green

174 Woodside Avenue, Apt. 17

Sacramento, CA 95826

C. Write a letter to someone in your family about a place you have visited. Write the address on an envelope.

### I Want to Be an Author

A. Read the letter. Add commas where they belong.

789 Land Drive, Apt. 12A

Trenton, NJ 08611

November 27, 2017

Ms. Abigail Jenner

1200 Madison Street, Apt. 4

Houston, TX 77005

Dear Ms. Jenner,

I just finished reading your book about the pioneer family in Austin, Texas, in the 1850s. I really enjoyed the story, especially the part where Asa helps his mother fight off wolves. That was really exciting.

I love to write stories and want to be an author when I grow up. What advice would you give a fourth-grader who has this dream?

Sincerely,

Clifton Jackson

B. Write a letter to an author you admire. Remember to use commas correctly in your addresses, your date, and your closing. Use a colon after the greeting. (You may need to invent the author's address.)

## Family Journeys

- A. Read the letter. Circle each punctuation mark that is in the wrong place. Draw an arrow from it to where it belongs. (9 points)

275 Wave Street Apt. 7  
St. Paul MN 55106  
April 7 2014

Mr. Mark Lieu  
1778 Carey Street Apt. 2  
San Francisco CA 94114

Dear Mr. Lieu:

I just read your book about how your family came to San Francisco, California, from Shanghai China. I thought the book was very interesting. My family came to St. Paul Minnesota, in the 1970s from Sabyoury Laos. I would like to write about their experiences. How did you find out about your family history? What kind of questions did you ask? I'm looking forward to your advice.

Yours truly  
Lis Khang

- B. Write a letter to a family member. Tell about something fun or exciting that has happened recently. Circle the commas you used in the addresses, the date, the greeting, and the closing of your letter. (6 points)

## Scary Stories

- A. Circle the double quotation marks. Put a box around the single quotation marks. Underline the commas that separate a speaker's words from the speaker.

My mom likes to tell scary stories. One night she found me wide awake past bedtime. "Move over," she said, and sat down next to me.

"It was a dark and stormy night," Mom said. "A boy named Tyler couldn't sleep."

"Why not?" I asked.

"The wind was making a strange sound outside his window," Mom said. "It sounded as though it was saying, 'Tyler, Tyler, Tyler!'"

"I don't like this story," I said.

Mom continued, "The wind said, 'Tyler! Tyler! I'm going to come and get you if you don't go to sleep!'"

Suddenly Mom grabbed me and yelled, "Got you!"

I jumped halfway to the ceiling. "That's not funny," I said.

"But I can take a hint." Soon I snuggled down under the covers and went to sleep.

- B. Write a dialogue between two people who are telling a scary story. Use double quotation marks, single quotation marks, and commas correctly.

## Amelia

- A. Read the story. Add any missing single or double quotation marks and commas. (10 points)

My friend Luka has a baby sister named Amelia. She makes noises, but she doesn't talk yet. Luka is pretty good at figuring out what she's saying.

"When she yells, it means she's tired, but it can mean other stuff too," Luka explained to me. "One time it meant, 'Hey, Luka, let's build a spaceship.' So we built this awesome spaceship in the den."

Just then Amelia started howling. I said, "This one's easy. She's saying, 'Feed me.'"

"No," Luka said, "she's not. She's saying, 'I'm bored. Tell Mom we want to go to the movies.'"

- B. Write a dialogue between two people in which they quote someone else.

Carets used to indicate insertion of punctuation are for reference only.

## Communicating with Cats and Dogs

- A. Proofread the dialogue. Add any missing single or double quotation marks and commas. (10 points)

My neighbor Mr. Kite and I were walking his dog Waldo when Waldo came to a stop.

"Oh no! He always does this," Mr. Kite groaned. I bent down and said, "What's up, Waldo?"

Waldo woofed softly and looked up at me.

"Maybe he's saying, 'My legs are sore,'" I told Mr. Kite.

Mr. Kite shook his head. "I know what the problem is," he said. "Waldo is saying, 'I prefer to be carried at this point.'"

"Smart dog," I said, as I picked up Waldo and tucked him under my arm. "At your service!"

- B. Write a dialogue between two people trying to figure out what an animal is saying. (5 points)

Carets used to indicate insertion of punctuation are for reference only.

## Crafts from Many Countries

- A. Read the passage. Draw a circle around the proper nouns and a box around the proper adjectives.

The community center on Center Drive held its third international fair last weekend. The fair included crafts from many countries, such as Honduras, Senegal and Cambodia. On display were Haitian baskets and Kenyan wood carvings. The most popular items were beautiful pieces of Mexican silver jewelry.

- B. Find the proper nouns and proper adjectives. Capitalize them by crossing out lowercase letters and writing the capital letters above them.

D J S  
dr. janita sruarez gave a lecture on supporting local crafts people. She told us of a group of women from huaragua who make purses to sell in the united states. She also told us about a guatemalan group that sells paintings done by local artists. P C R A professor draig yoberts spoke about american clothing shops that buy products from west african weavers.

- C. Write a paragraph about a food you like that is originally from another country. Use proper nouns and proper adjectives.

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Being a Writer™ Student Skill Practice Book

## A Letter from Loie

- A. Read the letter. Add commas where they belong.

September 15, 2017  
Benjamin Summers  
4825 Clarkson Blvd., Apt. 23  
Santa Fe, NM 87508  
Dear Ben,  
I am having an amazing time in Africa. The tour is wonderful! Yesterday we flew to Nairobi from Kampala, Uganda. Tomorrow we head out to see the Serengeti National Park. I'll write more after we get back.

Much love,  
Aunt Loie

- B. Write a letter to a friend about a special place you have visited. Remember to use commas correctly in your friend's address, your date, your greeting, and your closing.

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Carets used to indicate insertion of punctuation are for reference only.

## Where to Go?

A. Proofread the dialogue. Add any missing single or double quotation marks and commas.

"I would like to travel someday," Travon told his friend Rafe.

There are places I really want to see."  
"Like where, Trave?" Rafe asked. "I'm happy to stay right here,"

he said.

"The other day my uncle got back from Iceland. He said that it was amazing. It has natural hot springs, great river rafting, and lots of friendly people. But he also said, 'In the winter, it can stay dark for as long as twenty hours,'" Travon explained.

"I'd rather go someplace with lots of sun, warm weather, and sandy beaches," Rafe responded. "I want to go someplace where the slogan is, 'Come lie on our beaches and relax!'"

B. Write a dialogue between two friends. Have them talk about where they would go if they could travel anywhere.

# Appendix B

## SKILL PRACTICE ASSESSMENT

### Using the Skill Practice Pages

Each mini-lesson in the *Skill Practice Teaching Guide* has three corresponding practice pages in the *Student Skill Practice Book*. (These are referenced in the “Optional Practice” section at the end of each mini-lesson.) The first two practice pages provide opportunities for the students to practice a language skill in pairs or individually. The third page can be assigned for additional practice, or it can be completed by students independently and then scored to evaluate progress and inform instruction. You can also use the scores as a basis for assigning a language skills grade and/or include the scores in each student’s overall unit score on the “Individual Writing Assessment.” (For more information, see “Individual Writing Assessment” in the *Assessment Resource Book*.)

You can use the “Skill Practice Student Record” sheet (SR1) on page 179 to create a cumulative record of each student’s scores, and you can use the “Skill Practice Class Record” sheet (CR1) on page 180 to record and track your students’ progress as a class.

### SCORING THE SKILL PRACTICE PAGES

- ✓ After the students complete the first two practice pages for a lesson (either in pairs or individually), have each student complete the third practice page independently. (We recommend having students complete the practice pages over several days.)
- ✓ Make a class set of “Skill Practice Student Record” sheets (SR1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 179. If you would like to record your assessment data electronically, go to [classview.org](http://classview.org) to access the record sheet using the CCC ClassView app.
- ✓ Collect each student’s *Student Skill Practice Book* and locate the practice page you wish to score. (The page number of the practice page can be found in the “Optional Practice” section at the end of each lesson in the teaching guide.)
- ✓ Locate the answer key for the practice page you wish to score in Appendix A, “*Student Skill Practice Book Corrections*,” in this teaching guide.
- ✓ For each student, score the practice page and then calculate the total number of points earned using the point values indicated on the answer key. For example, each activity on *Student Skill Practice Book* page 3 is worth 5 points. (See the facsimile of the annotated practice page on page 131 of this teaching guide.)

- ✓ Record the total number of points earned out of 15 in the “Score” column on the “Skill Practice Student Record” sheet (SR1). Record the *Being a Writer* unit during which the lesson was taught and any notes you have about the student’s work. (For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer* you might record a “2” in the “Taught in Unit/Genre” column.)
- ✓ Consider whether you would like to include the scores from the practice pages in each student’s overall unit score on the “Individual Writing Assessment” record sheet (located in the *Assessment Resource Book*) for the *Being a Writer* unit during which the lessons were taught. For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer*, consider whether you will include the scores for the practice pages from those lessons in the overall unit score in the Individual Writing Assessment for Unit 2. (Note that if you include the scores from the practice pages, the overall unit score in the Individual Writing Assessment will be based equally on the student’s writing score and the total points earned on the practice pages. You might wish to weight the scores differently to align with your school’s or district’s grading system.)
- ✓ If you choose to enter this data directly into the CCC ClassView app, you have the option of having the scores automatically appear in the “Individual Writing Assessment” record sheet and calculated into each student’s overall unit score. Scores will also automatically appear in each student’s Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

© Center for the Collaborative Classroom      Sample materials for review

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Lesson	Score	Taught in Unit/Genre	Notes
1 Complete Sentences	___/15		
2 Compound Sentences	___/15		
3 Complex Sentences	___/15		
4 Sentence Fragments	___/15		
5 Run-on Sentences	___/15		
*6 Review			
7 Singular, Plural, and Possessive Nouns	___/15		
8 Subject and Object Pronouns	___/15		
9 Possessive Pronouns	___/15		
10 Relative Pronouns	___/15		
11 Noun-Pronoun Agreement	___/15		
12 Commonly Misused Words	___/15		
*13 Review			
14 Verbs	___/15		
15 Simple Verb Tenses	___/15		
16 Progressive Verb Tenses	___/15		
17 Perfect Verb Tenses	___/15		
18 Modal Auxiliary Verbs	___/15		
19 Subject-Verb Agreement	___/15		
20 Formal and Informal English	___/15		
*21 Review			
22 Adjectives and Order of Adjectives in Sentences	___/15		
23 Adverbs	___/15		
24 Relative Adverbs	___/15		
25 Prepositions and Prepositional Phrases	___/15		
*26 Review			
27 Proper Nouns, Proper Adjectives, and Titles of Address	___/15		
28 Commas in Letters	___/15		
29 Commas and Quotation Marks in Dialogue and Direct Quotations	___/15		
*30 Review			

\*Shaded rows represent review lessons for which there are no scored skill practice pages.

**Unit/Genre Key:** 1 = Unit 1 2 = Unit 2 PN = Personal Narrative F = Fiction EN = Expository Nonfiction FW = Functional Writing  
 OW = Opinion Writing P = Poetry 9 = Unit 9

Skill Practice Class Record ■ CR1

STUDENT NAMES																	
L1																	
L2																	
L3																	
L4																	
L5																	
*L6																	
L7																	
L8																	
L9																	
L10																	
L11																	
L12																	
*L13																	
L14																	
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L22																	
L23																	
L24																	
L25																	
*L26																	
L27																	
L28																	
L29																	
*L30																	

\*Shaded rows represent review lessons for which there are no scored skill practice pages.



# Appendix C

## GRADE-LEVEL LANGUAGE SKILLS ASSESSMENT

Three diagnostic proofreading passages offer formative assessment of grade-level language standards. Each passage gives students three opportunities to show their mastery of a set of grade-level language skills. The proofreading passages appear in the back of the *Student Skill Practice Book* on page 103, while annotated versions of the passages are provided in this appendix as scoring keys. If student responses indicate the need for additional practice with a skill, you may teach the lesson in the *Skill Practice Teaching Guide* that corresponds to that skill.

There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the *Skill Practice Teaching Guide*. The “Diagnostic Proofreading Passages: Student Report” (DS1) can be used to track an individual student’s progress throughout the year; whereas, the “Diagnostic Proofreading Passages: Class Grouping Report” (DR1) is used to group the students around language skills for which they need additional practice. To assess student mastery of grade-level skills throughout the year, administer a diagnostic proofreading passage at the beginning, middle, and end of the year. Then use the student and class reports to identify students who are struggling with specific skills and may benefit from instruction, practice, or review in small groups.

Everything you need to conduct each assessment, including instructions and forms, can be found in this appendix or on the CCC ClassView assessment app ([classview.org](http://classview.org)). You may choose to record your students’ progress using printed copies of the forms from this guide or from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher’s Set*, by directly accessing the app at [classview.org](http://classview.org), or via the CCC Learning Hub.



# Diagnostic Proofreading Passage 1

## CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Proofreading Passage 1” on page 104 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to download, print, and distribute to each student the “Diagnostic Proofreading Passage 1” (BLM1).
2. Tell the students that today they are going to proofread and correct a story to show what they know about good writing. Explain that there may be more than one way to correct an error and to think about what sounds best.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the directions and read them aloud. Explain that they are going to correct a story written by someone they don’t know.
5. Have the students begin.
6. When the students have finished, collect their work.

## SCORING THE ASSESSMENT

1. Use the “Diagnostic Proofreading Passage 1: Scoring Key” (DP1) to review student work. Read each student’s edited passage against the scoring key.
2. Annotate each scoring key using the following marks:
  - a. Place a check mark beside each item that the student has answered correctly.
  - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Proofreading Passages: Student Report” (DS1) as follows:
  - a. Write the student’s name at the top of the report, and insert the date the assessment was conducted. If this is not the first proofreading passage of the year, you might skip this step and use your previous student report.
  - b. Find the column labeled *Items for Passage 1*. Insert the date the assessment was conducted.

- c. Circle the corresponding number for each assessment item the student has marked correctly.
  - d. Tally the number of items correct and insert that number in the last row of the Items for Passage 1 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Proofreading Passage 1.”
4. After all the proofreading passages have been completed, tally the number of items correct across each row and insert the total in the Total Items Correct column. This will show you how the student performs across all three proofreading passages.

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### Teacher Note

The diagnostic proofreading passages also can be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of three items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record her name in the Proofreading Passage 1 column of the “Diagnostic Proofreading Passages: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Proofreading Passage 1

A student wrote this draft of a story. Correct all the errors you find.

My little brother Carl made a snowball ~~who~~<sup>that</sup> he wanted to give to our mom. He is too little to understand that it would melt inside the house. I told Carl, but he ~~should~~<sup>would</sup> not believe me. I decided to do a (science little) experiment to show him. I can still remember the time ~~where~~<sup>when</sup> Mr. Chang did this experiment for us in preschool.

I told Carl ~~to~~<sup>to</sup> make two (round big) snowballs. We put one in a (glass large) dish ~~through~~<sup>on</sup> the Kitchen counter. I wrapped the other snowball in plastic, ~~then~~<sup>T</sup> I put it ~~at~~<sup>in</sup> the freezer.

Mom saw a dish of water, ~~When~~<sup>W</sup> she got home. Before she ~~should~~<sup>could</sup> ask, I said, "Carl, show Mom your surprise." I lifted Carl, ~~And~~<sup>a</sup> he reached inside the freezer. The snowball was frozen.

"I made this snowball for you," Carl said. Then he added, "Mom, do you know that the water in the dish used to be another snowball? You ~~may~~<sup>must</sup> keep a snowball very cold, or it will melt."

- \_\_\_ 1 Relative pronouns and relative adverbs
- \_\_\_ 2 Comma before coordinating conjunction in a compound sentence
- \_\_\_ 3 Modal auxiliaries
- \_\_\_ 4 Order adjectives
- \_\_\_ 5 Relative pronouns and relative adverbs
- \_\_\_ 6 Capitalization
- \_\_\_ 7 Frequently confused words
- \_\_\_ 8 Order adjectives
- \_\_\_ 9 Order adjectives
- \_\_\_ 10 Prepositional phrases
- \_\_\_ 11 Capitalization
- \_\_\_ 12 Fragments and run-ons
- \_\_\_ 13 Prepositional phrases
- \_\_\_ 14 Fragments and run-ons
- \_\_\_ 15 Modal auxiliaries
- \_\_\_ 16 Commas and quotation marks in direct speech and quotations from a text
- \_\_\_ 17 Fragments and run-ons
- \_\_\_ 18 Commas and quotation marks in direct speech and quotations from a text
- \_\_\_ 19 Modal auxiliaries
- \_\_\_ 20 Commas and quotation marks in direct speech and quotations from a text

(continues)

“Carl, do you know what happens when we boil the water?”<sup>20</sup>  
 asked Mom.  
 “It means that you ~~is~~ <sup>are</sup> getting ready to make tea,” answered ~~Carl~~.<sup>22</sup>  
 Mom chuckled and replied, “Let’s see what happens.” She put  
 some water in a pot,<sup>23</sup> and then she placed it ~~from~~ <sup>on</sup> a hot burner.  
 First, the water made bubbles, and soon steam ~~is~~ <sup>was</sup> rising.<sup>25</sup>  
 Mom gave us a really tasty snack,<sup>26</sup> so Carl almost forgot  
 about the pot of water. When he remembered to look, Carl  
 exclaimed, “~~Its~~ <sup>It’s</sup> almost all gone! Where did the water go?”<sup>27</sup>  
 I explained, “When you boil water, it turns to steam.  
 The steam ~~who~~ <sup>that</sup> goes into the air is ~~their~~ <sup>there</sup> even though you  
 can’t see it.”  
 “Mom, I’d like a glass of steam,” said Carl.  
 It looks like we ~~having~~ <sup>will be</sup> another lesson soon!<sup>30</sup>

- \_\_\_ 21 Progressive verb tenses
- \_\_\_ 22 Capitalization
- \_\_\_ 23 Comma before a coordinating conjunction in a compound sentence
- \_\_\_ 24 Prepositional phrases
- \_\_\_ 25 Progressive verb tenses
- \_\_\_ 26 Comma before a coordinating conjunction in a compound sentence
- \_\_\_ 27 Frequently confused words
- \_\_\_ 28 Relative pronouns and relative adverbs
- \_\_\_ 29 Frequently confused words
- \_\_\_ 30 Progressive verb tenses

Student's Name: \_\_\_\_\_

Standards for Language	Items for Passage 1 Date: _____	Items for Passage 2 Date: _____	Items for Passage 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
<b>Grammar and Usage Standards</b>					
Use <b>relative pronouns</b> ( <i>who, whose, whom, which, that</i> ) and <b>relative adverbs</b> ( <i>where, when, why</i> ).	1 5 28	5 18 19	3 16 19	___/9	Lessons 10 and 24
Form and use the <b>progressive</b> (e.g., <i>I was walking; I am walking; I will be walking</i> ) <b>verb tenses</b> .	21 25 30	10 15 20	1 23 25	___/9	Lesson 16
Use <b>modal auxiliaries</b> (e.g., <i>can, may, must</i> ) to convey various conditions.	3 15 19	2 21 28	18 20 28	___/9	Lesson 18
<b>Order adjectives</b> within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	4 8 9	6 16 30	21 22 26	___/9	Lesson 22
Form and use <b>prepositional phrases</b> .	10 13 24	7 13 29	5 13 27	___/9	Lesson 25
Produce complete sentences, recognizing and correcting inappropriate <b>fragments and run-ons</b> .	12 14 17	1 17 25	9 17 30	___/9	Lessons 4 and 5
Correctly use <b>frequently confused words</b> (e.g., <i>to, too, two; there, their</i> ).	7 27 29	3 9 24	10 15 29	___/9	Lesson 12
<b>Conventions Standards</b>					
Use correct <b>capitalization</b> .	6 11 22	4 23 26	2 4 24	___/9	Lesson 27
Use <b>commas and quotation marks</b> to mark direct speech and quotations from a text.	16 18 20	11 12 14	6 11 14	___/9	Lesson 29
Use a <b>comma before a coordinating conjunction</b> in a compound sentence.	2 23 26	8 22 27	7 8 12	___/9	Lesson 2
<b>Total Number Correct:</b>	___/30	___/30	___/30		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
<b>Grammar and Usage Standards</b>				
Use <b>relative pronouns</b> ( <i>who, whose, whom, which, that</i> ) and <b>relative adverbs</b> ( <i>where, when, why</i> ).				Lessons 10 and 24
Form and use the <b>progressive</b> (e.g., <i>I was walking; I am walking; I will be walking</i> ) <b>verb tenses</b> .				Lesson 16
Use <b>modal auxiliaries</b> (e.g., <i>can, may, must</i> ) to convey various conditions.				Lesson 18
<b>Order adjectives</b> within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).				Lesson 22
Form and use <b>prepositional phrases</b> .				Lesson 25
Produce complete sentences, recognizing and correcting inappropriate <b>fragments and run-ons</b> .				Lessons 4 and 5

(continues)

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Correctly use <b>frequently confused words</b> (e.g., <i>to, too, two; there, their</i> ).				Lesson 12
<b>Conventions Standards</b>				
Use correct <b>capitalization</b> .				Lesson 27
Use <b>commas and quotation marks</b> to mark direct speech and quotations from a text.				Lesson 29
Use a <b>comma before a coordinating conjunction</b> in a compound sentence.				Lesson 2

**Notes:**



## Diagnostic Proofreading Passage 2

### CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Proofreading Passage 2” on page 106 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to download, print, and distribute to each student the “Diagnostic Proofreading Passage 2” (BLM2).
2. Tell the students that today they are going to proofread and correct a story to show what they know about good writing. Explain that there may be more than one way to correct an error and to think about what sounds best.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the directions and read them aloud. Explain that they are going to correct a story written by someone they don’t know.
5. Have the students begin.
6. When the students have finished, collect their work.

### SCORING THE ASSESSMENT

1. Use the “Diagnostic Proofreading Passage 2: Scoring Key” (DP2) to review student work. Read each student’s edited passage against the scoring key.
2. Annotate each scoring key using the following marks:
  - a. Place a check mark beside each item that the student has answered correctly.
  - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Proofreading Passages: Student Report” (DS1) as follows:
  - a. Write the student’s name at the top of the report. If this is not the first proofreading passage of the year, you might skip this step and use your previous student report.
  - b. Find the column labeled *Items for Passage 2*. Insert the date the assessment was conducted.

- c. Circle the corresponding number for each assessment item the student has marked correctly.
  - d. Tally the number of items correct and insert that number in the last row of the Items for Passage 2 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Proofreading Passage 2.”
4. After all the proofreading passages have been completed, tally the number of items correct across each row and insert the total in the Total Items Correct column. This will show you how the student performs across all three proofreading passages.

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### Teacher Note

The diagnostic proofreading passages also can be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher’s Set* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of three items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record his name in the Proofreading Passage 2 column of the “Diagnostic Proofreading Passages: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.



Sara and I ~~should~~<sup>could</sup><sup>21</sup> not wait to do it again,<sup>22</sup> so we scrambled out of the pool and headed for the ladder. We were surprised to see ~~M~~<sup>M</sup><sup>23</sup> Mrs. Wilson, our neighbor. She was standing right ~~there~~<sup>there</sup><sup>24</sup> beside the ladder.

“We didn’t know that you were here. ~~H~~<sup>H</sup><sup>25</sup> Have you tried the slide yet?” asked Sara.

“My grandson ~~J~~<sup>J</sup><sup>26</sup> Jake and I got here about 20 minutes ago,<sup>27</sup> and he has gone down the slide twice,” she answered. “I thought that he would be too small for the big slide, but he told me he ~~could~~<sup>could</sup><sup>28</sup> ~~should~~ do it!”

From the top of the ladder, we could see our dad. He was standing ~~from~~<sup>at</sup><sup>29</sup> the bottom of the slide. He said that it was time to go home.

Before we left, we ate ~~red~~<sup>red</sup> ~~huge~~<sup>huge</sup><sup>30</sup> strawberries over ice cream.

What a great day it was!

- \_\_\_ 21 Modal auxiliaries
- \_\_\_ 22 Comma before a coordinating conjunction in a compound sentence
- \_\_\_ 23 Capitalization
- \_\_\_ 24 Frequently confused words
- \_\_\_ 25 Fragments and run-ons
- \_\_\_ 26 Capitalization
- \_\_\_ 27 Comma before a coordinating conjunction in a compound sentence
- \_\_\_ 28 Modal auxiliaries
- \_\_\_ 29 Prepositional phrases
- \_\_\_ 30 Order adjectives

Student's Name: \_\_\_\_\_

Standards for Language	Items for Passage 1 Date: _____	Items for Passage 2 Date: _____	Items for Passage 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
<b>Grammar and Usage Standards</b>					
Use <b>relative pronouns</b> ( <i>who, whose, whom, which, that</i> ) and <b>relative adverbs</b> ( <i>where, when, why</i> ).	1 5 28	5 18 19	3 16 19	___/9	Lessons 10 and 24
Form and use the <b>progressive</b> (e.g., <i>I was walking; I am walking; I will be walking</i> ) <b>verb tenses</b> .	21 25 30	10 15 20	1 23 25	___/9	Lesson 16
Use <b>modal auxiliaries</b> (e.g., <i>can, may, must</i> ) to convey various conditions.	3 15 19	2 21 28	18 20 28	___/9	Lesson 18
<b>Order adjectives</b> within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	4 8 9	6 16 30	21 22 26	___/9	Lesson 22
Form and use <b>prepositional phrases</b> .	10 13 24	7 13 29	5 13 27	___/9	Lesson 25
Produce complete sentences, recognizing and correcting inappropriate <b>fragments and run-ons</b> .	12 14 17	1 17 25	9 17 30	___/9	Lessons 4 and 5
Correctly use <b>frequently confused words</b> (e.g., <i>to, too, two; there, their</i> ).	7 27 29	3 9 24	10 15 29	___/9	Lesson 12
<b>Conventions Standards</b>					
Use correct <b>capitalization</b> .	6 11 22	4 23 26	2 4 24	___/9	Lesson 27
Use <b>commas and quotation marks</b> to mark direct speech and quotations from a text.	16 18 20	11 12 14	6 11 14	___/9	Lesson 29
Use a <b>comma before a coordinating conjunction</b> in a compound sentence.	2 23 26	8 22 27	7 8 12	___/9	Lesson 2
<b>Total Number Correct:</b>	___/30	___/30	___/30		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
<b>Grammar and Usage Standards</b>				
Use <b>relative pronouns</b> ( <i>who, whose, whom, which, that</i> ) and <b>relative adverbs</b> ( <i>where, when, why</i> ).				Lessons 10 and 24
Form and use the <b>progressive</b> (e.g., <i>I was walking; I am walking; I will be walking</i> ) <b>verb tenses</b> .				Lesson 16
Use <b>modal auxiliaries</b> (e.g., <i>can, may, must</i> ) to convey various conditions.				Lesson 18
<b>Order adjectives</b> within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).				Lesson 22
Form and use <b>prepositional phrases</b> .				Lesson 25
Produce complete sentences, recognizing and correcting inappropriate <b>fragments and run-ons</b> .				Lessons 4 and 5

(continues)

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Correctly use <b>frequently confused words</b> (e.g., <i>to, too, two; there, their</i> ).				Lesson 12
<b>Conventions Standards</b>				
Use correct <b>capitalization</b> .				Lesson 27
Use <b>commas and quotation marks</b> to mark direct speech and quotations from a text.				Lesson 29
Use a <b>comma before a coordinating conjunction</b> in a compound sentence.				Lesson 2

**Notes:**



# Diagnostic Proofreading Passage 3

## CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Proofreading Passage 3” on page 108 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to download, print, and distribute to each student the “Diagnostic Proofreading Passage 3” (BLM3).
2. Tell the students that today they are going to proofread and correct a story to show what they know about good writing. Explain that there may be more than one way to correct an error and to think about what sounds best.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the directions and read them aloud. Explain that they are going to correct a story written by someone they don’t know.
5. Have the students begin.
6. When the students have finished, collect their work.

## SCORING THE ASSESSMENT

1. Use the “Diagnostic Proofreading Passage 3: Scoring Key” (DP3) to review student work. Read each student’s edited passage against the scoring key.
2. Annotate each scoring key using the following marks:
  - a. Place a check mark beside each item that the student has answered correctly.
  - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Proofreading Passages: Student Report” (DS3) as follows:
  - a. Write the student’s name at the top of the report. If this is not the first proofreading passage of the year, you might skip this step and use your previous student report.
  - b. Find the column labeled *Items for Passage 3*. Insert the date the assessment was conducted.

- c. Circle the corresponding number for each assessment item the student has marked correctly.
  - d. Tally the number of items correct and insert that number in the last row of the Items for Passage 3 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Proofreading Passage 3.”
4. After all the proofreading passages have been completed, tally the number of items correct across each row and insert the total in the Total Items Correct column. This will show you how the student performs across all three proofreading passages.

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### Teacher Note

The diagnostic proofreading passages also can be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher’s Set* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of three items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record her name in the Proofreading Passage 3 column of the “Diagnostic Proofreading Passages: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Proofreading Passage 3

A student wrote this draft of a story. Correct all the errors you find.

<sup>was</sup><sup>1</sup>  
I walking to the house when Grandpa yelled to Hank, “The  
new calf got out of the pasture, and he is heading toward Green  
<sup>P</sup><sup>2</sup>ark Highway!” Hank, <sup>who</sup><sup>3</sup> ~~what~~ is a strong <sup>T</sup><sup>4</sup>texan, got in the  
driver’s seat of the pick-up truck. Grandpa grabbed a rope and  
<sup>in</sup><sup>5</sup> sat ~~at~~ the other seat. I climbed into the back of the truck.

When we caught up with the runaway calf, Grandpa said to  
Hank, <sup>^</sup><sup>6</sup> “Get a little closer to the calf, <sup>^</sup><sup>7</sup> but don’t scare him.”

I had heard stories about Grandpa’s early days in the rodeo, <sup>^</sup><sup>8</sup>  
but I had never seen him in action. As Grandpa leaned out the  
window, he twirled the rope, <sup>a</sup><sup>9</sup> ~~And~~ tossed <sup>its</sup><sup>10</sup> ~~it’s~~ loop around the  
calf’s neck.

“Slow down now, Hank!” <sup>^</sup><sup>11</sup>roared Grandpa. Hank slowed the  
truck to a crawl, <sup>^</sup><sup>12</sup> and we drove back ~~at~~ <sup>to</sup><sup>13</sup> the farm. The calf  
trotted beside us the whole way.

Hank chuckled and said, <sup>^</sup><sup>14</sup> “I’m going ~~too~~ <sup>to</sup><sup>15</sup> make you a T-shirt  
<sup>that</sup><sup>16</sup> ~~who~~ will have the words *Champion Pick-up Truck Cowboy* on it.”

- \_\_\_ 1 Progressive verb tenses
- \_\_\_ 2 Capitalization
- \_\_\_ 3 Relative pronouns and relative adverbs
- \_\_\_ 4 Capitalization
- \_\_\_ 5 Prepositional phrases
- \_\_\_ 6 Commas and quotation marks in direct speech and quotations from a text
- \_\_\_ 7 Comma before a coordinating conjunction in a compound sentence
- \_\_\_ 8 Comma before a coordinating conjunction in a compound sentence
- \_\_\_ 9 Fragments and run-ons
- \_\_\_ 10 Frequently confused words
- \_\_\_ 11 Commas and quotation marks in direct speech and quotations from a text
- \_\_\_ 12 Comma before a coordinating conjunction in a compound sentence
- \_\_\_ 13 Prepositional phrases
- \_\_\_ 14 Commas and quotation marks in direct speech and quotations from a text
- \_\_\_ 15 Frequently confused words
- \_\_\_ 16 Relative pronouns and relative adverbs

We led the calf safely back to the pasture and locked the gate.  
 Then we went back to the house. <sup>T</sup>that's when I asked Grandpa  
 if he <sup>could</sup>~~must~~ show me pictures of his rodeo days. From under the  
 bed, Grandpa pulled a dusty box <sup>where</sup>~~why~~ he kept his old photos.  
 I <sup>could</sup>~~should~~ not wait to look inside. I found <sup>(old two)</sup> pictures  
 of Grandpa as a young man. He wore a <sup>(black tall)</sup> cowboy hat  
 and was <sup>holding</sup>~~hold~~ a prize ribbon from <sup>D</sup>dallas County. In another  
 old photo, he <sup>was</sup> sitting on a <sup>(white big)</sup> horse. It didn't look like  
 Grandpa except <sup>for</sup>~~with~~ the smile. I <sup>would</sup>~~must~~ recognize that smile  
 anywhere. <sup>It's</sup>~~Its~~ the same one I see, <sup>W</sup>When I look in the mirror.

- \_\_\_ 17 Fragments and run-ons
- \_\_\_ 18 Modal auxiliaries
- \_\_\_ 19 Relative pronouns and relative adverbs
- \_\_\_ 20 Modal auxiliaries
- \_\_\_ 21 Order adjectives
- \_\_\_ 22 Order adjectives
- \_\_\_ 23 Progressive verb tenses
- \_\_\_ 24 Capitalization
- \_\_\_ 25 Progressive verb tenses
- \_\_\_ 26 Order adjectives
- \_\_\_ 27 Prepositional phrases
- \_\_\_ 28 Modal auxiliaries
- \_\_\_ 29 Frequently confused words
- \_\_\_ 30 Fragments and run-ons

Student's Name: \_\_\_\_\_

Standards for Language	Items for Passage 1 Date: _____	Items for Passage 2 Date: _____	Items for Passage 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
<b>Grammar and Usage Standards</b>					
Use <b>relative pronouns</b> ( <i>who, whose, whom, which, that</i> ) and <b>relative adverbs</b> ( <i>where, when, why</i> ).	1 5 28	5 18 19	3 16 19	___/9	Lessons 10 and 24
Form and use the <b>progressive</b> (e.g., <i>I was walking; I am walking; I will be walking</i> ) <b>verb tenses</b> .	21 25 30	10 15 20	1 23 25	___/9	Lesson 16
Use <b>modal auxiliaries</b> (e.g., <i>can, may, must</i> ) to convey various conditions.	3 15 19	2 21 28	18 20 28	___/9	Lesson 18
<b>Order adjectives</b> within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	4 8 9	6 16 30	21 22 26	___/9	Lesson 22
Form and use <b>prepositional phrases</b> .	10 13 24	7 13 29	5 13 27	___/9	Lesson 25
Produce complete sentences, recognizing and correcting inappropriate <b>fragments and run-ons</b> .	12 14 17	1 17 25	9 17 30	___/9	Lessons 4 and 5
Correctly use <b>frequently confused words</b> (e.g., <i>to, too, two; there, their</i> ).	7 27 29	3 9 24	10 15 29	___/9	Lesson 12
<b>Conventions Standards</b>					
Use correct <b>capitalization</b> .	6 11 22	4 23 26	2 4 24	___/9	Lesson 27
Use <b>commas and quotation marks</b> to mark direct speech and quotations from a text.	16 18 20	11 12 14	6 11 14	___/9	Lesson 29
Use a <b>comma before a coordinating conjunction</b> in a compound sentence.	2 23 26	8 22 27	7 8 12	___/9	Lesson 2
<b>Total Number Correct:</b>	___/30	___/30	___/30		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
<b>Grammar and Usage Standards</b>				
Use <b>relative pronouns</b> ( <i>who, whose, whom, which, that</i> ) and <b>relative adverbs</b> ( <i>where, when, why</i> ).				Lessons 10 and 24
Form and use the <b>progressive</b> (e.g., <i>I was walking; I am walking; I will be walking</i> ) <b>verb tenses</b> .				Lesson 16
Use <b>modal auxiliaries</b> (e.g., <i>can, may, must</i> ) to convey various conditions.				Lesson 18
<b>Order adjectives</b> within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).				Lesson 22
Form and use <b>prepositional phrases</b> .				Lesson 25
Produce complete sentences, recognizing and correcting inappropriate <b>fragments and run-ons</b> .				Lessons 4 and 5

(continues)

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Proofreading Passage 1 Date: _____	Proofreading Passage 2 Date: _____	Proofreading Passage 3 Date: _____	
Correctly use <b>frequently confused words</b> (e.g., <i>to, too, two; there, their</i> ).				Lesson 12
<b>Conventions Standards</b>				
Use correct <b>capitalization</b> .				Lesson 27
Use <b>commas and quotation marks</b> to mark direct speech and quotations from a text.				Lesson 29
Use a <b>comma before a coordinating conjunction</b> in a compound sentence.				Lesson 2

**Notes:**

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Center for the  
**Collaborative  
Classroom**

1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
800.666.7270  
collaborativeclassroom.org

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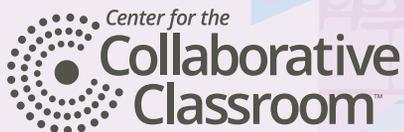
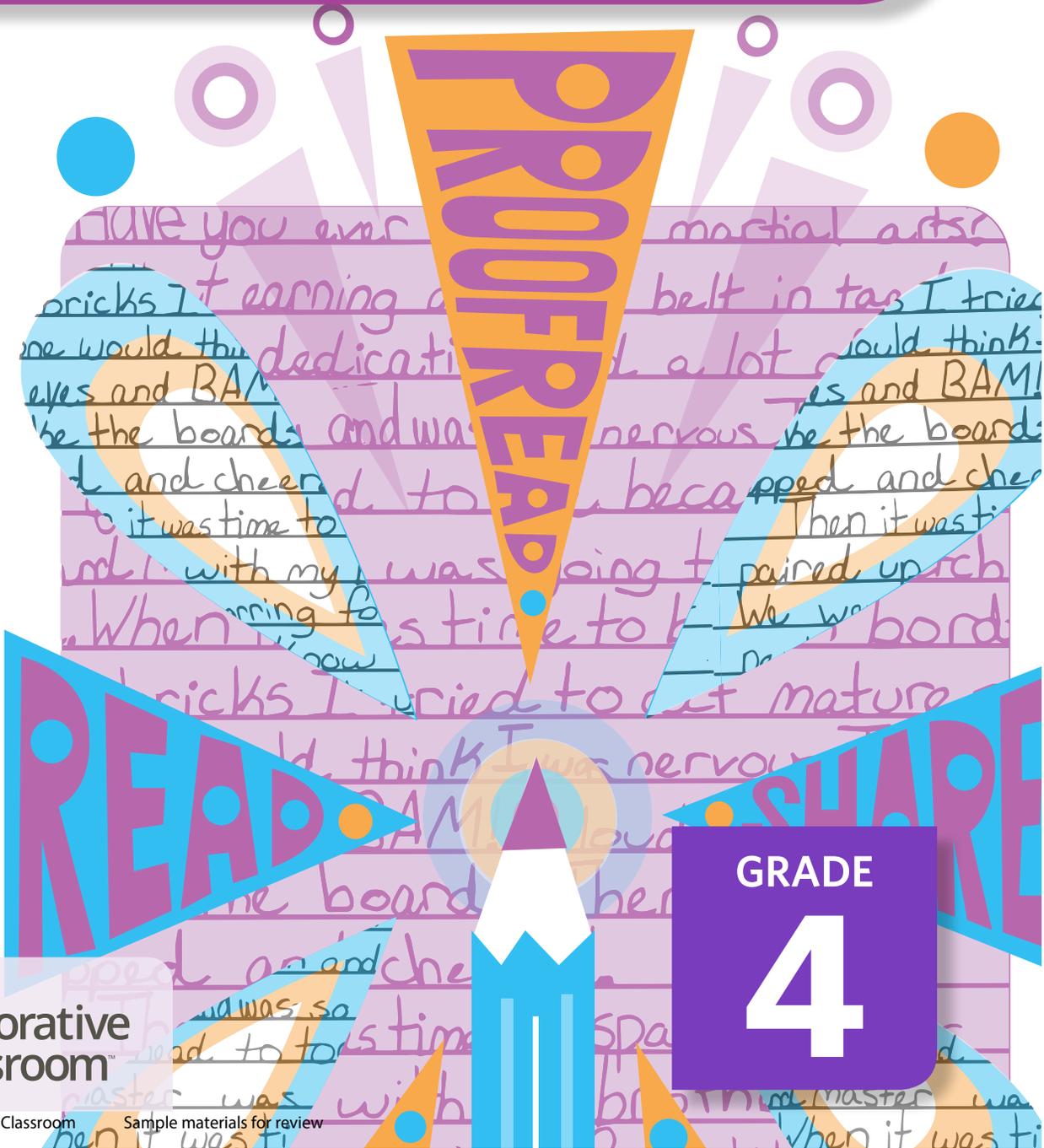
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# Writing Performance Task Preparation Guide

CCC Collaborative Literacy

# Being a Writer™

SECOND EDITION



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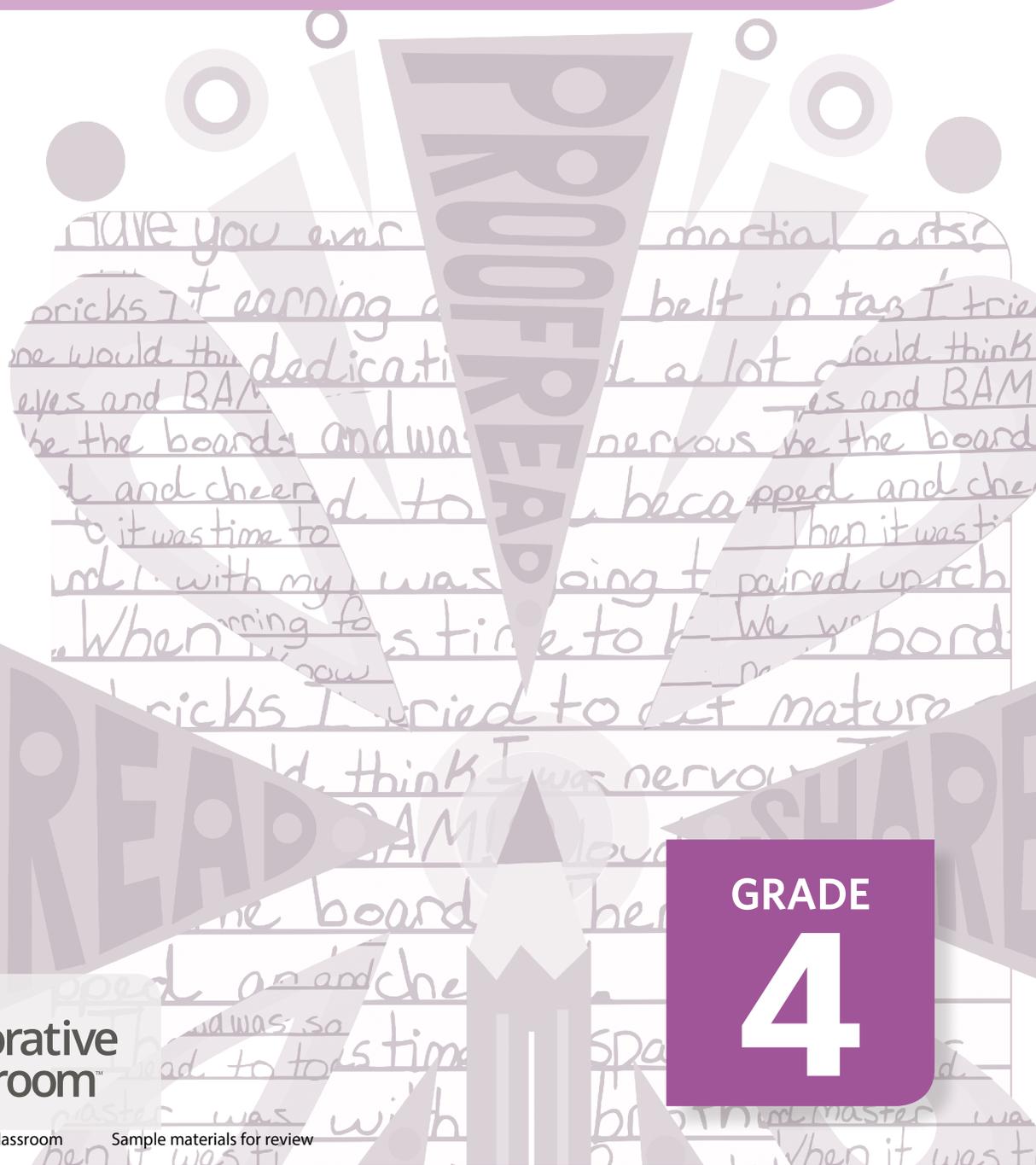
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# Writing Performance Task Preparation Guide

CCC Collaborative Literacy

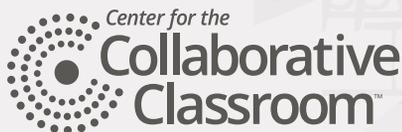
# Being a Writer™

SECOND EDITION



GRADE

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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270; fax: (510) 464-3670  
collaborativeclassroom.org

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# Introduction

With the advent of standards-based performance assessments, students are required to analyze and gather information from multiple sources and then produce writing in a specified genre. In standards-based end-of-year summative writing assessments, students are assessed on how well their writing exhibits the qualities of effective writing, as well as how successfully they evaluate, interpret, and integrate information from the sources. These performance-based writing assessments provide teachers, administrators, parents, and the students themselves with evidence of how well students have acquired the skills needed for research and writing.

The goal of the *Writing Performance Task Preparation Guide* is to provide students with strategies they can use to do their best writing in three genres: narrative, informative/explanatory, and opinion. The instruction helps you guide the students through the entire performance task, step by step. The students learn that each task has several parts, and they find out what is expected of them in each part. The guided practice also shows them how to apply what they already know about good writing. This practice and support helps the students gain the confidence they need to perform well when they take a standards-based writing assessment.

The units in this guide use the same pedagogy and five-day lesson structure as other units in the *Being a Writer* program. Support materials—including student handouts, interactive whiteboard activities, assessment record sheets, and instructional media—can be accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about the CCC Learning Hub, see “Using the Technology Features” on page xlv of the *Teacher’s Manual*.

# Teaching the Units

---

## How the Units Are Organized

The *Writing Performance Task Preparation Guide* includes three units: Narrative Writing, Informative/Explanatory Writing, and Opinion Writing. Each unit includes a Guided Practice Performance Task and one week of lessons. During the one week of lessons, the students complete the Guided Practice Performance Task as a class with support from you.

### **GUIDED PRACTICE PERFORMANCE TASK**

The Guided Practice Performance Tasks in this guide are designed to elicit the same types of thinking that will be required of students when completing standards-based writing performance tasks. These tasks require each student to gather and evaluate information about a given topic from multiple sources, use the information to answer research questions, and then produce an extended piece of writing.

Each performance includes teacher directions, student directions, source materials, graphic organizers, research questions, and scoring rubrics for the research questions. The tasks are not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

### **LESSONS**

Each one-week unit consists of five days of lessons. During the lessons, the students work as a class, in pairs, and independently to complete each portion of a performance task. As the students progress through the lessons, they are introduced to and then practice using strategies such as asking themselves questions about a source while reading, rereading a source, and rereading and analyzing their writing. These strategies help the students:

- Check for comprehension while reading or viewing a variety of sources (videos, articles, simulated web articles, and a journal entry)
- Take notes from the sources and use graphic organizers to sort and record information
- Analyze directions to determine what they are being asked to do
- Evaluate, interpret, and integrate information from multiple sources to answer research questions
- Write cohesive pieces using the characteristics of good writing for the genre
- Evaluate their writing for characteristics of good writing and for elements of the genre

**Day 1** The students discuss the purpose of a performance-based writing assessment and the importance of doing their best on the assessment. They think about what they have learned about the characteristics of good writing and the elements of the genre. Then the students are introduced to the topic they will write about. They are provided with one or more sources about the topic and learn to stop occasionally when reviewing the source(s) to ask themselves questions about what they are learning. In pairs, they take notes on the source(s) and they each use a graphic organizer to sort and record information from the source(s).

**Day 2** The students are introduced to one or more additional sources, and they use the strategies from Day 1 to analyze what they have learned from the source(s). They again work in pairs to take notes, and they each use a graphic organizer to record and organize information from the source(s).

**Day 3** The students learn how to analyze three research questions to determine exactly what each question is asking them to do. They work in pairs to generate answers to the questions and then write their own answers to each question using information from the sources and their notes. With guidance from you, the students review their answers to make sure that they have crafted quality responses to each question.

**Day 4** The students focus on using information from the sources, with the aid of their notes and their answers to the research questions, to each write a cohesive piece in response to a provided writing assignment. First, the students analyze the writing assignment to determine what it is asking them to do. Then you model writing the first few paragraphs of your own piece using information from all of the sources. (You can write your own piece or use the model provided in the lesson.) The students talk with their partners about what they might write and then write their own pieces.

**Day 5** On the final day, you share your completed piece with the students. (You can use your own piece or the model provided in the lesson.) As you share, you point out how you incorporated what you know about good writing and how you met the requirements of the writing assignment. The students then analyze their own writing for the qualities of a well-written piece during a guided rereading, facilitated by you.

---

## Planning and Teaching the Lessons

The units in this guide can be taught in any order; however, we recommend teaching each unit after you complete the corresponding genre unit in the *Teacher's Manual*. (For a suggestion on how to include the units in this guide in your instruction for the year, see the Sample Calendar on page xxxiii of the *Teacher's Manual*.)

To prepare to teach the lessons, begin by reading the unit's introductory pages. The unit's opening page introduces you to the topic of the Guided Practice Performance Task and acquaints you with the goals of the unit, while the Overview table provides a general outline of the unit. The Resources list specifies the physical materials and the supplemental activities

for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

Next, read the writing and social development focuses in the Week Overview. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the unit's writing and social development focuses from lesson to lesson. Also note the lessons that may require an extended class period.

## **USING A GUIDED PRACTICE PERFORMANCE TASK AS A PRACTICE TEST**

Since the students complete each Guided Practice Performance Task with extensive support from you and in collaboration with their partners, the students' writing is not scored. However, if you feel that your students are ready to complete a performance task independently after completing two of the units, the final Guided Practice Performance Task in this guide can be administered as a practice test. Simply administer the final performance task without the instructional support.

**Scoring the Students' Writing** If you choose to administer one of the Guided Practice Performance Tasks as a practice test, the research questions in Part 1 can be scored using the rubrics included at the end of the performance task.

We recommend that you score the students' writing using your state test's writing rubric, which will identify the elements of writing emphasized in your state. The qualities of good writing emphasized in this guide are those taught and practiced throughout the *Being a Writer* program: writing a strong opening and closing; using transition words, sensory details, and interesting words; including elements of the genre; following writing rules for punctuation, spelling, grammar, and capitalization; and clear organization. If your state test's writing rubric emphasizes other elements, you might incorporate instruction of those elements in the lessons by modeling their use during the teacher modeling in Day 4 of each unit.

# Units

READ.

SHARE

WRITE.

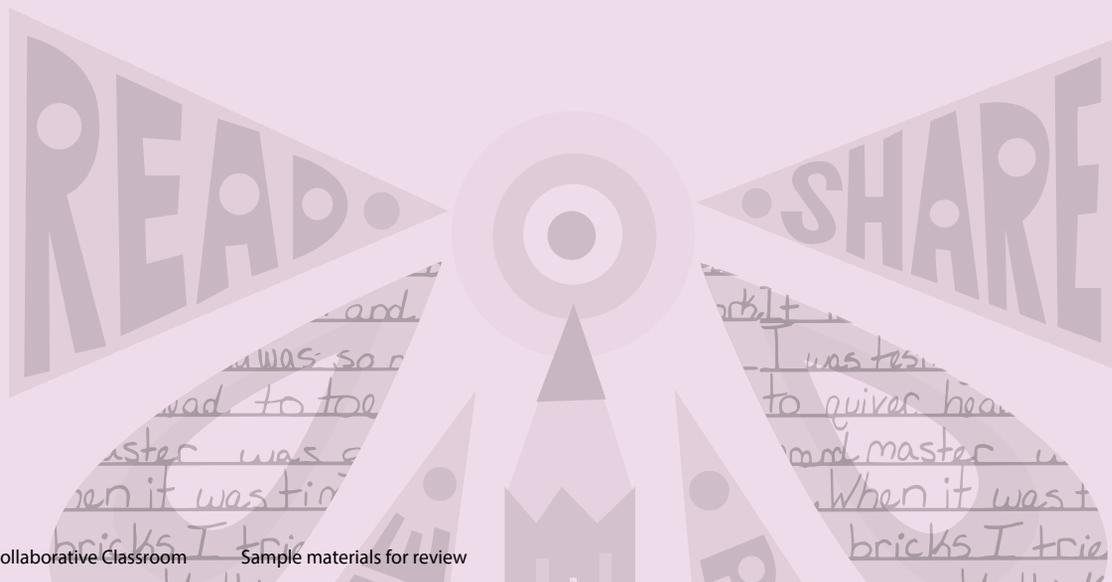
PLAN



# Unit

# Narrative Writing

During this one-week unit, the students prepare for the narrative writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about narrative (fiction) writing and complete a practice performance task as a class, guided by the teacher. The task requires the students to each write a story about traveling west in an imaginary wagon train on the Oregon Trail. To learn about the pioneers and their experiences while migrating west, the students look at a map of the Oregon Trail and read an article and a journal. They take notes about what they learn, and use information from the sources and their notes to answer research questions and write stories. Socially, the students listen respectfully to the thinking of others and share their own, make decisions with their partners, and explain their thinking.



## RESOURCES

### Source Materials

- “The Oregon Trail” map
- “Moving West” article
- “My Trip on the Wagon Train” journal

### Extensions

- “Complete a Diagnostic Proofreading Passage”
- “Complete a Writing Practice Performance Task Independently”

### Guided Practice Performance Task: Narrative Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–7

### Assessments

- “Class Assessment Record” sheets



## Online Resources

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

### Whiteboard Activities

- WA1–WA7

### Reproducibles

- “The Oregon Trail” map (BLM1)
- “Moving West” article (BLM2)
- “Article and Journal Notes” graphic organizer (BLM3)
- “Student Directions for Part 1” (BLM4)
- “My Trip on the Wagon Train” journal (BLM5)
- “Research Questions” sheet (BLM6)
- “Student Directions for Part 2” (BLM7)

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)

# OVERVIEW

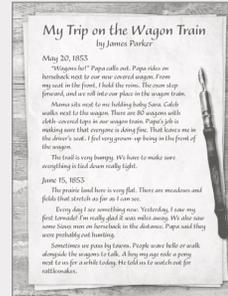
	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p><b>Viewing a Map, Reading an Article, and Taking Notes:</b>            “The Oregon Trail” map,            “Moving West” article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Thinking about what they learned about good narrative (fiction) writing</li> <li>Taking notes from an article</li> <li>Using graphic organizers to sort information</li> </ul>	<p><b>Reading a Journal and Taking Notes:</b>            “My Trip on the Wagon Train” journal</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Taking notes from a journal</li> <li>Using graphic organizers to sort information</li> </ul>	<p><b>Writing Responses to Research Questions</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write responses to research questions</li> <li>Reflecting on and revising responses to research questions</li> </ul>	<p><b>Writing a Story</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write stories</li> </ul>	<p><b>Revising and Proofreading a Story</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Revising stories</li> <li>Proofreading stories</li> </ul>

# Week OVERVIEW



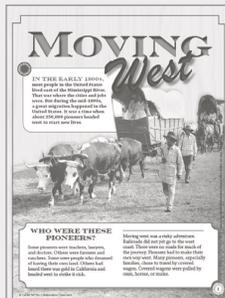
## "The Oregon Trail" map (BLM1)

The route of pioneers who traveled west along the Oregon Trail is shown on this map.



## "My Trip on the Wagon Train" journal (BLM5)

James Parker, a pioneer boy, writes in this fictional journal about his experiences traveling in a wagon train on the Oregon Trail.



## "Moving West" article (BLM2)

This article provides a brief history of the American pioneers' migration along the Oregon Trail in the mid-1800s.

### Writing Focus

- Students reflect on what they have learned about narrative (fiction) writing.
- Students view and discuss a map about the topic.
- Students read an article and a journal about the topic, and take notes.
- Students answer research questions about the topic, and plan and write stories.
- Students revise and proofread their writing.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions together.
- Students explain their thinking.

## DO AHEAD

- ✓ Prior to Day 1, read "Guided Practice Performance Task: Narrative Writing" on pages 32–36. This unit's lessons are based on this guided practice performance task. During the unit, the students complete this

(continues)

## DO AHEAD *(continued)*

performance task with instructional support and guidance from the teacher. For more information about how the performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 6.

- ✓ Prior to Day 1, familiarize yourself with the content of the map “The Oregon Trail” (BLM1) and locate the cities and examples of terrain referenced in the lesson.
- ✓ Prior to Day 1, read the article “Moving West” (BLM2) to familiarize yourself with the content.
- ✓ Prior to Day 1, prepare several sheets of chart paper so that they resemble the “Article and Journal Notes” graphic organizer (BLM3) the students will use in Days 1 and 2.
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the student handouts (see “Reproducibles” on page 2). Make a class set of copies of each handout listed, except for “Student Directions for Part 1” (BLM4). You might want to have extra copies of the graphic organizer available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the journal “My Trip on the Wagon Train” (BLM5) to familiarize yourself with the content.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 52.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM6) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 53.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 54.

*“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”*

— Nelson Mandela

As your students approach the day of the end-of-year writing performance task, take a step back and view the larger picture. Naturally you want your students to do well on the test. Beyond the demands of this particular test, what are your hopes for your students as writers? How do you hope that having a “literate pen” combined with a good head and a good heart will serve each of them? Write in your journal about your aspirations for your students. Consider sharing your writing with your students.

# Day 1

## Viewing a Map, Reading an Article, and Taking Notes

### Materials

- Copy of the map “The Oregon Trail” (BLM1) for each student
- Copy of the article “Moving West” (BLM2) for each student
- Chart paper and a marker
- “The Oregon Trail” chart (WA1)
- “Moving West” chart (WA2)
- “Article and Journal Notes” chart, prepared ahead
- Copy of the “Article and Journal Notes” graphic organizer (BLM3) for each student
- A writing folder for each student

### Teacher Note

We recommend that you teach this unit after the class completes the Fiction genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 5 and then finish the lesson later in the day or the next day.

### Teacher Note

The partners you assign today will stay together for the entire unit.

### In this lesson, the students:

- Work with new partners
- Reflect on what they know about good narrative (fiction) writing
- View and discuss a map
- Read and discuss an article
- Take notes on the article as a class and in pairs
- Explain their thinking

### ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete a narrative writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students’ writing is neither timed nor scored. This unit’s performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is traveling west by wagon train on the Oregon Trail. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine two sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own stories). For more information about each section, see “Task Overview” on page 33. For the complete performance task on which this unit’s instruction is based, see “Guided Practice Performance Task: Narrative Writing” on pages 32–36.

## GETTING READY TO WRITE

### 1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other’s names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing fiction writing. Explain that fiction writing is sometimes called narrative writing and that a narrative is a story. Tell the students that narrative, or story, writing is one type of writing they will do on the end-of-year performance task. Explain that during the next several days they will learn strategies for doing well on the narrative writing portion of the performance task.

## 2 Discuss What the Class Has Learned About Narrative Writing

Point out that the students have learned a lot about how to write good narrative, or fiction, pieces. Explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good narrative, or fiction, writing?*
- Q *What did you do to make your narrative piece interesting and easy to read?*

### Students might say:

“It gets the reader hooked right from the beginning of the story.”

“I agree with [Jeremy]. I also think it has interesting characters and events.”

“Sometimes it includes dialogue.”

“It describes where the story is happening.”

“In addition to what [Jeremy and Lisset] said, it stays focused and makes sense.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Narrative Writing.” If the students do not mention the following qualities of good narrative writing, briefly review them and add them to the chart.

### Teacher Note

You might explain to the students that narrative writing can be about true events from their own lives, which we call *personal narrative*, or about fictional (made-up) events. For the next several days, they will be focusing on fictional narratives.

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because...”
- “I disagree with \_\_\_\_\_ because...”
- “In addition to what \_\_\_\_\_ said, I think...”

### What We Have Learned About Narrative Writing

- Begins with an opening that makes the reader want to keep reading
- Includes interesting characters and events
- Describes the setting of the story
- Has a chronological sequence of events
- Sometimes includes dialogue
- Stays focused and makes sense
- Uses sensory details
- Establishes a point of view
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good narrative writing in mind as they prepare for the narrative writing performance task.

### 3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will look at a map and read an article about the topic. In the coming days, they will learn more about the topic by reading a journal. Then, as a class, they will use what they learned to answer research questions and write stories about the topic.

Tell the students that they are going to learn about what it was like to travel west by wagon train in the mid-1800s. Explain that this was a time in United States history when many people migrated, or moved, from the eastern part of the United States to the West in search of a better life.

Write the words *migration* and *pioneers* where everyone can see them. Explain that *migration* means “moving from one place to settle in another place.” Tell the students that the people who were migrating were called *pioneers*, and that *pioneers* are the “first people to explore or settle a new area.” Explain that many pioneers traveled west in covered wagons along a route called the Oregon Trail.

### 4 Introduce and Discuss a Map

Tell the students that the first source of information they will look at is a map of the Oregon Trail. Display the chart “The Oregon Trail” (WA1) and distribute a copy of the map (BLM1) to each student. Point to the

#### Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, website, or article.”

beginning of the trail in Independence, Missouri, and to the end of the trail in Oregon City, Oregon, and explain that the trail was about 2,000 miles long. Ask:

**Q** *What else do you notice about the map of the Oregon Trail?*

If necessary, point out that the trail crossed plains, deserts, rivers, and mountains. Explain that the students will learn more about the westward migration of pioneers by reading an article about the topic.

## **5** Introduce the Article and Read It Aloud with Stops

Tell the students that now they will read an article called “Moving West.” Explain that the article discusses who the pioneers were, why they migrated west, and what the journey was like. Display the “Moving West” chart (WA2) and distribute a copy of the article (BLM2) to each student. Tell the students that for this task you will read the article aloud, but when they do performance tasks on their own, they will read any source materials independently.

Ask the students to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning. Read the title of the article and the first three paragraphs aloud, slowly and clearly. Stop after:

“Covered wagons were pulled by oxen, horses, or mules.”

Ask and briefly discuss:



**Q** *What did you learn about the pioneers and their experiences while migrating west in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Follow the same procedure to have the students discuss what they learned at the following stops:

“It is estimated that one out of ten pioneers never finished the journey.”

“After planning the next day’s journey, they fell asleep wondering what tomorrow would bring.”

## **WRITING TIME**

### **6** Reread the Article and Take Notes as a Class and in Pairs

Post the “Article and Journal Notes” chart that you prepared ahead and distribute a copy of the “Article and Journal Notes” graphic organizer (BLM3) to each student.

Tell the students that you will read the article again, and that as a class and in pairs, they will use this note-taking chart, called a *graphic organizer*, to take notes on what they are learning about the westward

migration of pioneers along the Oregon Trail. Point out that the graphic organizer is divided into three sections. Point to and read each section heading aloud.

Explain that you will read the article again and stop during the reading, as you did before. At each stop, the students will discuss what they have learned and where they will record their notes on the graphic organizer. Tell the students that this information will be useful when they plan and write their stories about traveling west by wagon train.

Read the article and stop (as you did before) after:

“Covered wagons were pulled by oxen, horses, or mules.”

Discuss as a class:

- Q** *What did you learn about the pioneers and their experiences while traveling west in the part of the article you just heard?*
- Q** *Where might you put a note saying [some pioneers were teachers] on the graphic organizer? Why?*

**Students might say:**

“I learned that pioneers were people who went west to start new lives. We should put that in the ‘Other Notes’ section.”

“The pioneers were all kinds of people: teachers, lawyers, doctors, farmers, and ranchers. That would go in the ‘Other Notes’ section.”

“I didn’t know that there were no roads going west. That should go in the first section because it could help describe the roughness of the trail.”

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers.

Using the same procedure, read the next section of the article. Have the students discuss what they learned as a class and model taking notes.

Stop after:

“It is estimated that one out of ten pioneers never finished the journey.”



At the last stop, have the students discuss what they learned in pairs (rather than as a class) and record their notes on their graphic organizers. Stop after:

“After planning the next day’s journey, they fell asleep wondering what tomorrow would bring.”

Have a few volunteers share what they discussed and where they recorded their notes on the graphic organizer. As they share, add their ideas to the chart.

### Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer’s own words rather than copied exactly from the source.

### Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing their ideas in the appropriate places on the chart.

## Article and Journal Notes

### Sights Along the Trail

- no roads or railroads to see
- deserts, mountains, forests, and rivers
- other covered wagons

### Experiences Traveling in a Wagon Train

- traveled 10 to 20 miles a day for 5 or 6 months
- had to unpack and repack the wagon to cross rivers
- faced sickness, accidents, floods, snow, and thieves
- one out of ten pioneers never finished the journey
- wagons traveled in trains of 25 to 250 wagons led by a captain
- scouts who knew the way guided the wagon trains
- pioneers helped each other when needed
- pioneers walked alongside the wagons
- formed a circle of wagons at night for protection
- camped near water
- everyone had a job to do
- pioneers sang songs, told stories, and talked at night

### Other Notes:

- about 350,000 pioneers migrated west between 1843 and 1859
- pioneers were teachers, lawyers, doctors, farmers, ranchers
- some pioneers went in search of land, some gold
- Oregon Trail starts in Missouri and ends in Oregon
- Oregon Trail is about 2,000 miles long

Tell the students that tomorrow they will read a journal written by James Parker, a pioneer boy who traveled west on the Oregon Trail. Explain that the students will add notes on what they learn from the journal to this graphic organizer.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

## Teacher Note

Save the “What We Have Learned About Narrative Writing” chart and the “Article and Journal Notes” chart to use throughout the unit.

# Day 2

## Materials

- Copy of the journal “My Trip on the Wagon Train” (BLM5) for each student
- “Article and Journal Notes” chart from Day 1
- “Student Directions for Part 1” chart (WA3); also available as (BLM4)
- Additional page(s) of the “Article and Journal Notes” chart, prepared ahead
- “My Trip on the Wagon Train” chart (WA4)
- Extra copies of the “Article and Journal Notes” graphic organizer (BLM3) for students, if needed
- A marker
- “Class Assessment Record” sheet (CA1)

## Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

## SHARING AND REFLECTING

### 7 Reflect

Ask and briefly discuss:

**Q** *In what ways did you and your partner work well together today?*

## Reading a Journal and Taking Notes

### In this lesson, the students:

- Review what they have learned about pioneers and traveling west by wagon train
- Read and discuss a journal about the topic
- Take notes on the journal in pairs
- Make decisions together
- Work in a responsible way

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Review that the students are completing a narrative writing task about traveling west by wagon train to prepare for the end-of-year performance task. Review that yesterday they discussed what they have learned about good narrative writing. They also read an article about moving west by wagon train, discussed it as a class, and took notes about what they learned.

Direct the students’ attention to the “Article and Journal Notes” chart from Day 1. Briefly review the notes by asking:

**Q** *What did you learn about the pioneers and their experiences while traveling west in the article we read yesterday?*

Tell the students that today they will learn more about pioneers traveling west by reading a journal written by a pioneer boy on the Oregon Trail.

### 2 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (WA3). Explain that these are directions for the first part of the performance task, in which the students examine another source about westward migration and

write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the journal aloud, rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

### 3 Introduce the Journal and Read It Aloud with Stops

Tell the students that today’s source is a journal titled “My Trip on the Wagon Train.” Explain that the journal was written by a pioneer boy named James Parker who traveled west on the Oregon Trail with his family. Explain that this journal, or diary, is a written record of the boy’s experiences during his travels. Display the “My Trip on the Wagon Train” chart (WA4) and distribute a copy of the journal (BLM5) to each student. Point to the date of each entry and explain that James started his journal in May of 1853 and stopped writing entries in October of the same year. Ask them to follow along as you read the journal entries aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title and the first two entries (including the dates) aloud, slowly and clearly. Stop after:

“He told us to watch out for rattlesnakes.”

Ask:



**Q** *What did you learn about the pioneers and their experiences while traveling west in the part of the journal you just heard? Turn to your partner.*

Without sharing as a class, continue reading the journal. Follow the same procedure to have the students discuss what they learned at the following stops:

“Some families have left and are headed south for Utah or Texas.”

“I can hardly wait to find out what our new life here will be like!”

## WRITING TIME

### 4 Reread the Journal and Take Notes in Pairs

Direct the students’ attention to the “Article and Journal Notes” chart from Day 1 and explain that you will add notes from the journal to this graphic organizer. Explain that as you read the journal again you will stop, and partners will discuss what more they learned and then write notes in the appropriate places on their own graphic organizers. Remind the students that they will use the information they collect to help them answer research questions and write stories about traveling west by wagon train.

### Teacher Note

The purpose for showing the “Student Directions for Part 1” chart (WA3) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of “following” the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

Read the journal and stop (as you did before) after:

“He told us to watch out for rattlesnakes.”

Ask the following questions one at a time, without discussing them as a class:

- Q *What more did you learn about the pioneers and their experiences while traveling west in the part of the journal you just heard?*
- Q *Where will you write a note about what you have learned on the graphic organizer, and why will you write the note there?*



Say “Turn to your partner,” and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they able to describe the sights they might see along the trail?
- Are they able to describe the experiences they might have while traveling in a wagon train?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the journal to collect the information they need.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 52.

After a few minutes, ask volunteers to share their thinking about what they learned and where they recorded notes on their graphic organizers. Then add their ideas to the chart.

Using the same procedure, stop, discuss, and take notes at the following places in the journal:

“Some families have left and are headed south for Utah or Texas.”

“I can hardly wait to find out what our new life here will be like!”

### Teacher Note

When you have completely filled the first “Article and Journal Notes” chart with your notes, model continuing your note-taking on a second sheet of prepared chart paper. Tell the students that if they completely fill one graphic organizer with their notes, they can continue taking notes on a second graphic organizer.

## Article and Journal Notes

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### Sights Along the Trail

---

- no roads or railroads to see
  - deserts, mountains, forests, and rivers
  - other covered wagons
- 

### Experiences Traveling in a Wagon Train

---

- traveled 10 to 20 miles a day for 5 or 6 months
  - had to unpack and repack the wagon to cross rivers
  - faced sickness, accidents, floods, snow, and thieves
  - one out of ten pioneers never finished the journey
  - wagons traveled in trains of 25 to 250 wagons led by a captain
  - scouts who knew the way guided the wagon trains
  - pioneers helped each other when needed
  - pioneers walked alongside the wagons
  - formed a circle of wagons at night for protection
  - camped near water
  - everyone had a job to do
  - pioneers sang songs, told stories, and talked at night
- 

### Other Notes:

- about 350,000 pioneers migrated west between 1843 and 1859
- pioneers were teachers, lawyers, doctors, farmers, ranchers
- some pioneers went in search of land, some gold
- Oregon Trail starts in Missouri and ends in Oregon
- Oregon Trail is about 2,000 miles long

Page 1

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(continued)

### Article and Journal Notes

#### Sights Along the Trail

- flat prairie land, meadows, and fields
- tornadoes
- Sioux men on horseback
- people from towns along the trail
- thunder and lightning
- rattlesnakes
- horse and ox bones
- broken wagon wheels
- graves
- green forests and steep trails

#### Experiences Traveling in a Wagon Train

- lost track of what day it is
- ate things like bacon and biscuits for breakfast
- had to feed the animals
- hot weather
- some people turned around and headed back to Missouri
- oxen need to rest on steep trails
- need to get through mountains before winter came
- sometimes wheels got stuck in mud or river
- men work together to free stuck wagons
- took many months to complete the journey

Other Notes:

Page 2

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about traveling west in a wagon train on the Oregon Trail. Have them put their materials inside their folders.

## SHARING AND REFLECTING

### 5 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read a source more than once, like we did today?*
- Q *What did you do today to work in a responsible way?*

## Writing Responses to Research Questions

## Day 3

### In this lesson, the students:

- Read and discuss research questions about traveling west by wagon train, as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Direct the students' attention to the "Article and Journal Notes" chart from Day 2 and review that the students read an article and a journal about pioneers migrating west on the Oregon Trail and took notes about what they learned. Explain that today they will use their notes and the sources to answer research questions about traveling west by wagon train.

### 2 Model Reading a Question and Writing a Response

Post the "Research Questions" chart that you prepared ahead. Distribute a copy of the "Research Questions" sheet (BLM6) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

- Q *What information is this question asking for?*

### Teacher Note

Save the "Article and Journal Notes" chart to use throughout the rest of the unit.

### Materials

- "Article and Journal Notes" chart from Day 2
- "Research Questions" chart, prepared ahead
- Copy of the "Research Questions" sheet (BLM6) for each student
- A marker
- "The Oregon Trail" chart (WA1) from Day 1
- "My Trip on the Wagon Train" chart (WA4) from Day 2
- "Class Assessment Record" sheet (CA2)

### Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources, including videos, as they respond to questions and write extended pieces.

Have a few volunteers share their thinking. If necessary, point out that the question is asking you to describe how the map of the Oregon Trail helps you better understand the boy's journal. Underline "add to your understanding of the boy's pioneer journal" on the chart.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the chart "The Oregon Trail" (WA1) and model reviewing the source and your notes for the information you need. Then display the "My Trip on the Wagon Train" chart (WA4) and follow the same procedure.

#### You might say:

"I know that the question is asking how the map helps me understand the boy's journal. I can see how long the Oregon Trail is on the map, and that helps me understand why the journey took so many months. I'll write: *The map shows how far it is from Missouri to Oregon, and that helps me understand why the journey took so long.* Also, the boy wrote about how difficult the journey was when the wagon had to cross the rivers and go through the mountains. I can see where the mountains and rivers are on the map, and that helps me understand where the most difficult parts of the journey were. I'll write: *I can also see the mountains and rivers on the map. That helps me understand where the most difficult parts of the journey were.*"

### Research Questions

1. How does the map add to your understanding of the boy's journal?

*The map shows how far it is from Missouri to Oregon, and that helps me understand why the journey took so long. I can also see the mountains and rivers on the map. That helps me understand where the most difficult parts of the journey were.*

## 3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own responses on their "Research Questions" sheet.

Point to Question 2 on the "Research Questions" chart and read it aloud twice. Ask and discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, explain that the question is asking for three pieces of information: "what about the journey would be the most difficult" and "two reasons." Underline those key phrases on the chart.

Follow the same procedure to discuss Question 3. If necessary, explain that the question is asking what kind of scenery they might see while

traveling west on the Oregon Trail and for details from the sources. On the chart, underline “what kind of scenery would you see” and “details from the sources.” Point out that both the article and the journal contain information that the students can use to answer this question.

## WRITING TIME

### 4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his “Research Questions” sheet. Remind the students to use details from their notes and from the sources in their responses. As the students work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate details from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 53.

### 5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes:

- Q *Do you think your response clearly describes what you think would be the most difficult part of traveling west by wagon train? If not, what might you write instead?*

**Q** Does your response include at least two reasons why you think it would be the most difficult part? If not, what might you add or take out to improve it?

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to their sources and notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

**Q** Do you think your response clearly describes what you would see if you were a pioneer traveling on the Oregon Trail? If not, what might you add or take out to improve it?

**Q** Do you think your response includes enough details from the sources? If not, what details might you add?

## SHARING AND REFLECTING

### 6 Share Responses and Reflect

Have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Following the same procedure, model writing a response to Question 3.

#### Research Questions

2. If you were a pioneer traveling west by wagon train, what about the journey would be the most difficult for you? Give at least two reasons based on the sources.

*The most difficult part of the journey would be how long it takes. The trip would be around 2,000 miles and we would only travel 10 to 20 miles a day. We would be traveling for five or six months during different seasons. It can be difficult to travel when it is very hot or very cold.*

3. If you were a pioneer traveling on the Oregon Trail, what kind of scenery would you see? Use details from the sources in your answer.

*If I were a pioneer traveling on the Oregon Trail, I would see flat prairie land at first. Later I might see forests when traveling through the mountains. Sometimes I would come close to a town and would see the people that lived there.*

Have the students reflect on their work by asking:

**Q** Do you think your notes helped you write good responses to the questions? Why or why not?

Tell the students that tomorrow they will use the sources, their notes, and their answers to the research questions to each write a story about traveling west by wagon train on the Oregon Trail. Have them put their materials inside their folders.

### Teacher Note

Save the “Research Questions” chart to use on Day 4.

## In this lesson, the students:

- Plan and write stories about traveling west by wagon train on the Oregon Trail
- Include qualities of a well-written narrative in their writing
- Reflect on how they felt about writing their stories
- Listen respectfully to the thinking of others

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about traveling west by wagon train. Explain that today they will work together on the second part of the task—writing stories about traveling west by wagon train on the Oregon Trail.

### 2 Introduce and Discuss the Story-writing Task

Display the “Student Directions for Part 2” chart (WA5) and distribute a copy of the directions (BLM7) to each student. Explain that these are directions for the second part of the performance task, in which each student writes a story about traveling west by wagon train on the Oregon Trail. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their stories. Remind the students that when they do performance tasks on their own, they will need to follow the directions exactly.

Ask the students to listen as you read each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the sources, their notes, and their answers to the research questions to help them write their stories. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.
2. Read the section “Your Writing Assignment” aloud and review that each student needs to write a story about traveling west in a wagon train on the Oregon Trail. Remind them that they can each be any character they want, but that they need to use information from the sources to write their stories.

## Materials

- “Student Directions for Part 2” chart (WA5)
- Copy of “Student Directions for Part 2” (BLM7) for each student
- “What We Have Learned About Narrative Writing” chart from Day 2
- “Article and Journal Notes” and “Research Questions” charts from Day 3
- “The Oregon Trail” chart (WA1) from Day 3
- “Moving West” chart (WA2) from Day 1
- “My Trip on the Wagon Train” chart (WA4) from Day 3
- Lined writing chart (WA6) for modeling
- “Writing Time” chart (WA7)
- Supply of lined paper for writing stories
- “Class Assessment Record” sheet (CA3)

## Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

## TEKS 11.A.i

**Student/Teacher Narrative**  
Step 2 and Step 3 (all, beginning on page 21 and continuing on to page 24)

3. Read the section “Begin Work on Your Narrative” aloud. Point out the information that is relevant for this performance task (for example, “plan,” “write,” and “revise”) and underline it.
4. Read the list of qualities of a well-written narrative aloud. Point out that the list is similar to the list the class created on the “What We Have Learned About Narrative Writing” chart. Tell the students that they may refer to both lists as they write their stories.

Ask and briefly discuss:

**Q** *What questions do you have about the directions for writing the story?*

Tell the students that they will do the writing task together as a class, and that this will help prepare the students to do a task like this on their own.

### **3** Model Planning and Starting the Story

Tell the students that you will model writing the first two paragraphs of the story. Remind them that the story needs to describe what it was like traveling west in a wagon train on the Oregon Trail and that it needs to include details from the sources.

Explain that you will write an opening paragraph to introduce the setting and the focus of the story, and then you will write a paragraph about the beginning of the trip. Direct the students’ attention to the qualities of a well-written narrative in the directions (BLM7) and explain that as you write the story, you will include these qualities in your writing.

Display the lined writing chart (C WA6) and model writing a paragraph that introduces the setting and the focus of the story. Then write a paragraph describing the beginning of the journey. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written narrative, such as a setting and story focus, and descriptions and sensory details.

#### **You might say:**

“My opening paragraph needs to introduce readers to the setting and the focus of the story and make them want to keep reading. My story is going to be about a family traveling west by wagon train on the Oregon Trail, and I am going to be the mother. I’ll write: *On a warm spring day in May, my family and I said goodbye to our friends in Missouri. We were moving west to buy our own land and start a farm.* This shows I understood the assignment because my story is about a pioneer traveling west on the Oregon Trail. I need to introduce readers to the focus of the story, which is what happened during our trip, so I’ll write: *It took months to prepare for the trip and pack our covered wagon. I thought that was difficult, but it was nothing compared to the difficulties we faced during our trip.* In the last sentence, I think the part ‘it was nothing compared to the difficulties we faced during the trip’ will make readers want to know more about what happened on the trip.”

My next paragraph will describe the first part of the trip. I will use information from my notes and the sources to describe the sights along the trail and experiences traveling in a wagon train. The map shows that the first part of the trail goes through flat prairie lands. I'll write: *At the beginning of the journey we traveled across beautiful prairie land. All I could see was a sea of green in every direction.* I think the description of the prairie will help readers picture the setting in their minds. Now I'll add other details to help the reader understand what the trip was like. I'll write: *We made good time then, traveling about 15 miles a day. The children were happy and sang songs as they walked alongside our wagon.* In my notes I wrote that it became hard to keep track of time. I also remember reading in the journal that the days could sometimes get very hot. Those are good details to include in my story. I'll write: *But as spring turned into summer, the days became really hot. The children were tired from walking, and their skin was red from the sun. The days started to run together and I could hardly keep track of time."*

WA6

On a warm spring day in May, my family and I said goodbye to our friends in Missouri. We were moving west to buy our own land and start a farm. It took months to prepare for the trip and pack our covered wagon. I thought that was difficult, but it was nothing compared to the difficulties we faced during the trip.

At the beginning of our journey we traveled across beautiful prairie land. All I could see was a sea of green in every direction. We made good time then, traveling about 15 miles a day. The children were happy and sang songs as they walked alongside our wagon. But as spring turned into summer, the days became really hot. The children were tired, and their skin was red from the sun. The days started to run together and I could hardly keep track of time.

After you have modeled writing the first two paragraphs of the story, stop and explain that during Writing Time today the students will write their own stories. Explain that the students will use their notes and sources to write an opening paragraph and several other paragraphs to describe their trip traveling by wagon train on the Oregon Trail. Use "Think, Pair, Share" to discuss:



**Q** *What might you write about in your story today? [pause] Turn to your partner.*

### Teacher Note

You might remind the students that their stories need to be about traveling in a wagon train on the Oregon Trail, but that they may choose any characters and events to include in their stories.

**TEKS 11.A.i**  
Student/Teacher Activity  
Step 4 (all, beginning on  
page 24 and continuing on  
to page 25)

After a few moments, signal for the students' attention and remind them that each student will write her own story. Explain that you will also finish your story and share it with the class tomorrow.

## WRITING TIME

### 4 Write Stories

Explain that when the students complete the actual performance task they will write their stories using a computer, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that the students will use this paper to write their stories. Display the "Writing Time" chart (WA7) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA7

#### Writing Time

- Reread the writing assignment in "Student Directions for Part 2."
- Write an opening paragraph that introduces the focus of the story and hooks the reader.
- Include interesting characters and events in the story.
- Include sensory details and other qualities of a well-written narrative in your story.
- Write a conclusion that wraps up the story.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students' writing indicate that they understand the task?
- Are they able to introduce the topic and the setting in the opening paragraph of the story?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their stories?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your story? What might you write to introduce the topic and the setting of the story?*
- Q *How might you use your notes to help you decide what to write in your story?*
- Q *What information from your notes or the sources might you use to describe [traveling in a wagon train]?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 54.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their stories. Have them put their stories and other materials in their folders.

## SHARING AND REFLECTING

### 5 Reflect on Writing Stories

Ask and briefly discuss:

- Q *What did you enjoy about writing your story today? What did you find challenging?*
- Q *What did you and your partner do to listen respectfully to each other as you shared ideas about what you might write in your stories?*

### Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your story (see the diagram in Day 5, Step 2 on page 26). Include information from the sources, sensory details, and other qualities of a well-written narrative in your story. Save the completed story on the lined writing chart (WA6) to use on Day 5.

## Revising and Proofreading a Story

## Day 5

### In this lesson, the students:

- Revise their stories
- Proofread their stories
- Express interest in and appreciation for one another's writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

### Materials

- Completed story on the lined writing chart (WA6) from Day 4
- "Student Directions for Part 2" chart (WA5) from Day 4

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Remind them that yesterday they each planned and wrote a story about traveling west by wagon train on the Oregon Trail. Explain that today they will have the opportunity to revise and proofread their stories.

### 2 Discuss Your Story

Display the completed story on the lined writing chart (WA6) and tell the students that yesterday you finished your story. Ask them to follow along as you read it aloud. Review that the opening paragraph introduces the focus and the setting of the story and hooks the reader. In the remaining paragraphs, point out the clear organization, the use of sensory details to make the story more interesting, and other qualities of a well-written narrative.

**You might say:**

"In my first paragraph, I explained that the story would be about my family moving west to buy our own land and start a farm. I tried to hook the reader by saying that packing the covered wagon was nothing compared to the difficulties we faced during the trip. I think that will make the reader want to keep reading to find out what happened during the trip.

My story stays focused, and the events of the story make sense. After the introduction, I described the first part of the trip, and then I moved on to describe the middle and end of the trip. I stayed on the topic throughout the story.

I included specific information from the sources to describe the scenery and events. For example, when describing the beginning of the trip, I wrote about traveling on the prairie and mentioned that the wagon train traveled about 15 miles a day. Also, when writing about the challenges the characters faced, I described how the baby got sick and how the wagon wheel needed to be replaced.

I used sensory details to describe the setting. For example, in the second paragraph, I described the prairie land. I wrote 'All I could see was a sea of green in every direction' to help the reader imagine what the prairie looks like. In the fourth paragraph, I wrote that the family was 'happily exploring and playing in the dense, green trees' to help the reader imagine what it might feel like to be in the mountains.

The last sentence, 'I can't imagine anything in my life being harder than this trip,' wraps up the story in an interesting way and lets the reader know the story has come to an end."

WA6

On a warm spring day in May, my family and I said goodbye to our friends in Missouri. We were moving west to buy our own land and start a farm. It took months to prepare for the trip and pack our covered wagon. I thought that was difficult, but it was nothing compared to the difficulties we faced during the trip.

At the beginning of our journey we traveled across beautiful prairie land. All I could see was a sea of green in every direction. We made good time then, traveling about 15 miles a day. The children were happy and sang songs as they walked alongside our wagon. But as spring turned into summer, the days became really hot. The children were tired, and their skin was red from the sun. The days started to run together and I could hardly keep track of time.

(continues)

(continued)

WA6

After several days of rain and thunderstorms on the prairie, the baby got sick and had a fever. I was terribly worried. My husband and I thought about turning back, but we knew that would not make her better. My husband was the captain of our wagon train, and everyone was depending on him. Finally, we met some local people who gave us medicine for the baby. Thankfully, it worked and soon she was her laughing, happy self again!

The entire trail had been bumpy, but when we arrived in the mountains it was so bumpy that I had to walk. It was hard to walk up the steep, rocky trail for hours carrying a baby. Everybody was so tired, including the oxen. Then one of our back wheels hit a rock and broke. Luckily the family behind us had an extra wheel that they gave to us. It took a long time to put on the spare. The kids and I didn't mind because we were happily exploring and playing in the green trees. It sure looked different than back home.

Thankfully, we made it through the mountains before winter. Tomorrow we are supposed to arrive in Oregon City. I can hardly wait! My husband says we have been traveling for five months but it seems longer to me. I can't imagine anything in my life being harder than this trip.

## WRITING TIME

### 3 Facilitate Guided Rereading of Stories

Tell the students that they will have time today to finish their stories, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q *Do you think your opening paragraph does a good job of introducing the setting and the focus of the story? If not, what might you write instead?*
- Q *Do you think your story is clearly focused throughout and that the events happen logically? If you don't think your story is focused, what might you change to make it focused? Underline parts of your story you might change or move around.*
- Q *Are there places where you used, or could use, details from the sources to make your story more interesting? Put a check mark in the margin next to those places.*
- Q *Are there places where you used, or could use, sensory details to describe the setting, characters, or events of the story? Put a star in the margin next to each of those places.*
- Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the story has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

#### 4 Facilitate Proofreading of Stories

Display the “Student Directions for Part 2” chart (WA5) and remind the students that it states that a well-written narrative “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the students will proofread their stories to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your story before turning it in?*
- Q *What will you check for when you are proofreading?*

**Students might say:**

“Mistakes could make my writing harder to read and understand.”

“I would check to make sure I’ve capitalized names and the beginning of every sentence.”

“In addition to what [Annakari] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point.”

“In addition to what [Annakari and Manav] said, I want to correct any spelling errors I find.”

Give the students 5–10 minutes to proofread their stories and make any necessary corrections.

## SHARING AND REFLECTING

### 5 Share Writing and Reflect

Have a few volunteers share their stories with the class; then ask:

Q *What qualities of good narrative writing did you notice in [Evan's] story?*

Q *What questions can you ask [Rosa] about her writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

---

## EXTENSIONS

### Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

### Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the narrative writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.



# Guided Practice Performance Task

# **GUIDED PRACTICE PERFORMANCE TASK:** Narrative Writing

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## **TRAVELING WEST BY WAGON TRAIN**

### **Resources**

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

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# Task Overview

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## Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task—traveling west by wagon train on the Oregon Trail—and helps prepare the students to answer research questions and write narratives about the topic. As part of this activity, the students will look at a map of the Oregon Trail. Then they will read and discuss an article about westward migration in the United States during the mid-1800s titled “Moving West.” They will also be reminded of the features of good narrative writing.

During the introductory activity, the teacher will lead a whole-class discussion about the map and the article. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph narratives in Part 2.

## Part 1 35 MINUTES

The students will read journal entries written by a pioneer boy traveling west on the Oregon Trail. The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

## Part 2 70 MINUTES

The students will each plan, write, and revise a narrative about traveling west by wagon train on the Oregon Trail. They may refer to the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

## Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 37). Any notes, prewriting, or drafts will not be scored.

## Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 40–49.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencils, paper, and other classroom resources.)

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## Teacher Directions for the Introductory Classroom Activity

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### 1 Introduce the Topic

Tell the students that they are going to learn about what it was like to travel west by wagon train in the mid-1800s. Explain that this was a time in United States history when many people migrated, or moved, from the eastern part of the United States to the west in search of a better life.

Write the words *migration* and *pioneers* where everyone can see them. Explain that *migration* means “moving from one place to settle in another place.” Tell the students that the people who were migrating were called *pioneers* and that *pioneers* are the “first people to explore or settle a new area.” Explain that many pioneers traveled west in covered wagons along a route called the Oregon Trail.

### 2 Examine a Source

Distribute the map “The Oregon Trail” (see Student Handout 1 on page 40) and explain that this is a map that shows the route of the Oregon Trail. Point to the beginning of the trail in Independence, Missouri, and to the end of the trail in Oregon City, Oregon, and explain that the trail was about 2,000 miles long. Lead a brief whole-class discussion using the following question:

**Question:** *What else do you notice about the map of the Oregon Trail?*

If necessary, point out that the trail crossed plains, deserts, rivers, and mountains.

Tell the students that now they will read an article about pioneers who traveled west on the Oregon Trail. Distribute the article “Moving West” and the “Article and Journal Notes” graphic organizer (see Student Handouts 2–3 on pages 41–43). Tell the students that they can take notes about the article as they read it.

Have the students read the article, and then lead a whole-class discussion using the following question:

**Question:** *What did you learn about the pioneers and their experiences while traveling west on the Oregon Trail from the article?*

### 3 Explain the Writing Task

Tell the students that in a few minutes they will examine another source about the pioneers who traveled west. Then they will use all of the sources and their notes to answer some questions and write their own narratives about traveling west by wagon train on the Oregon Trail.

Discuss with the students the characteristics of a well-written narrative. A narrative:

- Establishes a setting and story focus
- Establishes a point of view for the narrator
- Stays on focus throughout the narrative
- Has a plot that develops logically
- Uses descriptions and sensory details
- Has a logical conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

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## Teacher Directions for Parts 1 and 2

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### Part 1 35 MINUTES

1. Distribute copies of the source material, graphic organizer (if needed), student directions, and research questions (see Student Handouts 3–6 on pages 43–48) to each student, and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their narratives until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 4 on page 44). Remind the students they will have 35 minutes for Part 1, and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

## BREAK

## Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 7 on page 49) to each student. Make sure that the students have access to all of the sources, graphic organizers, any other notes, and their answers to the research questions. Remind the students that they may not change the answers to the research questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their narratives.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their narratives.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

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# Scoring Rubrics for Research Questions

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## 2-Point Research Rubric

### Question 1:

*How does the map add to your understanding of the boy's journal?*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives sufficient evidence of how the map adds to the reader's understanding of the journal.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives limited evidence of how the map adds to the reader's understanding of the journal.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not give evidence of how the map adds to the reader's understanding of the journal. The response may be incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

The map shows how far it is from Missouri to Oregon, and that helps me understand why the journey took so long. I can also see the mountains and rivers on the map. That helps me understand where the most difficult parts of the journey were.

#### Sample 1-Point Response

The map shows the Oregon Trail.

#### Sample 0-Point Response

The Oregon Trail is in the United States.

## 2-Point Research Rubric

### Question 2:

*If you were a pioneer traveling west by wagon train, what about the journey would be the most difficult for you? Give at least two reasons based on the sources.*

Use Evidence	
<b>2</b>	The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas. The response expresses an opinion about what part of the journey would be most difficult and gives sufficient evidence from the sources to support the opinion.
<b>1</b>	The response gives limited evidence of the ability to cite evidence to support opinions and ideas. The response expresses an opinion about what part of the journey would be most difficult and gives limited evidence from the sources to support the opinion.
<b>0</b>	The response provides no evidence of the ability to cite evidence to support opinions and ideas. The response expresses an opinion about what part of the journey would be most difficult, but does not give evidence from the sources to support the opinion.

#### Sample 2-Point Response

The most difficult part of the journey would be how long it takes. The trip would be around 2,000 miles and we would only travel 10 to 20 miles a day. We would be traveling for five or six months during different seasons. It can be difficult to travel when it is very hot or very cold.

#### Sample 1-Point Response

The most difficult part of the journey would be emptying the wagon to cross rivers.

#### Sample 0-Point Response

The most difficult part of the journey would be getting ready to go.

## 2-Point Research Rubric

### Question 3:

*If you were a pioneer traveling on the Oregon Trail, what kind of scenery would you see? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives sufficient evidence of what kind of scenery a pioneer would see along the Oregon Trail.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives limited evidence of what kind of scenery a pioneer would see along the Oregon Trail.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not give evidence of what kind of scenery a pioneer would see along the Oregon Trail. The response may be incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

If I were a pioneer traveling on the Oregon Trail, I would see flat prairie land at first. Later I might see forests when traveling through the mountains. Sometimes I would come close to a town and would see the people that lived there.

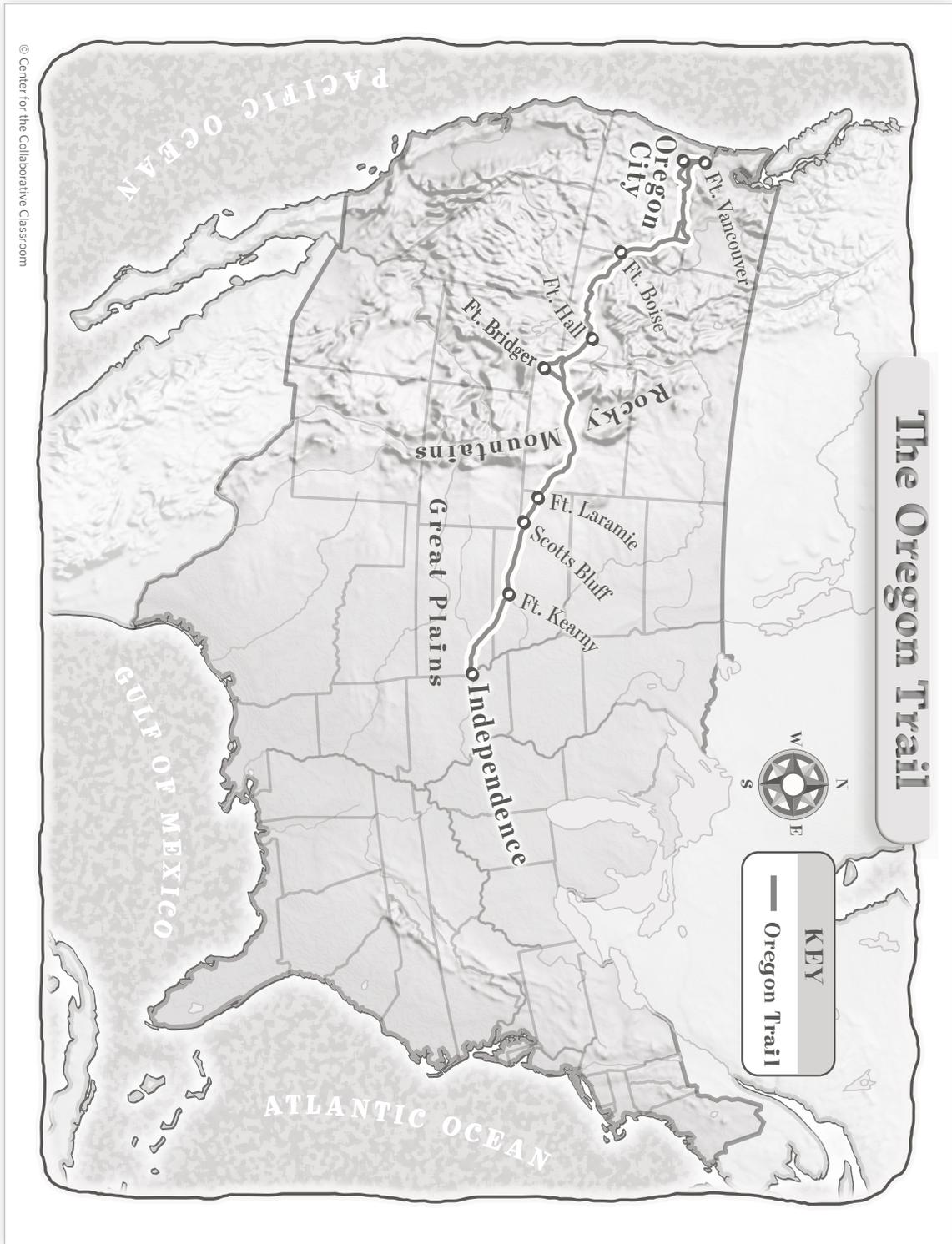
#### Sample 1-Point Response

The Oregon Trail goes through the mountains.

#### Sample 0-Point Response

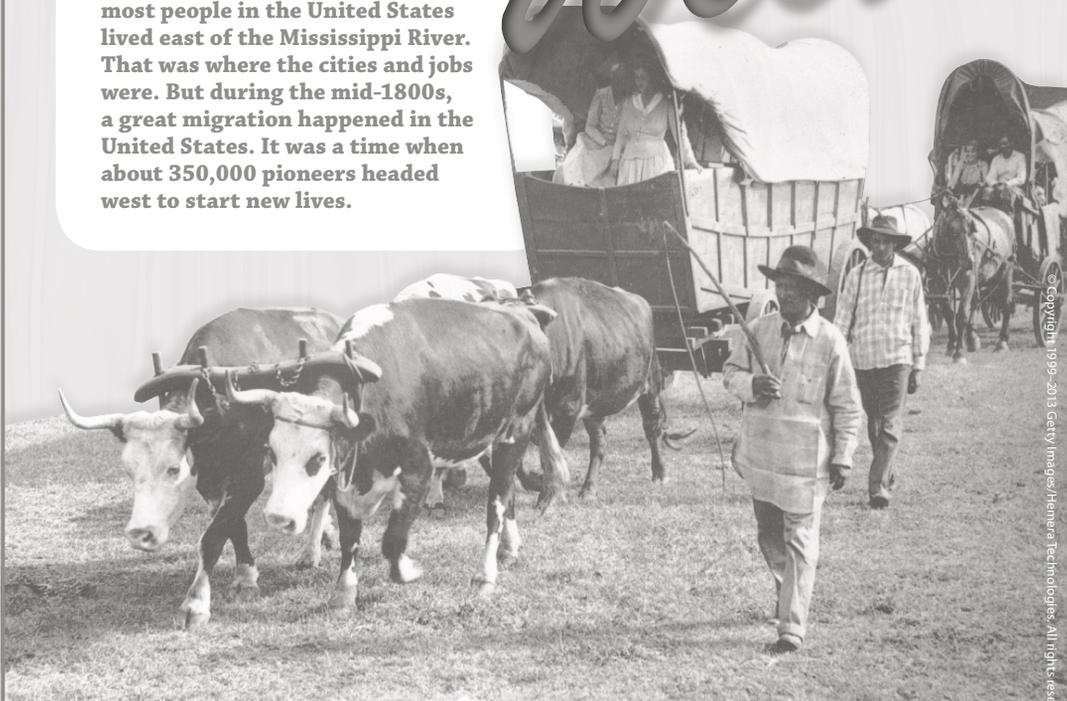
There would be lots of different kinds of scenery.

# Student Handout 1



# MOVING *West*

**IN THE EARLY 1800s, most people in the United States lived east of the Mississippi River. That was where the cities and jobs were. But during the mid-1800s, a great migration happened in the United States. It was a time when about 350,000 pioneers headed west to start new lives.**



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## **WHO WERE THESE PIONEERS?**

Some pioneers were teachers, lawyers, and doctors. Others were farmers and ranchers. Some were people who dreamed of having their own land. Others had heard there was gold in California and headed west to strike it rich.

Moving west was a risky adventure. Railroads did not yet go to the west coast. There were no roads for much of the journey. Pioneers had to make their own way west. Many pioneers, especially families, chose to travel by covered wagon. Covered wagons were pulled by oxen, horses, or mules.

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*(continues)*

## Student Handout 2 (continued)

### TRAVELING IN A COVERED WAGON

Pioneers packed all of the supplies they needed for their trip in their covered wagons. These included clothes, food, medical supplies, tools, and equipment. Most pioneers chose to head west on a route called the Oregon Trail. The Oregon Trail started in Independence, Missouri, and ended in Oregon City, Oregon. It was a big challenge. The trail was about 2,000 miles long!

Covered wagons traveled only 10 to 20 miles a day. That meant the journey would usually take five or six months. On the way, the pioneers crossed deserts, mountains, and rivers. To cross a deep river, pioneers sometimes had to unpack their wagons and put their things into boats. The pioneers also faced sickness, accidents, floods, snow, and thieves. It is estimated that one out of ten pioneers never finished the journey.

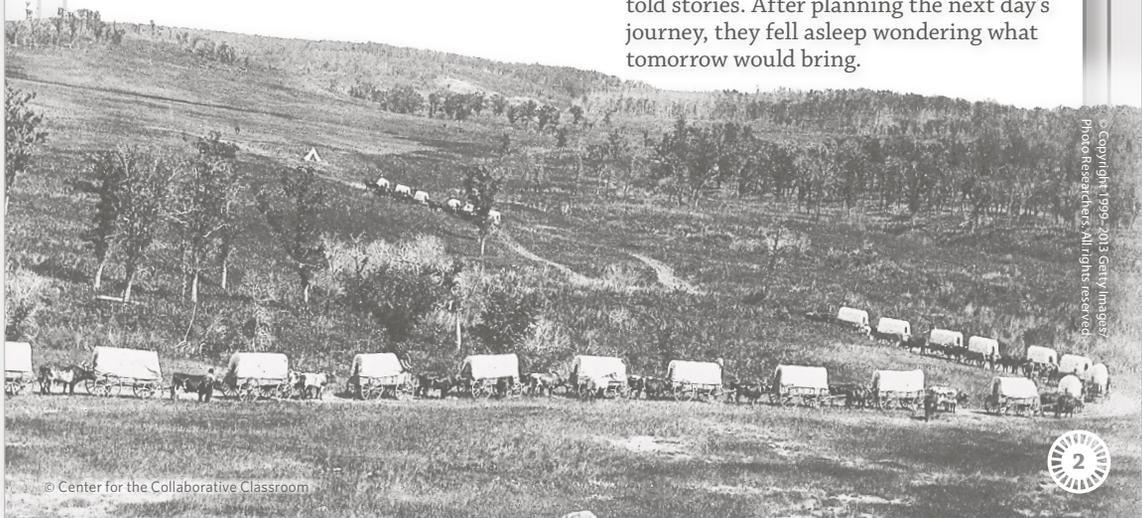


### WAGON TRAINS

Covered wagons rolled west in long lines called wagon trains. There might be 25 to 250 wagons in a wagon train. A captain led the group of wagons on the trail and made the big decisions. A scout who knew the way served as a guide during the trip. In a wagon train, people depended on each other. For example, if a wagon wheel broke, somebody might offer a spare.

During the day, most pioneers—including children—walked alongside their wagons. After a hard day's travel, a wagon train would camp for the night. The wagons looped around in a big circle to form a wall of protection. Drinking water was important for the pioneers and their animals, so they camped near water whenever possible.

Everyone had a job at camp. Clothes needed to be washed. A campfire had to be built. The animals had to be cared for. Dinner needed to be cooked. After the meal, people usually visited with others in the camp. Sometimes they sang songs and told stories. After planning the next day's journey, they fell asleep wondering what tomorrow would bring.



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# Student Handout 4

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 1

### Part 1 (35 minutes)

#### Your Task

You will read a journal written by a boy who traveled west in a wagon train on the Oregon Trail. Then you will answer three research questions about what you have learned. In Part 2, you will write a narrative about taking an imaginary trip in a wagon train. You will be able to refer to the sources, your notes, and the answers to the research questions when you write your narrative.

#### Steps to Follow

In order to plan and write your narrative, you will do the following:

1. Read the source.
2. Take notes about the information in the source using a graphic organizer.
3. Answer three research questions to help you think about key information in the source.

#### Directions for Beginning

You will have 35 minutes to read the source, take notes, and answer the research questions. Your answers will be scored.

## Student Handout 5

# My Trip on the Wagon Train

by James Parker

May 20, 1853

"Wagons ho!" Papa calls out. Papa rides on horseback next to our new covered wagon. From my seat in the front, I hold the reins. The oxen step forward, and we roll into our place in the wagon train.

Mama sits next to me holding baby Sara. Caleb walks next to the wagon. There are 80 wagons with cloth-covered tops in our wagon train. Papa's job is making sure that everyone is doing fine. That leaves me in the driver's seat. I feel very grown-up being in the front of the wagon.

The trail is very bumpy. We have to make sure everything is tied down really tight.

June 15, 1853

The prairie land here is very flat. There are meadows and fields that stretch as far as I can see.

Every day I see something new. Yesterday, I saw my first tornado! I'm really glad it was miles away. We also saw some Sioux men on horseback in the distance. Papa said they were probably out hunting.

Sometimes we pass by towns. People wave hello or walk alongside the wagons to talk. A boy my age rode a pony next to us for a while today. He told us to watch out for rattlesnakes.



(continues)

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## Student Handout 5 *(continued)*

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*July 10, 1853*

*Is it Tuesday? Thursday? It is easy to lose track out here. We wake up each morning and fix breakfast. Most days we have biscuits and bacon. Then we feed the animals, pack up, and go.*

*The days can be awfully hot. Sometimes I get sleepy in the front of the wagon. The reins slip from my fingers. Then the oxen slow down and rest in the heat. When that happens, the people in the wagons behind us shout to get moving!*

*To help stay awake today, I asked Mama if we are almost there. She told me that Oregon is still about 1,200 miles away. We are only going about 15 miles every day.*

*Even with the heat, Caleb and I don't mind being part of a wagon train. Our favorite part of the day is singing songs around the campfire after supper.*

*Not everyone feels the same way. Some people have gotten sick. Others have had accidents or just cannot take the strain of such a long, hard trip. Some of those people have turned around and headed back to Missouri.*

*August 9, 1853*

*Today there were thunderstorms. The lightning frightened baby Sara and the animals.*

*This morning, I spotted a rattlesnake along the trail and thought about the boy on the pony. The snake was coiled up, shaking its tail as a warning. I steered our wagon away from it.*

*(continues)*

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## Student Handout 5 *(continued)*

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*Along the way, I have seen many things on the trail. Broken wagon wheels dot the path. Horse and ox bones have turned white in the sun. Here and there is a lonely grave. It reminds me that we have been luckier than a lot of folks.*

*Our wagon train keeps getting smaller. Some families have left and are headed south for Utah or Texas.*

*September 22, 1853*

*We are in the mountains now. There are green forests and steep trails. The oxen need to rest more often. Some days we can only go 5 miles. We must get through the mountains before winter!*

*Yesterday, we crossed a shallow river. It didn't look the least bit dangerous. We didn't even unpack the wagon to cross. But then one of the wheels got stuck in the rocks in the riverbed. The wagon was leaning to one side. We were afraid that all of our belongings would wind up in the water. Papa and some of the other men had to dig up the rocks to free the wagon.*

*October 18, 1853*

*A gentle mist fell as our wagon rolled into Oregon City today. I saw some people pointing at our covered wagon. I turned and noticed that the clean white top is now torn and dirty. I looked over at Caleb. He is brown and lean now. Not the soft city boy he was last spring. And baby Sara has started to talk! I expect I have changed, too.*

*Tonight we will all get much-needed rest. Tomorrow Papa will go to see about buying some land. I can hardly wait to find out what our new life here will be like!*



---

# Student Handout 7

---

NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 2

### Part 2 (70 minutes)

#### Your Task

You will have 70 minutes to write your narrative. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers. Your narrative should use details from the sources.

#### Your Writing Assignment

Imagine you are a pioneer traveling west in a wagon train on the Oregon Trail. Write a narrative about your trip. You can be any character you like. Your narrative might be about your thoughts and feelings while traveling. Perhaps you met some interesting people or had some exciting adventures. Just make sure to use information from the sources in your narrative.

#### Begin Work on Your Narrative

Manage your time carefully so that you can:

- Plan your narrative (15 minutes)
- Write your narrative (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

#### Things to Remember

Remember that a well-written narrative:

- Establishes a setting and story focus
- Establishes a point of view for the narrator
- Stays on focus throughout the narrative
- Has a plot that develops logically
- Uses descriptions and sensory details
- Has a logical conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar



# Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners able to agree about what information to include in their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to describe the sights they might see along the trail?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to describe the experiences they might have while traveling in a wagon train?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they writing notes in their own words?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the journal to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand what each question is asking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to incorporate details from their notes and the sources in their responses?</li> </ul>			
Other observations:			

**Considerations:**

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to introduce the topic and the setting in the opening paragraph of the story?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their stories?			
Other observations:			

**Considerations:**

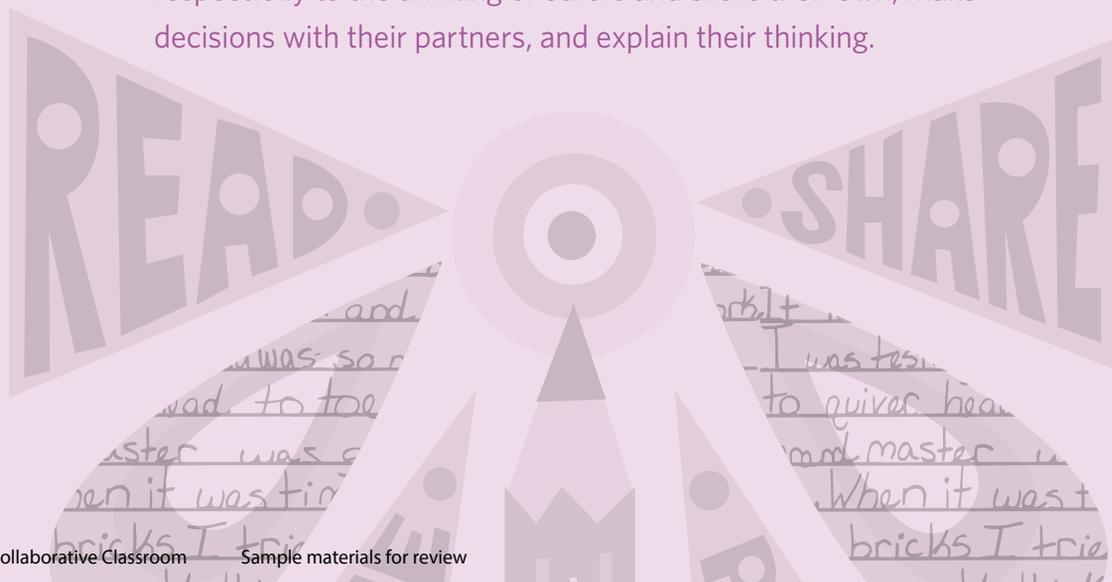
If you notice a student having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your story? What might you write to introduce the topic and the setting of the story?*
- Q *How might you use your notes to help you decide what to write in your story?*
- Q *What information from your notes or the sources might you use to describe [traveling in a wagon train]?*

# Unit

# Informative/ Explanatory Writing

During this one-week unit, the students prepare for the informative/explanatory writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about informative/explanatory (nonfiction) writing and complete a practice performance task as a class, guided by the teacher. The students begin by watching two short videos and reading two articles from a simulated website about exploring Mars. They each take notes about what they learn, and use information from the sources and their notes to answer research questions and write a report about the topic. Socially, the students listen respectfully to the thinking of others and share their own, make decisions with their partners, and explain their thinking.



## RESOURCES

### Source Materials

- “Mars in a Minute: Is Mars Red Hot?” video
- “Mars in a Minute: How Do You Get to Mars?” video
- “Mars: Exploring a New Frontier” article
- “The Challenges of Space Travel” article

### Extensions

- “Complete a Diagnostic Proofreading Passage”
- “Complete a Writing Practice Performance Task Independently”

### Guided Practice Performance Task: Informative/Explanatory Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–7

### Assessments

- “Class Assessment Record” sheets



## Online Resources

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

### Whiteboard Activities

- WA1–WA6

### Instructional Media

- “Mars in a Minute: Is Mars Red Hot?” video (IV1)
- “Mars in a Minute: How Do You Get to Mars?” video (IV2)

### Reproducibles

- “Mars: Exploring a New Frontier” article (BLM1)
- “Article 1 Notes” graphic organizer (BLM2)
- “Student Directions for Part 1” (BLM3)
- “The Challenges of Space Travel” article (BLM4)
- “Article 2 Notes” graphic organizer (BLM5)
- “Research Questions” sheet (BLM6)
- “Student Directions for Part 2” (BLM7)

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p><b>Watching Videos, Reading an Article, and Taking Notes:</b>            “Mars in a Minute” videos:            “Is Mars Red Hot?” and            “How Do You Get to Mars?”            “Mars: Exploring a New Frontier” article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Thinking about what they have learned about good nonfiction writing</li> <li>Taking notes from an article</li> <li>Using graphic organizers to sort information</li> </ul>	<p><b>Reading an Article and Taking Notes:</b>            “The Challenges of Space Travel” article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Taking notes from an article</li> <li>Using graphic organizers to sort information</li> </ul>	<p><b>Writing Responses to Research Questions</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write responses to research questions</li> <li>Reflecting on and revising responses to research questions</li> </ul>	<p><b>Writing a Report</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write reports</li> </ul>	<p><b>Revising and Proofreading a Report</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Revising reports</li> <li>Proofreading reports</li> </ul>

# Week OVERVIEW



## “Mars in a Minute: Is Mars Red Hot?” video (IV1)

Learn about the temperature of Mars in this video.



## “Mars: Exploring a New Frontier” article (BLM1)

This article discusses the possibility of humans exploring Mars.



## “Mars in a Minute: How Do You Get to Mars?” video (IV2)

This video provides future space travelers with tips to remember when planning a trip to Mars.



## “The Challenges of Space Travel” article (BLM4)

The many challenges of long-distance space travel are discussed in this article.

### Writing Focus

- Students reflect on what they have learned about informative/explanatory (nonfiction) writing.
- Students watch and discuss two videos about the topic.
- Students read two articles about the topic and take notes.
- Students answer research questions about the topic, and plan and write reports.
- Students revise and proofread their writing.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions together.
- Students explain their thinking.

## DO AHEAD

- ✓ Prior to Day 1, read “Guided Practice Performance Task: Informative/Explanatory Writing” on pages 84–88. This unit’s lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support and guidance from the teacher. For more information about how the

(continues)

## DO AHEAD *(continued)*

performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 60.

- ✓ Prior to Day 1, watch the videos “Mars in a Minute: Is Mars Red Hot?” (IV1) and “Mars in a Minute: How Do You Get to Mars?” (IV2) to familiarize yourself with the content.
- 

IV1



IV2
- ✓ Prior to Day 1, read the article “Mars: Exploring a New Frontier” (BLM1) to familiarize yourself with the content.
  - ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the “Article 1 Notes” graphic organizer (BLM2) the students will use.
  - ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the student handouts (see “Reproducibles” on page 56). Make a class set of copies of each handout listed, except for the “Student Directions for Part 1” (BLM3). You might want to have extra copies of the graphic organizer available for the students.
  - ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
  - ✓ Prior to Day 2, read the article “The Challenges of Space Travel” (BLM4) to familiarize yourself with the content.
  - ✓ Prior to Day 2, prepare a sheet of chart paper so that it resembles the “Article 2 Notes” graphic organizer (BLM5) the students will use.
  - ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 102.
  - ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM6) the students will use. You may want to write each question on a separate piece of chart paper.
  - ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 103.
  - ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 104.

*“The difference between school and life? In school, you’re taught a lesson and then given a test. In life, you’re given a test that teaches you a lesson.”*

— Tom Bodett

Think about a time when you took an important test. What was the purpose of the test? What did you do to prepare for it? How did you feel before, during, and after the test? How might your experience help you prepare your students for a high-stakes test? Write about your memories and reflections.

# Day 1

## Watching Videos, Reading an Article, and Taking Notes

### Materials

- “Mars In a Minute: Is Mars Red Hot?” video (IV1)
- “Mars In a Minute: How Do You Get to Mars?” video (IV2)
- Copy of the article “Mars: Exploring a New Frontier” (BLM1) for each student
- Chart paper and a marker
- “Mars: Exploring a New Frontier” chart (WA1)
- “Article 1 Notes” chart, prepared ahead
- “Article 1 Notes” graphic organizer (BLM2) for each student
- A writing folder for each student

### Teacher Note

We recommend that you teach this unit after the class completes the Expository Nonfiction genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 4 and then finish the lesson later in the day or the next day.

### Teacher Note

The partners you assign today will stay together for the entire unit.

### In this lesson, the students:

- Work with new partners
- Reflect on what they know about good nonfiction (informative/explanatory) writing
- Watch and discuss two videos
- Read and discuss an article about exploring Mars
- Take notes on the article as a class and in pairs
- Explain their thinking

### ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete an informative/explanatory writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students’ writing is neither timed nor scored. This unit’s performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is exploring Mars, and the task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own reports). For more information about each section, see “Task Overview” on page 85. For the complete performance task on which this unit’s instruction is based, see “Guided Practice Performance Task: Informative/Explanatory Writing” on pages 84–88.

## GETTING READY TO WRITE

### 1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other’s names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as strong readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing nonfiction writing, and explain that nonfiction writing—also called informative or explanatory writing—is one type of writing they will do on the end-of-year performance task. Tell the students that during the next several days they will learn strategies for doing well on the informative/explanatory writing portion of the performance task.

## 2 Discuss What the Class Has Learned About Informative Writing

Point out that the students have learned a lot about how to write good informative, or nonfiction, pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good informative, or nonfiction, writing?*
- Q *What did you do to make your informative piece interesting and easy to read?*

### Students might say:

“It grabs the reader’s attention right from the start.”

“I agree with [Luca]. I also think that it is based on research. It includes facts about a topic.”

“It uses transition words to connect thoughts.”

“In addition to what [Park and Marta] said, it is clearly organized and makes sense.”

“Sometimes it includes maps and photographs about the topic.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Informative Writing.” If the students do not mention the following qualities of good informative writing, briefly review them and add them to the chart.

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

### What We Have Learned About Informative Writing

- Uses strong opening and closing sentences
- Is based on research
- Presents facts about a topic
- Uses transition words
- Sometimes includes text features
- Is clearly organized and makes sense
- Makes the reader want to know more about the topic
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good informative writing in mind as they prepare for the informative/explanatory writing performance task.

### 3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task. They will watch two videos and read an article about the topic. In the coming days, they will learn more about the topic by reading another article. Then, as a class, they will use what they learned to answer research questions and write reports about the topic.

Tell the students that they are going to learn about exploring Mars. Write the words *astronaut* and *atmosphere* where everyone can see them. Explain that an *astronaut* is a “person who travels into outer space,” and that when astronauts travel to outer space they leave Earth’s atmosphere. Tell the students that *atmosphere* is the “mass of gases that surround Earth or another planet.”

Write the word *oxygen* where everyone can see it and tell the students that *oxygen* is a “gas found in Earth’s atmosphere” and that humans need to breathe oxygen to stay alive. Explain that there is no oxygen to breathe in outer space, so astronauts need to bring it with them when they travel there.

Write the words *space capsule* and tell the students that this is the “small part of a spaceship where people and animals ride.” Explain that it is a sealed container that provides pressure and air for astronauts to breathe while in outer space.

## 4 Watch and Discuss the Videos

Tell the students that they will now watch two videos about Mars from a website called “Mission to Mars.” The first video discusses the temperature on Mars, and the second video describes how to travel through space to Mars. Explain that you will play the videos, and after each one you will ask the students to talk in pairs about what they learned. Then they will read and discuss an article from the “Mission to Mars” website.

Play the video “Mars in a Minute: Is Mars Red Hot?” (🎥 IV1). Ask:



**Q** *What did you learn about Mars in the video you just saw? Turn to your partner.*

Have a few volunteers share their thinking with the class.

### Students might say:

“Mars is much colder than Earth because it’s farther from the Sun.”

“The atmosphere on Mars is much thinner than on Earth.”

“If you visited Mars, you would have to wear a space suit to stay warm.”

Play the next video “Mars in a Minute: How Do You Get to Mars?” (🎥 IV2) and follow the same procedure to have the students discuss what they learned.

## 5 Introduce the Article and Read It Aloud with Stops

Tell the students that now they will read an article from the same website. Explain that this article discusses space exploration and why scientists think it might be possible for humans to live on Mars. It also describes some of the challenges humans would face if they tried to live on Mars. Display the “Mars: Exploring a New Frontier” chart (🎥 WA1) and distribute a copy of the article (BLM1) to each student. Tell the students that for this task you will read the article aloud, but when they do performance tasks on their own they will read any source materials independently.

Explain that you will stop during the reading to have pairs discuss what they learned. Ask them to follow along as you read the article aloud; then read the title and the first part of the article aloud, slowly and clearly.

Stop after:

“That leaves Mars, the planet closest to Earth.”

Ask and briefly discuss:



**Q** *What did you learn about space exploration or surviving on Mars in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Following the same procedure, have the students discuss what they learned at the next two stops:

“They will also protect people from harmful solar radiation.”

“The next step in exploring Mars is to send humans there.”

### Teacher Note

If the students struggle to answer the question, you might play the video a second time and then repeat the question.

### Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, website, or article.”

## WRITING TIME

### 6 Reread the Article and Take Notes as a Class and in Pairs

Post the “Article 1 Notes” chart that you prepared ahead and distribute a copy of the “Article 1 Notes” graphic organizer (BLM2) to each student.

Tell the students that you will read the article again, and that as a class they will use a note-taking chart, called a *graphic organizer*, to take notes on what they are learning about exploring Mars. Explain that the graphic organizer has a column to list general facts about Mars, a column to list challenges of surviving on Mars, and a section at the bottom for other notes. Point to and read each column heading aloud. Explain that you will read the article again and stop three times. At each stop, the students will discuss what they have learned and where they will record their notes on the graphic organizer.

Read the article and stop (as you did before) after:

“That leaves Mars, the planet closest to Earth.”

Discuss as a class:

**Q** *What more did you learn about space exploration or surviving on Mars in the part of the article you just heard?*

**Q** *Where might you put a note saying that [Mars is the closest planet to Earth] on the graphic organizer? Why?*

#### Students might say:

“I learned that the first human walked on the Moon in 1969. That should go in the ‘Other Notes’ section.”

“The Moon is not a good place for humans because it does not have water or oxygen. We should put that in the ‘Other Notes’ section because it isn’t a fact about Mars or a challenge of surviving on Mars.”

“We can write that Mars is the closest planet to Earth in the left-hand column because it is a fact about Mars.”

“I learned that it is too cold for humans to live on Mars without protection. I think that belongs in the right-hand column.”

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers.

Using the same procedure, read the next section of the article. Have the students discuss what they learned as a class, and model taking notes.

Stop after:

“They will also protect people from harmful solar radiation.”

### Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer’s own words rather than copied exactly from the source.



At the last stop, have the students discuss what they learned in pairs (rather than as a class) and record their notes on their graphic organizers. Stop after:

"The next step in exploring Mars is to send humans there."

Have a few volunteers share what they discussed and where they recorded their notes on the graphic organizer. As they share, add their ideas to the chart.

Article 1 Notes	
"Mars: Exploring a New Frontier"	
Facts About Mars	Challenges of Surviving on Mars
<ul style="list-style-type: none"> <li>- scientists think it is possible for humans to live on Mars</li> <li>- closest planet to Earth</li> <li>- atmosphere is mostly carbon dioxide</li> <li>- water is in the ice caps on the poles</li> <li>- some water vapor in its atmosphere</li> <li>- it is cold</li> <li>- has harmful solar radiation and sand and dust storms</li> <li>- day/night cycle is 40 minutes different than Earth's</li> <li>- "rovers" sent to collect soil samples and take pictures</li> </ul>	<ul style="list-style-type: none"> <li>- scientists would have to turn the carbon dioxide on Mars into oxygen for humans to breathe</li> <li>- need special clothing and shelter</li> <li>- low atmospheric pressure on Mars would make a human's blood boil and then freeze</li> <li>- need to live in habitats that control the pressure and temperature</li> <li>- would have to wear space suits and carry their own oxygen</li> <li>- different day/night cycles could affect people's sleep</li> </ul>
<p>Other Notes:</p> <ul style="list-style-type: none"> <li>- space exploration began with Sputnik I in 1957</li> <li>- first human walked on the Moon in 1969</li> <li>- the Moon does not have the amounts of water and oxygen humans need to live</li> <li>- planets beyond Earth are made of gas</li> <li>- Mercury and Venus are too hot for humans</li> </ul>	

Tell the students that tomorrow they will learn more about the challenges of exploring Mars by reading another article from the same website.

### Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing each idea in the appropriate places on the chart.

### Teacher Note

Save the “What We Have Learned About Informative Writing” chart and the “Article 1 Notes” chart to use throughout the unit.

# Day 2

### Materials

- Copy of the article “The Challenges of Space Travel” (BLM4) for each student
- “Article 1 Notes” chart from Day 1
- “Student Directions for Part 1” chart (WA2; also available as BLM3)
- “The Challenges of Space Travel” chart (WA3)
- “Article 2 Notes” chart, prepared ahead
- “Article 2 Notes” graphic organizer (BLM5) for each student
- A marker
- “Class Assessment Record” sheet (CA1)

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

## SHARING AND REFLECTING

### 7 Reflect

Ask and briefly discuss:

Q *In what ways did you and your partner work well together today?*

## Reading an Article and Taking Notes

### In this lesson, the students:

- Review what they have learned about exploring Mars
- Read and discuss an article about the topic
- Take notes on the article in pairs
- Make decisions together
- Work in a responsible way

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Review that the students are working together to complete an informative writing task about exploring Mars to prepare for the end-of-year performance task. Remind the students that yesterday they discussed what they have learned about good informative writing. They also watched two videos and read an article about surviving on Mars, discussed them as a class, and took notes on the article.

Direct the students’ attention to the “Article 1 Notes” chart from Day 1. Briefly review the notes by asking:

Q *What did you learn about space exploration or Mars from the article we read yesterday?*

Tell the students that today they will learn about the challenges of traveling through space by reading another article.

## 2 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (WA2). Explain that these are directions for the first part of the performance task, in which the students read another article from the same website and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the article aloud rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

## 3 Introduce the Article and Read It Aloud with Stops

Tell the students that now they will read an article that discusses some of the challenges of space travel and talks about what kind of person makes a successful astronaut. Display the “The Challenges of Space Travel” chart (WA3) and distribute a copy of the article (BLM4) to each student. Remind the students that for this task you will read the article aloud as you did yesterday, but when they do performance tasks on their own they will read any source materials independently. Ask them to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title and the first two paragraphs of the article aloud, slowly and clearly. Stop after:

“It takes a special kind of person to do this.”

Ask:



**Q** *What did you learn about the challenges of space travel in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Following the same procedure, have the students discuss what they learned at the next two stops:

“For the long trip to Mars, it will be very important to find astronauts who can sleep without the natural rhythms of Earth’s day and night.”

“Their bravery will make the first step in sending humans to Mars possible.”

## WRITING TIME

### 4 Reread the Article and Take Notes in Pairs

Post the “Article 2 Notes” chart that you prepared ahead and distribute a copy of the “Article 2 Notes” graphic organizer (BLM5) to each student. Explain that as you read the article again you will stop, and partners will discuss what more they learned and then write notes in the appropriate

### Teacher Note

The purpose of showing the “Student Directions for Part 1” chart (WA2) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of “following” the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

places on their own graphic organizers. Remind the students that they will use the notes later to help them answer research questions and write reports about exploring Mars.

Read the article and stop (as you did before) after:

“It takes a special kind of person to do this.”

Ask the following questions one at a time, without discussing them as a class:

- Q *What did you learn about the challenges of space travel in the part of the article you just heard?*
- Q *Where will you write a note about what you have learned on the graphic organizer, and why will you write the note there?*



Say “Turn to your partner,” and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate place on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 102.

After a few minutes, ask volunteers to share their thinking about what they learned and where they recorded notes on their graphic organizers. Then add their ideas to the chart.

Using the same procedure, stop, discuss, and take notes at the following places in the article:

“For the long trip to Mars, it will be very important to find astronauts who can sleep without the natural rhythms of Earth’s day and night.”

“Their bravery will make the first step in sending humans to Mars possible.”

Article 2 Notes  
 “The Challenges of Space Travel”

Facts About Traveling in Space	Challenges of Space Travel for Astronauts
<ul style="list-style-type: none"> <li>- no sunrise and sunset, no day and night in outer space</li> <li>- not getting enough sleep affects people’s thinking, emotions, and health</li> <li>- astronauts travel in space capsules</li> <li>- muscles and bones become weak because there is less gravity</li> </ul>	<ul style="list-style-type: none"> <li>- must take everything you need with you</li> <li>- need to fix everything yourself in emergency situations (no 911!)</li> <li>- no day and night can make it hard to sleep</li> <li>- have to live in a small space with other people</li> <li>- everything floats because there is less gravity</li> <li>- being weightless weakens muscles and bones</li> <li>- miss family and friends</li> </ul>

Other Notes:

- takes 7 or 8 months to get to Mars
- Linenger was on a space station for 5 months and lost 65% of his strength and 14% of his bone mass
- scientists are looking for ways to keep astronauts healthy during the voyage; one idea is to build a space capsule that spins and creates gravity for astronauts in space

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about exploring Mars. Have them put their materials inside their folders.

## SHARING AND REFLECTING

### 5 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read an article more than once, like we did today?*
- Q *What did you do to work in a responsible way?*

### Teacher Note

Save the “Article 2 Notes” chart to use throughout the rest of the unit.

# Day 3

## Writing Responses to Research Questions

### Materials

- “Article 1 Notes” chart from Day 1
- “Article 2 Notes” chart from Day 2
- “Research Questions” chart, prepared ahead
- Copy of “Research Questions” sheet (BLM6) for each student
- A marker
- “Mars: Exploring a New Frontier” chart (WA1) from Day 1
- “The Challenges of Space Travel” chart (WA3) from Day 2
- “Class Assessment Record” sheet (CA2)

### In this lesson, the students:

- Read and discuss research questions about exploring Mars as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Refer to the article notes charts from Days 1 and 2 and review that the students watched two videos and read two articles about exploring Mars and took notes about what they learned. Explain that today they will use their notes and the articles to answer research questions about exploring Mars.

### 2 Model Reading a Question and Writing a Response

Post the “Research Questions” chart that you prepared ahead. Distribute a copy of the “Research Questions” sheet (BLM6) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking why Mars is “a better place for humans to live than the Moon.” Underline that phrase on the chart.

Point to the statement following the question and read it aloud. Explain that “use details from the sources” means that the students should use facts and other details from their article notes and the sources to write their responses.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the “Mars: Exploring a New Frontier” chart (WA1) and point out that most of the information you need to answer this question will be in this article and in your notes. Be sure to model reviewing your notes and the article for the information you need.

**You might say:**

“I know the question is asking me to describe why Mars is a better place for humans to live than the Moon. In my notes for the first article, I wrote that the Moon does not have the amount of water and oxygen that humans need to live. There is part of my answer right there! I’ll write: *The Moon does not have enough water or oxygen for humans to survive.* My notes also say that there is water in the ice caps on the poles of Mars and some water vapor in the atmosphere on Mars. I’ll write: *Mars has water in its polar ice caps and in the atmosphere.* I remember that the article says that the atmosphere on Mars is mostly carbon dioxide but that scientists know how to turn it into oxygen. (Point to the paragraph in the article where you found this information.) I’ll write: *Also, the carbon dioxide in Mars’ atmosphere can be turned into oxygen for humans to breathe.*”

### Research Questions

1. Why is Mars a better place for humans to live than the Moon? Use details from the sources in your answer.

*The Moon does not have enough water or oxygen for humans to survive. Mars has water at its polar ice caps and in the atmosphere. Also, the carbon dioxide in Mars’ atmosphere can be turned into oxygen for humans to breathe.*

### 3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own response on their “Research Questions” sheets.

Point to Question 2 on the “Research Questions” chart and read it aloud twice. Ask and discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for information about “what happens to humans when they spend a long time in outer space” and for “details from the sources.” Underline those key phrases on the chart.

### Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources, including videos, as they respond to questions and write extended pieces.

Follow the same procedure to discuss Question 3. If necessary, explain that the question is asking for information about “the challenges of living on Mars” and for “details from the sources.” Point out that both articles contain information they can use to answer this question.

## WRITING TIME

### 4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his “Research Questions” sheet. Remind the students to use details from their notes and from the articles in their responses. As the students work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate details from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the sources can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 103.

### 5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes.

**Q** Do you think your response does a good job of describing what happens to humans when they are in space for a long time? If not, what might you add or take out to improve it?

**Q** Do you think your response includes enough details from the sources? If not, what details might you add?

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to their sources and notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

**Q** Do you think your response does a good job of explaining the challenges of living on Mars? If not, what might you add or take out to improve it?

**Q** Do you think your response includes enough details from the sources? If not, what details might you add?

## SHARING AND REFLECTING

### 6 Share Responses and Reflect

Have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Following the same procedure, model writing a response to Question 3.

#### Research Questions

2. What happens to humans when they spend a long time in outer space? Use details from the sources in your answer.

People are weightless in outer space. It makes their muscles and bones get weak.

3. What are some of the challenges of living on Mars? Use details from the sources in your answer.

If humans go to Mars, they will need to live inside habitats for protection. They will have to make their own oxygen to breathe. When they go outside, they will have to wear space suits and carry their own oxygen.

Have the students reflect on their work by asking:

**Q** Do you think your notes helped you write good responses to the questions? Why or why not?

Tell the students that tomorrow they will each use the sources, their notes, and their answers to the research questions to write reports about exploring Mars. Have them put their materials inside their folders.

#### Teacher Note

Save the “Research Questions” chart to use on Day 4.

# Day 4

## Writing a Report

### Materials

- “Student Directions for Part 2” chart (WA4)
- Copy of “Student Directions for Part 2” (BLM7) for each student
- “What We Have Learned About Opinion Writing” chart from Day 2
- “Article 1 Notes,” “Article 2 Notes,” and “Research Questions” charts from Day 3
- “Mars: Exploring a New Frontier” chart (WA1) from Day 3
- “The Challenges of Space Travel” chart (WA3) from Day 3
- Lined writing chart (WA5) for modeling
- “Writing Time” chart (WA6)
- Supply of lined paper for writing reports
- “Class Assessment Record” sheet (CA3)

### Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

### In this lesson, the students:

- Plan and write reports about exploring Mars
- Include qualities of a well-written report in their writing
- Reflect on how they felt about writing their reports
- Listen respectfully to the thinking of others

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about exploring Mars. Explain that today they will work together on the second part of the task—writing reports about exploring Mars.

### 2 Introduce and Discuss the Report-writing Task

Display the “Student Directions for Part 2” chart (WA4) and distribute a copy of the directions (BLM7) to each student. Explain that these are directions for the second part of the performance task, in which each student writes a report about exploring Mars. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their reports. Remind the students that when they do performance tasks on their own later, they will need to follow the directions exactly.

Ask the students to listen as you read each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the sources, their notes, and their answers to the research questions to help them write their reports. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.
2. Read the section “Your Writing Assignment” aloud and review that each student needs to write a report about exploring Mars. Remind them what information they are to include and that they should use details from the sources in their reports.

3. Read the section “Begin Work on Your Report” aloud and point out the information that is relevant for this performance task (for example, “plan,” “write,” and “revise”) and underline it.
4. Read the list of qualities of a well-written report aloud. Point out that the list is similar to the list the class created on the “What We Have Learned About Informative Writing” chart. Tell the students that they may refer to both lists as they write their reports.

Ask and briefly discuss:

**Q** *What questions do you have about the directions for writing the report?*

Tell the students that they will do the writing task together as a class and that this will help prepare the students to do a task like this on their own.

### **3** Model Planning and Starting the Report

Tell the students that you will model writing the first two paragraphs of the report. Remind them that the report needs to discuss exploring Mars, including reasons why scientists have chosen Mars, the challenges of space flight to Mars, and what life on Mars would be like for astronauts. Tell them that you will write an opening paragraph to introduce the topic of the report, and then you will write a paragraph about why scientists think humans can live on Mars. Direct the students’ attention to the qualities of a well-written report in the directions (BLM7) and explain that as you write the report, you will include these qualities in your writing.

Display the lined writing chart (WA5) and model writing a paragraph that introduces the topic and establishes the main idea. Then write a paragraph about why scientists chose Mars. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written report, such as clear organization, transition words to connect ideas, and evidence from the sources to support the main idea.

**You might say:**

“My opening paragraph needs to introduce the topic, or main idea, of the report and make the reader want to know more about it. I’ll write: *Could you imagine going to another planet? People have wanted to figure out how to travel to other planets for a long time. Scientists believe that Mars is the only other planet where humans might be able to live. However, living there will be difficult. Getting there will also be a challenge.* This shows I understood the assignment because I’ve introduced the topic of the report and some ideas that will be discussed in the report. I think the first sentence will hook my reader because it is a question and will make my reader want to keep reading.

The next paragraph will be about why scientists think humans can live on Mars. I have a lot of information about this in the first column and 'Other Notes' section of my notes. My response to Question 1 also provides useful information. I'll write: *Humans need water and oxygen to live. Mars has water in polar ice caps and in the atmosphere. Oxygen can be made out of the carbon dioxide that is in the atmosphere on Mars.* In my notes, I wrote that the day and night cycle on Mars is only about 40 minutes different than Earth's. The second article said that scientists think humans can get used to this difference. I think these are important details to include, so I'll write: *Mars is also a good choice because its day and night cycle is only about 40 minutes different than Earth's. Scientists think humans on Mars can get used to this difference.*"

WAS

*Could you imagine going to another planet? People have wanted to figure out how to travel to other planets for a long time. Scientists believe that Mars is the only other planet where humans might be able to live. However, living there will be difficult. Getting there will also be a challenge.*

*Humans need water and oxygen to live. Mars has water in polar ice caps and in the atmosphere. Oxygen can be made out of the carbon dioxide that is in the atmosphere on Mars. Mars is also a good choice because its day and night cycle is only about 40 minutes different than Earth's. Scientists think humans on Mars can get used to this difference.*

After you have modeled writing the first two paragraphs of the report, stop and explain that during Writing Time today the students will write their own reports about exploring Mars. Explain that the students will use their notes and sources to write an opening paragraph and several other paragraphs about the ideas listed in the directions. Use "Think, Pair, Share" to discuss:



**Q** *What might you write about in your report today? [pause] Turn to your partner.*

After a few moments, signal for the students' attention and remind them that each student will write her own report. Explain that you will finish your report, and share it with the class tomorrow.

# WRITING TIME

## 4 Write Reports

Explain that when the students complete the actual performance task they will write their reports using a computer, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that they will use this paper to write their reports. Display the “Writing Time” chart (WA6) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA6

### Writing Time

- Reread the writing assignment in “Student Directions for Part 2.”
- Write an opening paragraph that introduces the topic and hooks the reader.
- Include evidence (facts and other details) from the sources in your writing.
- Include transition words and other qualities of a well-written report in your writing.
- Write a conclusion that wraps up the writing.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does their writing indicate that they understand the task?
- Are they able to introduce the topic in the opening paragraph of the report?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their reports?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your report? What might you write in the opening paragraph to introduce the topic?*
- Q *How might you use your notes to help you organize your report?*
- Q *What information from your notes or the sources might you use to explain [what the challenges of space travel are]?*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 104.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their reports. Have them put their materials in their folders.

### Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your report (see the diagram in Day 5, Step 2 on page 79). Include evidence from the sources, transition words, and other qualities of a well-written report in your writing. Save your completed report on the lined writing chart (WA5).

# Day 5

### Materials

- Completed report on the lined writing chart (WA5) from Day 4
- “Student Directions for Part 2” chart (WA4) from Day 4

## SHARING AND REFLECTING

### 5 Reflect on Writing Reports

Ask and briefly discuss:

- Q *What did you enjoy about writing your report today? What did you find challenging?*
- Q *What did you and your partner do to listen respectfully to each other as you shared about what you might write in your reports?*

## Revising and Proofreading a Report

### In this lesson, the students:

- Revise their reports
- Proofread their reports
- Express interest in and appreciation for one another’s writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Remind them that yesterday they each planned and wrote a report about exploring Mars. Explain that today they will have the opportunity to revise and proofread their reports.

### 2 Discuss Your Report

Display the completed report on the lined writing chart (WA5) and tell the students that yesterday you finished your report. Ask them to follow along as you read it aloud. Review that the opening paragraph introduces the topic, or main idea, and hooks the reader. In the remaining paragraphs, point out the clear organization, the use of evidence from the sources, the use of transition words to connect ideas, and other qualities of a well-written report.

**You might say:**

"I introduced the topic of exploring Mars in the first paragraph. I tried to hook the reader by asking an interesting question. I think that will make the reader want to keep reading to find out more.

My report is clearly organized. After the introduction, I wrote a paragraph about why scientists think humans can live on Mars, a paragraph about the challenges of traveling in space, and a paragraph about what life would be like for astronauts living on Mars. I stayed on the topic throughout the report.

I included specific evidence from the sources to support the topic of each paragraph. For example, when explaining why scientists think people can live on Mars, I included details about how Mars has some of the water and oxygen that humans will need to live. Also, when describing the challenges of getting and living there, I discussed specific examples, like the difference in gravity and the need to wear space suits.

I used transition words to connect one idea to the next. For example, in the first paragraph, I used the word *although* to show I was introducing a contrasting idea. I did the same thing at the start of the third paragraph. In the second paragraph about why scientists chose Mars, I used the word *also* when giving reasons why humans might be able to live on Mars. In other places in my report, I used words like *however*, *additionally*, and *another* to connect ideas.

My concluding sentence, *Living on Mars is possible, but it will not come without challenges!* sums up the report and lets the reader know the piece has come to an end."

WA5

Could you imagine going to another planet? People have wanted to figure out how to travel to other planets for a long time. Scientists believe that Mars is the only other planet where humans might be able to live. However, living there will be difficult. Getting there will also be a challenge.

Humans need water and oxygen to live. Mars has water in polar ice caps and in the atmosphere. Oxygen can be made out of the carbon dioxide that is in the atmosphere on Mars. Mars is also a good choice because its day and night cycle is only about 40 minutes different than Earth's. Scientists think humans on Mars can get used to this difference.

Although humans might be able to live on Mars, getting there will be a challenge. It will take 7 to 8 months to get to

(continues)

(continued)

WA5

Mars. Since there is no day or night in space, astronauts may have trouble sleeping. Without enough sleep, they may have trouble thinking clearly. One of the biggest challenges of traveling to Mars, however, is that there is less gravity in space than there is on Earth. With less gravity, the astronauts will feel weightless and float free. Over time, this will weaken their muscles and bones.

Once astronauts are on Mars, they will have more challenges. They will have to live in small habitats for protection from the cold, solar radiation, and dust storms. They will also have to wear space suits every time they leave their habitats. Additionally, astronauts will have to make their own oxygen and carry it with them whenever they are outside. Another challenge will be that astronauts will need to live on less water than what they are used to on Earth. Living on Mars is possible, but it will not come without challenges!

## WRITING TIME

### 3 Facilitate Guided Rereading of Reports

Tell the students that they will have time today to finish their reports, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q *Do you think your opening paragraph does a good job of introducing the topic and stating the main idea? If not, what might you write instead?*
- Q *Will the organization of your report be clear to the reader? If you don't think the organization is clear, what might you move around to make it clearer? Underline parts of the report you might change or move around.*
- Q *Are there places where you used, or could use, evidence from the sources to support your main idea? Put a check mark in the margin next to those places.*

- Q *Are there places where you used, or could use, transition words to connect one idea to the next? Put a star in the margin next to each of those places.*
- Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the report has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

#### 4 Facilitate Proofreading of Reports

Display the “Student Directions for Part 2” chart (WA4) and remind the students that it says that a well-written report “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the students will proofread their reports to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your report before turning it in?*
- Q *What will you check for when you are proofreading?*

**Students might say:**

“Mistakes could make my writing harder to read and understand.”

“I will check to make sure I’ve capitalized names and the beginning of every sentence.”

“In addition to what [Leo] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point.”

“In addition to what [Leo and Saja] said, I want to correct any spelling errors I find.”

Give the students 5–10 minutes to proofread their reports and make any necessary corrections.

## SHARING AND REFLECTING

#### 5 Share Writing and Reflect

Have a few volunteers share their reports with the class; then ask:

- Q *What qualities of good informative writing did you notice in [Roberta’s] report?*
- Q *What questions can you ask [Roberta] about her writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



- Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

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## EXTENSIONS

### Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

### Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the informative/explanatory end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

# Guided Practice Performance Task

# **GUIDED PRACTICE PERFORMANCE TASK:** Informative/Explanatory Writing

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## **EXPLORING MARS**

### **Resources**

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

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# Task Overview

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## Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces students to the topic of the performance task, exploring Mars, and helps prepare the students to answer research questions and write reports about the topic. As part of this activity, the students will watch two short videos about Mars, and then read and discuss an article about exploring outer space from a simulated website called “Mission to Mars.” They will also be reminded of the features of a well-written report.

During the introductory activity, the teacher will lead a whole-class discussion about the videos and article. The students may take notes to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph reports in Part 2.

## Part 1 35 MINUTES

The students will read another article from the simulated website “Mission to Mars.” Students are encouraged to take notes using graphic organizers to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

## Part 2 70 MINUTES

The students will each plan, write, and revise a report about exploring Mars. They may refer to all of the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. They may not, however, change their answers to the questions.

## Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 89). Any notes, prewriting, and drafts will not be scored.

## Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 92–100.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencil, paper, and other classroom resources.)

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## Teacher Directions for the Introductory Classroom Activity

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### 1 Introduce the Topic

Tell the students that they are going to learn about exploring Mars. Write the words *astronaut* and *atmosphere* where everyone can see them. Explain that an *astronaut* is a “person who travels into outer space,” and that when astronauts travel to outer space they leave Earth’s atmosphere. Tell the students that *atmosphere* is the “mass of gases surrounding Earth or another planet.”

Write the word *oxygen* where everyone can see it, and tell the students that *oxygen* is a “gas found in Earth’s atmosphere” and that humans need to breathe oxygen to stay alive. Explain that there is no oxygen to breathe in outer space, so astronauts need to bring it with them when they travel there.

Write the words *space capsule* and tell the students that this is the “small part of a spaceship where people and animals ride.” Explain that it is a sealed container that provides pressure and air for astronauts to breathe while in outer space.

### 2 Examine Sources

Tell the students that they will watch and discuss two videos about Mars from a website called “Mission to Mars.” Then they will read and discuss an article from the same website titled “Mars: Exploring a New Frontier.”

Play the videos “Mars in a Minute: Is Mars Red Hot?” (🎧 IV1) and “Mars in a Minute: How Do You Get to Mars?” (🎧 IV2) one at a time.

After viewing each video, lead a whole-class discussion using the following question:

**Question 1:** *What did you learn about Mars in the video you just saw?*

The videos are very short, so you may wish to play each one a second time during the discussion if students have difficulty recalling details.

After viewing and discussing the videos, distribute the article “Mars: Exploring a New Frontier” (see Student Handout 1 on page 92) and the graphic organizer “Article 1 Notes” (see Student Handout 2 on page 94). Tell the students that they can take notes about the article as they read it. Once the students have finished reading the article, lead a whole-class discussion using the following question:

**Question 2:** *What did you learn about surviving on Mars from the article?*

### 3 Explain the Writing Task

Tell the students that in a few minutes they will examine another article from the website “Mission to Mars.” Then the students will use the articles and their notes to answer some questions and write their own reports about exploring Mars.

Discuss with the students the characteristics of a well-written report. A report:

- Establishes a main idea
- Gives evidence from the sources to support the main idea
- Is well-organized and stays on topic
- Explains information clearly
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

---

## Teacher Directions for Parts 1 and 2

---

### Part 1 35 MINUTES

1. Distribute copies of the source material, graphic organizers, student directions, and research questions (see Student Handouts 3–6 on pages 95–99) to each student and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their report until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 3 on page 95). Remind the students they will have 35 minutes for Part 1 and then have them begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

## BREAK

## Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 7 on page 100) to each student. Make sure that the students have access to all of the sources, graphic organizers, any other notes, and their answers to the research questions. Remind the students that they may not change the answers to the research questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their reports.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their reports.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

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# Scoring Rubrics for Research Questions

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## 2-Point Research Rubric

### Question 1:

*Why is Mars a better place for humans to live than the Moon? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides sufficient reasons for why Mars is a better place for humans to live than the Moon.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides limited reasons for why Mars is a better place for humans to live than the Moon.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not provide reasons for why Mars is a better place for humans to live than the Moon. The response is incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

The Moon does not have enough water or oxygen for humans to survive. Mars has water in its polar ice caps and in the atmosphere. Also, the carbon dioxide in Mars' atmosphere can be turned into oxygen for humans to breathe.

#### Sample 1-Point Response

There is water at the north and south poles of Mars. It's very cold on Mars so the water is frozen.

#### Sample 0-Point Response

Mars is about 35 million miles from Earth.

## 2-Point Research Rubric

### Question 2:

*What happens to humans when they spend a long time in outer space? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides a sufficient description of the effects of long-term weightlessness.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides a limited description of the effects of long-term weightlessness.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not describe the effects of long-term weightlessness. The response is incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

People are weightless in outer space. It makes their muscles and bones get weak.

#### Sample 1-Point Response

People must exercise so they don't get too weak.

#### Sample 0-Point Response

Astronauts miss their families.

## 2-Point Research Rubric

### Question 3:

*What are some of the challenges of living on Mars? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response sufficiently describes some of the challenges of living on Mars.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides a limited description of the challenges of living on Mars.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not describe the challenges of living on Mars. The response is incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

If humans go to Mars, they will have to live inside habitats for protection. They will have to make their own oxygen to breathe. When they go outside, they will have to wear space suits and carry their own oxygen.

#### Sample 1-Point Response

People could die if they go outside without a space suit.

#### Sample 0-Point Response

Mars is different than Earth. It's hard to live on another planet.

**Mission to Mars**

Home Videos Photos Articles

Is Mars Red Hot? How Do You Get to Mars?

Mars: Exploring a New Frontier  
The Challenges of Space Travel

## Mars: *Exploring a New Frontier*

*Humans have always had the desire to see what's "out there." What's over this hill? What's on the other side of that ocean? There have always been daring people who just had to explore new frontiers.*

In 1957 the Soviet Union launched the world's first artificial satellite. It was named Sputnik I. It signaled the beginning of a new age of space exploration. Progress was swift. By 1969 the first human walked on the Moon!

After the moonwalk, people began to think about whether they could live on the Moon or another planet. But which one might be able to support life? While the Moon is close, it does not have the amount of water and oxygen humans need to live. Mercury and Venus are also close to Earth. However, they are way too hot because they are near the sun. Most of the planets beyond Earth are made of gas, so there is no land to live on. That leaves Mars, the planet closest to Earth.

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© NASA

(continues)

# Student Handout 1 *(continued)*

## Can people survive on Mars?

Scientists believe it is possible for humans to survive on Mars. The atmosphere is mostly carbon dioxide. However, scientists know how to turn it into oxygen. The oxygen can be used for breathing and also for making rocket fuel.

Another reason to pick Mars is that it has water. There are ice caps at the north and south poles of Mars. The atmosphere also has some water vapor.

Additionally, the cycle of day and night on Mars is only 40 minutes different than on Earth. It is believed that humans could get used to this small difference.

Still, Mars would be a challenging place to live. It is too cold for humans to stay there without special clothing and shelter. The atmospheric pressure on Mars is also lower than on Earth. It would cause a person's blood to boil and then freeze.

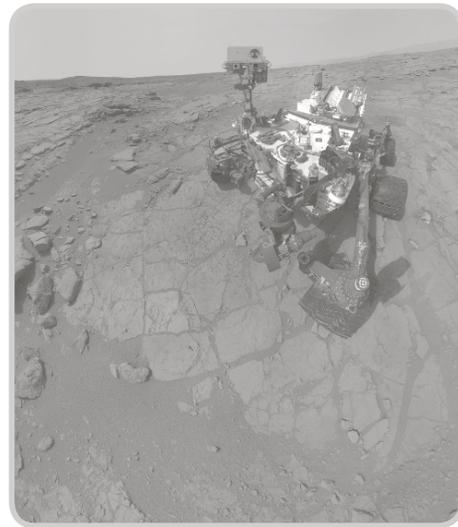
But these problems can be overcome. When outside, people will have to wear space suits for protection. They will have to carry their own oxygen, like scuba divers.

People will also have to live in specially designed shelters called habitats. These habitats will control the pressure and temperature. They will also have oxygen for people to breathe. When there are dust and sand storms, the habitats will provide protection. They will also protect people from harmful solar radiation.

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## How are scientists exploring Mars?

In recent years, scientists have sent "rovers" to Mars to explore the planet's surface. The rovers can collect soil samples and take pictures, but scientists want to know more. The next step in exploring Mars is to send humans there.



Courtesy NASA.gov

Self-portrait by the Mars rover named "Curiosity."

---

# Student Handout 2

---

NAME \_\_\_\_\_ DATE \_\_\_\_\_

<b>Article 1 Notes</b> <b>“Mars: Exploring a New Frontier”</b>	
<b>Facts About Mars</b>	<b>Challenges of Surviving on Mars</b>
<b>Other Notes:</b>	

**Your notes will not be scored.**

Being a Writer™ Writing Performance Task Preparation Guide ▶ Informative/Explanatory Writing **BLM2**  
© Center for the Collaborative Classroom

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# Student Handout 3

---

NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 1

### Part 1 (35 minutes)

#### Your Task

You will read another article titled “The Challenges of Space Travel” from the website “Mission to Mars.” Then you will answer three research questions about what you have learned. In Part 2, you will write a report about exploring Mars. You will be able to look at the printed sources, your notes, and the answers to the research questions when you write your report.

#### Steps to Follow

In order to plan and write your report, you will do the following:

1. Read the article.
2. Take notes about the information in the source using a graphic organizer.
3. Answer three research questions to help you think about key information in the sources.

#### Directions for Beginning

You will have 35 minutes to examine the sources, take notes, and answer the research questions. Your answers will be scored.

**Mission to Mars**

Home Videos Photos Articles

Is Mars Red Hot? How Do You Get to Mars?

Mars: Exploring a New Frontier  
The Challenges of Space Travel

## The Challenges of Space Travel

*The first humans who travel to Mars will be astronauts who go to explore this strange new world. Then these explorers will make the long journey back to Earth. The trips to and from Mars might be even more challenging than living there!*

### Living and working in space

Space travel is not easy. Astronauts have to be away from their families and friends for a long time. They have to live and work in a small space capsule with other astronauts. The space is so cramped that some travelers might get nervous. Others might even feel a sense of panic. There is also no chance to be alone. Astronauts who travel to Mars will have to live in a space capsule for seven to eight months. The trip back to Earth will also take seven to eight months. It takes a special kind of person to do this.

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(continues)

## Student Handout 4 *(continued)*



Courtesy NASA.gov/Robert Markowitz

Living and working in space is similar to camping in the wilderness. It's not for everyone. Astronauts must have a sense of adventure. They must be willing to take risks and be eager to experience the unknown. They must also be prepared and take absolutely everything they need with them. Additionally, they must be able to fix equipment that breaks and handle any emergency without help. They cannot dial 911 from space!

Another challenge for astronauts is getting enough sleep. In outer space, there is no sunrise and sunset, no day and night. Some people cannot sleep normally under those conditions. Scientists have learned that people who do not sleep enough often cannot think clearly. Lack of sleep may also affect their emotions and their health. For the long trip to Mars, it will be very important to find astronauts who can sleep without the natural rhythms of Earth's day and night.

### Staying strong in space

Another issue for astronauts is gravity. On Earth we hardly ever think about gravity. It is just there. But when humans go into outer space, there is much less gravity. They float free—weightless. So does everything else that is not tied down! That might sound like

fun. However, it is not good for humans to be weightless for long. Bones and muscles become weaker because they do not have to carry the body's weight. For example, astronaut Jerry Linenger lived on a space station for about five months. When he returned to Earth, Linenger had lost 65 percent of his muscle strength and 14 percent of his bone mass. It took a long time and lots of exercise to get his strength back.

It takes seven to eight months to fly to Mars. That is more time than Linenger spent on the space station. That means astronauts who travel to Mars will be very weak when they arrive. Scientists are looking for ways to deal with this. One idea is to build a space capsule that spins while it travels. The spinning would create gravity within the capsule. There is no solution yet. But we will need to find one so that astronauts who travel to Mars can stay strong and healthy during their long journey.



Courtesy NASA.gov

When the first astronauts went into space in the 1960s, it was said that the astronauts had to have "the right stuff." That meant they had to have strong minds and bodies. Astronauts traveling to Mars will have to fly farther and longer than any astronauts before them. They truly must have "the right stuff." Their bravery will make the first step in sending humans to Mars possible.

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# Student Handout 7

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 2

### Part 2 (70 minutes)

#### Your Task

You will have 70 minutes to write your report. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers.

#### Your Writing Assignment

Your class is getting ready for an open house for parents. Student reports will be on display. Write a report about exploring Mars to present at the open house.

Here are some ideas about what to include in your report:

- Why scientists think humans can live on Mars
- What the challenges of space travel are
- What it will be like for people who spend time on Mars

#### Begin Work on Your Report

Manage your time carefully so that you can:

- Plan your report (15 minutes)
- Write your report (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

#### Things to Remember

Remember that a well-written report:

- Establishes a main idea
- Gives evidence from the sources to support the main idea
- Is well-organized and stays on topic
- Explains information clearly
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

# Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners able to agree about what information to include in their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they recording their notes in the appropriate places on their graphic organizers?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they writing notes in their own words?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand what each question is asking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to incorporate details from their notes and the sources in their responses?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the sources can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does their writing indicate that they understand the task?			
▪ Are they able to introduce the topic in the opening paragraph of the report?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their reports?			
Other observations:			

**Considerations:**

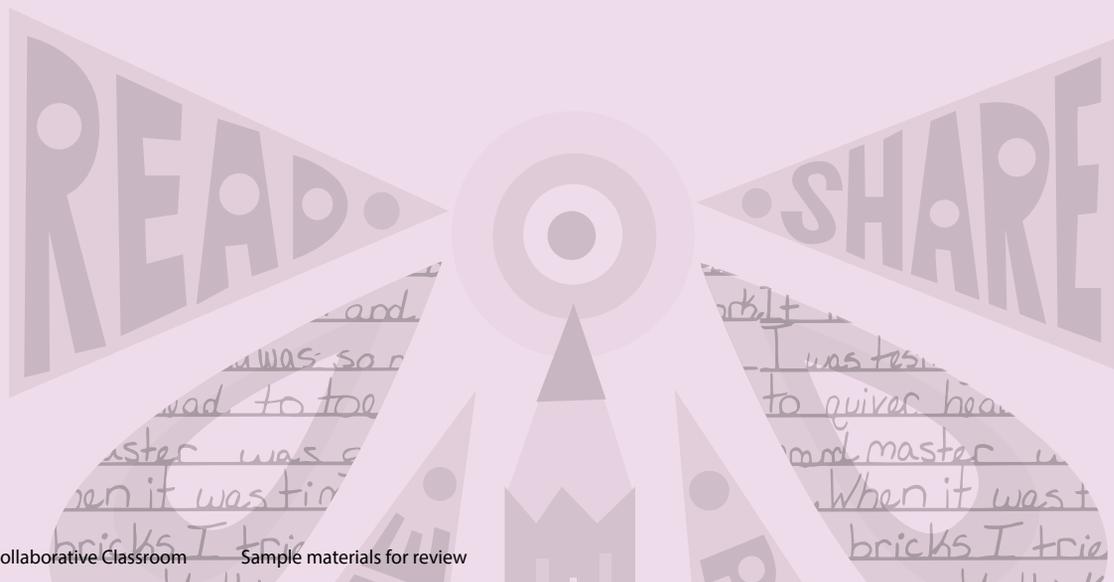
If you notice a student having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your report? What might you write in the opening paragraph to introduce the topic?*
- Q *How might you use your notes to help you organize your report?*
- Q *What information from your notes or the sources might you use to explain [what the challenges of space travel are]?*

# Unit

# Opinion Writing

During this one-week unit, the students prepare for the opinion writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about opinion writing and complete a practice performance task as a class, guided by the teacher. They begin by reading and discussing two articles on the topic—inventions that changed people’s lives. They each take notes about what they learn, and use information from the sources and their notes to answer research questions and write an opinion essay about the topic. Socially, the students listen respectfully to the opinions of others and share their own, make decisions with their partners, and explain their thinking.



# Unit

## Opinion Writing

### RESOURCES

#### Source Materials

- “The Telephone” article
- “The Gasoline-powered Engine” article

#### Extensions

- “Complete a Diagnostic Proofreading Passage”
- “Complete a Writing Practice Performance Task Independently”

#### Guided Practice Performance Task: Opinion Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–6

#### Assessments

- “Class Assessment Record” sheets



### Online Resources

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

#### Whiteboard Activities

- WA1–WA6

#### Reproducibles

- “The Telephone” article (BLM1)
- “Article Notes” graphic organizer (BLM2)
- “Student Directions for Part 1” (BLM3)
- “The Gasoline-powered Engine” article (BLM4)
- “Research Questions” sheet (BLM5)
- “Student Directions for Part 2” (BLM6)

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)

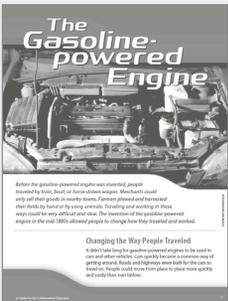
# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p><b>Reading an Article and Taking Notes:</b> "The Telephone" article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Thinking about what they have learned about good opinion writing</li> <li>Taking notes from an article</li> <li>Using a graphic organizer to sort information</li> </ul>	<p><b>Reading an Article and Taking Notes:</b> "The Gasoline-powered Engine" article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Taking notes from an article</li> <li>Using a graphic organizer to sort information</li> </ul>	<p><b>Writing Responses to Research Questions</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write responses to research questions</li> <li>Reflecting on and revising responses to research questions</li> </ul>	<p><b>Writing an Essay</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write essays</li> </ul>	<p><b>Revising and Proofreading an Essay</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Revising essays</li> <li>Proofreading essays</li> </ul>



## “The Telephone” article (BLM1)

This article discusses how the invention of the telephone improved communication for people around the world.



## “The Gasoline-powered Engine” article (BLM4)

The invention of the gasoline-powered engine and how it impacted people’s lives are discussed in this article.

### Writing Focus

- Students reflect on what they have learned about opinion writing.
- Students read two articles about the topic and take notes.
- Students answer research questions about the topic, and plan and write opinion essays.
- Students revise and proofread their writing.

### Social Development Focus

- Students listen respectfully to the opinions of others and share their own.
- Students make decisions together.
- Students explain their thinking.

## DO AHEAD

- ✓ Prior to Day 1, read “Guided Practice Performance Task: Opinion Writing” on pages 132–136. This unit’s lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support and guidance from the teacher. For more information about how the performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 110.
- ✓ Prior to Day 1, read the article “The Telephone” (BLM1) to familiarize yourself with the content.
- ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the “Article Notes” graphic organizer the students will use (BLM2).
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the student handouts (see “Reproducibles” on page 106). Make a class set of copies of the handouts listed, except for “Student Directions for Part 1” (BLM3). You might want to have extra copies of the graphic organizer available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the article “The Gasoline-powered Engine” (BLM4) to familiarize yourself with the content.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 150.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM5) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 151.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 152.

*“If you’re not assessing all the time, how do you know if [students] are getting it or not? We need to know what they know so we can teach them what they don’t know.”*

— Jan Borelli, educator

All educators recognize the importance of assessing students to inform classroom instruction, but there is less agreement about the value of standardized testing as an assessment tool. What is your opinion of standardized testing? Do standardized tests help you “know what they know”? Do you have concerns about these tests? Write your thoughts and feelings about standardized testing in your journal.

# Day 1

## Reading an Article and Taking Notes

### Materials

- Copy of the article “The Telephone” (BLM1) for each student
- Chart paper and a marker
- “The Telephone” chart (WA1)
- “Article Notes” chart, prepared ahead
- Copy of “Article Notes” graphic organizer (BLM2) for each student
- A writing folder for each student

### Teacher Note

We recommend that you teach this unit after the class completes the Opinion Writing genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 4 and then finish the lesson later in the day or the next day.

### Teacher Note

The partners you assign today will stay together for the entire unit.

### In this lesson, the students:

- Work with new partners
- Reflect on what they know about good opinion writing
- Read and discuss an article
- Take notes on an article as a class and in pairs
- Explain their thinking

### ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete an opinion writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for the standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students' writing is neither timed nor scored. This unit's performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is whether the invention of the telephone or the invention of the gasoline-powered engine has changed people's lives more. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine one of the sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own opinion essays). For more information about each section, see “Task Overview” on page 133. For the complete performance task on which this unit's instruction is based, see “Guided Practice Performance Task: Opinion Writing” on page 132.

## GETTING READY TO WRITE

### 1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other's names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing opinion writing, and explain that opinion writing is one type of writing they will do on the end-of-year performance task. Tell the students that during the next several days they will learn strategies for doing well on the opinion writing portion of the performance task.

## 2 Discuss What the Class Has Learned About Opinion Writing

Point out that the students have learned a lot about how to write good opinion pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good opinion writing?*
- Q *What did you do to make your opinion piece interesting and easy to read?*

### Students might say:

“It clearly states an opinion in the opening sentence or paragraph.”

“I agree with [Marit]. It also gives several reasons that support the opinion.”

“It uses transition words to connect thoughts.”

“In addition to what [Tai and Rebecca] said, it is clearly organized and makes sense.”

“It often restates the opinion at the end of the essay.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Opinion Writing.” If the students do not mention the following qualities of good opinion writing, briefly review them and add them to the chart.

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because...”
- “I disagree with \_\_\_\_\_ because...”
- “In addition to what \_\_\_\_\_ said, I think...”

### What We Have Learned About Opinion Writing

- Clearly states an opinion in the opening sentence or paragraph
- Gets the reader interested in knowing more
- Gives reasons that support the opinion
- Uses transition words
- Is clearly organized and makes sense
- Includes a conclusion that wraps up the writing and restates the opinion
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good opinion writing in mind as they prepare for the opinion writing performance task.

### 3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will read an article about the topic. In the coming days, they will learn more about the topic by reading another article. Then, as a class, they will use what they learned to answer research questions and write essays about the topic.

Tell the students that they are going to learn about some inventions that have changed the way people live. Write the word *invention* where everyone can see it and explain that an *invention* is a “useful new product or process.” Point out that some inventions, like the electric light and the Internet, become such important parts of our everyday lives that we cannot imagine living without them.

Tell the students that before the electric light was invented, people had to light their homes with candles or oil lamps. Have the students imagine walking around their homes at night without being able to turn on an electric light. Lead a brief whole-class discussion using the following question:

**Q** *In what ways would our lives be different if we didn't have electric lights?*

Then have the students imagine what it might be like to spend one day without using the Internet. Lead a brief whole-class discussion using the following question:

**Q** *What would be different at home if you didn't have the Internet? What would be different at school?*

#### 4 Introduce the Article and Read It Aloud with Stops

Tell the students that the first source of information they will read today is an article titled “The Telephone.” Explain that the article discusses the invention of the telephone and how it changed people’s lives. Display the chart “The Telephone” (C WA1) and distribute a copy of the article (BLM1) to each student.

Tell the students that for this task you will read the article aloud, but when they do performance tasks on their own, they will read any source materials independently. Explain that you will stop during the reading to have pairs discuss what they learned. Ask them to follow along as you read the article aloud. Read the title and the first part of the article aloud, slowly and clearly. Stop after:

“In other places, there was not enough money for them.”

Ask and briefly discuss:



**Q** *What did you learn about the telephone and how it changed people’s lives from the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading to the end of the article and follow the same procedure to have the students discuss what they learned.

## WRITING TIME

#### 5 Reread the Article and Take Notes as a Class and in Pairs

Post the “Article Notes” chart that you prepared ahead and distribute a copy of the “Article Notes” graphic organizer (BLM2) to each student.

Tell the students that you will reread the article, and that as a class and in pairs, they will use this note-taking chart, called a *graphic organizer*, to take notes about what they are learning about inventions that changed people’s lives. Point out that the graphic organizer has a column to write notes about how the invention of the telephone changed the way people live, a column to write notes about how the invention of the gasoline-powered engine changed the way people live, and a section at the bottom for other notes. Explain that today they will write notes in the left-hand column and in the “Other Notes” section. Explain that, as you read the article again, you will stop in the middle so that the students can discuss what they have learned and record notes on the graphic organizer. Then you will do the same with the second half of the article.

Read the article and stop (as you did before) after:

“In other places, there was not enough money for them.”

Discuss as a class:

**Q** *What did you learn about the telephone and how it changed people’s lives from the part of the article you just heard?*

#### Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, website, or article.”

### Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer's own words rather than copied exactly from the source.

### Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing their ideas in the appropriate places on the chart.

#### Students might say:

"I learned that people could not talk to friends and family who were far away before the telephone was invented."

"Telephones helped businesses be able to communicate quickly."

"I never knew that telephone cables under the ocean allowed people in the United States to talk to people in Europe."

As the students respond, model writing their responses as notes on the chart. Have the students copy the notes onto their own graphic organizers.



Continue reading to the end of the article. Have the students discuss what they learned in pairs (rather than as a class) and record their notes on their graphic organizers.

Have a few volunteers share what they discussed and where on their graphic organizers they wrote their notes. As they share, add their ideas to the chart.

Article Notes	
Ways Telephones Changed How People Live	Ways Gasoline-powered Engines Changed How People Live
<ul style="list-style-type: none"><li>- allow you to talk to friends and family who live far away (letters took weeks or months)</li><li>- allow businesses to communicate quickly</li><li>- cables under the ocean allowed people in the U.S. to talk to people in Europe</li><li>- cell phones connect people in parts of the world that aren't connected by telephone wires or cables</li><li>- cell phones are part of daily life</li><li>- can use cell phones to do banking</li><li>- people are now more connected than ever</li></ul>	
Other Notes: <ul style="list-style-type: none"><li>- telephone invented in 1876</li><li>- some places were too far away for telephone cables to reach</li></ul>	

Tell the students that tomorrow they will learn about another invention that changed people’s lives by reading and discussing an article about the gasoline-powered engine.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

## SHARING AND REFLECTING

### 6 Reflect

Ask and briefly discuss:

*Q What did you and your new partner do to work well together today?*

# Reading an Article and Taking Notes

# Day 2

### In this lesson, the students:

- Review what they have learned about the invention of the telephone
- Read and discuss another article about the topic
- Take notes on the article in pairs
- Make decisions together
- Work in a responsible way

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit together with partners at desks. Review that the students are working together to complete an opinion writing task about whether the invention of the telephone or the invention of the gasoline-powered engine has changed people’s lives more. Review that yesterday the students discussed what they have learned about good opinion writing. They also read an article about the invention of the telephone, discussed it as a class, and took notes about what they learned. Direct the students’ attention to the “Article Notes” chart from Day 1. Briefly review the notes by asking:

*Q What did you learn about the invention of the telephone from the article we read yesterday?*

### Teacher Note

Save the “What We Have Learned About Opinion Writing” chart and the “Article Notes” chart to use throughout the unit.

### Materials

- Copy of the article “The Gasoline-powered Engine” (BLM4) for each student
- “Article Notes” chart from Day 1
- “Student Directions for Part 1” chart (WA2; also available as BLM3)
- “The Gasoline-powered Engine” chart (WA3)
- Extra copies of “Article Notes” graphic organizer (BLM2) for students, if needed
- A marker
- “Class Assessment Record” sheet (CA1)

### Teacher Note

The purpose for showing the “Student Directions for Part 1” chart (WA2) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of “following” the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

Tell the students that today they will read an article about another invention—the gasoline-powered engine.

## 2 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (WA2). Explain that these are directions for the first part of the performance task in which the students examine another source about inventions and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the article aloud, rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

## 3 Introduce the Article and Read It Aloud with Stops

Tell the students that today’s source is an article titled “The Gasoline-powered Engine” and that it discusses how the gasoline-powered engine changed people’s lives. Display the chart “The Gasoline-powered Engine” (WA3) and distribute a copy of the article (BLM4) to each student. Ask the students to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title of the article and the first two paragraphs aloud, slowly and clearly. Stop after:

“People could move from place to place more quickly and easily than ever before.”

Ask:



**Q** *What did you learn about the gasoline-powered engine and how it changed people’s lives in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading to the end of the article and follow the same procedure to have the students discuss what they learned.

## WRITING TIME

## 4 Reread the Article and Take Notes in Pairs

Direct the students’ attention to the “Article Notes” chart from Day 1 and explain that today you will take notes in the right-hand column and the “Other Notes” section of the graphic organizer.

Have the students get out their “Article Notes” graphic organizers (BLM2) from Day 1. Explain that as you read the article again you will stop, and partners will discuss what more they learned and then write

notes in the appropriate places on their own graphic organizers. Remind them that they will use the information they collect to answer research questions and write opinion essays about whether the invention of the telephone or the gasoline-powered engine has changed people's lives more.

Read the article and stop (as you did before) after:

"People could move from place to place more quickly and easily than ever before."

Ask the following question without discussing it as a class:

**Q** *What did you learn about the gasoline-powered engine and how it changed people's lives in the part of the article you just heard?*



Say "Turn to your partner," and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate places on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for their attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 150.

When most pairs have finished, ask volunteers to share their thinking about what they learned and where they recorded their notes on their graphic organizers. Then add their ideas to the chart.

Continue reading to the end of the article and using the same procedure, stop, discuss, and take notes.

### Teacher Note

Save the "Article Notes" chart to use throughout the rest of the unit.

Article Notes	
Ways Telephones Changed How People Live	Ways Gasoline-powered Engines Changed How People Live
<ul style="list-style-type: none"><li>- allow you to talk to friends and family who live far away (letters took weeks or months)</li><li>- allow businesses to communicate quickly</li><li>- cables under the ocean allowed people in the U.S. to talk to people in Europe</li><li>- cell phones connect people in parts of the world that weren't connected by telephone cables</li><li>- cell phones are part of daily life</li><li>- can use cell phones to do banking</li><li>- people are now more connected than ever</li></ul>	<ul style="list-style-type: none"><li>- used to have to travel by train, boat, or horse-drawn wagon</li><li>- used in cars, trucks, and other vehicles</li><li>- cars became a common form of transportation and more roads and highways were built</li><li>- used by farmers and businesses in trucks that transport produce and goods</li><li>- led to the invention of other engines, such as the jet engines used in airplanes</li><li>- used in tractors and machines that replaced animals in farming</li><li>- a part of everyday life</li></ul>
Other Notes:	
<ul style="list-style-type: none"><li>- telephone invented in 1876</li><li>- some places were too far away for telephone cables to reach</li></ul>	

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about the invention of the telephone and the gasoline-powered engine. Have them put all their materials inside their folders.

## SHARING AND REFLECTING

### 5 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read a source more than once, like we did today?*
- Q *What did you do today to work in a responsible way?*

# Writing Responses to Research Questions

## Day 3

### In this lesson, the students:

- Read and discuss research questions about inventions that changed people’s lives as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Direct the students’ attention to the “Article Notes” chart from Day 2 and review that the students read two articles about inventions that changed the way people live and took notes about what they learned. Explain that today they will use their notes and the articles to answer research questions about the inventions.

### 2 Model Reading a Question and Writing a Response

Post the “Research Questions” chart that you prepared ahead. Distribute a copy of the “Research Questions” sheet (BLM5) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for “what is similar” about the telephone and the gasoline-powered engine. Underline that key phrase and the name of each invention on the chart.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the chart “The Telephone” (WA1) and model reviewing the source and your notes for the information you need. Then display the chart “The Gasoline-powered Engine” (WA3) and follow the same procedure.

### Materials

- “Article Notes” chart from Day 2
- “The Gasoline-powered Engine” chart (WA3) from Day 2
- “The Telephone” chart (WA1) from Day 1
- “Research Questions” chart, prepared ahead
- Copy of “Research Questions” sheet (BLM5) for each student
- A marker
- “Class Assessment Record” sheet (CA2)

### Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources as they respond to questions and write extended pieces.

**You might say:**

"I know that the question is asking for what is similar about the telephone and the gasoline-powered engine. In my notes, I wrote that before people had the telephone, they could not easily talk to friends and family who lived far away. I also wrote that before gasoline-powered engines were used in cars, people had to use trains or horse-drawn wagons to travel. I think they are similar because both of these inventions changed people's lives. I'll write: *Both the telephone and the gasoline-powered engine changed people's lives when they were first invented.* Now I'll write about *how* they changed people's lives. I'll write: *The telephone helped people talk to family and friends who lived far away. The gasoline-powered engine helped people travel much more quickly.* Both articles also mention that these inventions are important parts of people's lives today. I'll write: *People still use both of these inventions today.*"

### Research Questions

1. What is similar about the telephone and the gasoline-powered engine? Use details from the sources in your answer.

*Both the telephone and the gasoline-powered engine changed people's lives when they were first invented. The telephone helped people talk to family and friends who lived far away. The gasoline-powered engine helped people travel much more quickly. People still use both of these inventions today.*

### 3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own responses on their "Research Questions" sheets.

Point to Question 2 on the "Research Questions" chart and read it aloud twice. Ask and discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking "how did the invention of the telephone change the way people lived" and for "details from the sources." Underline those key phrases on the chart.

Follow the same procedure to discuss Question 3. If necessary, explain that the question is asking for "two ways the gasoline-powered engine changed people's lives" and for "details from the sources." Underline those key phrases on the chart.

## WRITING TIME

### 4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his “Research Questions” sheet. Remind the students to use details or examples from their notes and from the articles in their responses. As the students work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate information from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 151.

### 5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes:

- Q *Do you think your response does a good job of explaining how the invention of the telephone changed the way people lived? If not, what might you write instead?*
- Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to their sources and notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

- Q *Do you think your answer clearly states two ways the gasoline-powered engine changed people's lives? If not, what might you add or take out to improve it?*
- Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

## SHARING AND REFLECTING

### 6 Share Responses and Reflect

After several minutes, have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Following the same procedure, model writing a response to Question 3.

#### Research Questions

2. How did the invention of the telephone change the way people lived? Use details from the sources in your answer.

*Before the invention of the telephone, people had to send messages in the mail, which took a long time. The telephone allowed people to talk to others who lived far away.*

3. What are two ways the gasoline-powered engine changed people's lives? Use details from the sources in your answer.

*Before gasoline-powered engines, people usually traveled by train, boat, or horse-drawn wagon. The gasoline-powered engines in cars, trucks, and other vehicles allow us to travel more quickly. They have also made farming easier.*

Have the students reflect on their work by asking:

- Q *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will use the sources, their notes, and their answers to the research questions to each write an opinion essay about whether they think the telephone or the gasoline-powered engine changed people's lives more. Have them put their materials inside their folders.

### Teacher Note

Save the “Research Questions” chart to use on Day 4.

## In this lesson, the students:

- Plan and write opinion essays about whether the telephone or gasoline-powered engine changed people’s lives more
- Include qualities of a well-written opinion essay in their writing
- Reflect on how they felt about writing their essays
- Respectfully consider the opinions of others

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit together with partners at desks. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about inventions that changed the way people live. Explain that today partners will work together on the second part of the task—writing opinion essays about the topic.

### 2 Introduce and Discuss the Essay-writing Task

Display the “Student Directions for Part 2” chart (WA4) and distribute a copy of the directions (BLM6) to each student. Explain that these are directions for the second part of the performance task, in which the students each write an opinion essay about whether they think the invention of the telephone or the gasoline-powered engine changed people’s lives more. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their essays. Remind the students that when they do performance tasks on their own, they will need to follow the directions exactly.

Ask the students to listen as you read from each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the sources, their notes, and their answers to the research questions to help them write their essays. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.

## Materials

- “Student Directions for Part 2” chart (WA4)
- Copy of “Student Directions for Part 2” (BLM6) for each student
- “Article Notes” and “Research Questions” charts from Day 3
- “The Gasoline-powered Engine” chart (WA3) from Day 3
- “The Telephone” chart (WA1) from Day 3
- Lined writing chart (WA5) for modeling
- “Writing Time” chart (WA6)
- Supply of lined paper for writing essays
- “Class Assessment Record” sheet (CA3)

## Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

2. Read the section “Your Writing Assignment” aloud and review that each student needs to write an essay that tells her opinion about whether the telephone or the gasoline-powered engine changed people’s lives more. The students will need to support their opinions with reasons from the sources.
3. Read the section “Begin Work on Your Essay” aloud, point out the information that is relevant for this practice task (for example, “plan,” “write,” and “revise”), and underline it.
4. Read the list of qualities of a well-written opinion essay aloud. Point out that the list is similar to the list the class created on the “What We Learned About Opinion Writing” chart. Tell the students that they may refer to both lists as they write their essays.

Ask and briefly discuss:

**Q** *What questions do you have about the directions for writing the opinion essay?*

Tell the students that they will do the writing task together as a class and that this will help prepare them to do tasks like this on their own.

### **3** Model Planning and Starting the Essay

Tell the students that you will model writing the first two paragraphs of the essay. Remind them that the essay needs to state an opinion clearly and support the opinion with reasons from the sources. Tell them that you will write an opening paragraph that states your opinion, and then you will write a paragraph describing one reason that supports your opinion. Direct the students’ attention to the qualities of a well-written opinion essay in the directions (BLM6) and explain that as you write the essay, you will include these qualities in your writing.

Display the lined writing chart (WA5) and model writing the first two paragraphs of the essay. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written opinion essay, such as clear organization and an opening paragraph that states your opinion.

#### **You might say:**

“My opening paragraph needs to state my opinion on the topic clearly. I also want the opening to get the reader interested in reading my essay. I’ll write: *There are many inventions that have changed the way people live. Inventions like the telephone and the gasoline-powered engine make our lives a lot easier, but the gasoline-powered engine changed our lives forever.* This shows I understood the assignment because I’ve stated my opinion clearly in the second sentence. I think saying ‘the gasoline-powered engine changed our lives forever’ will make my reader want to keep reading.

The next paragraph will describe one reason that supports my opinion. I have a lot of information in my notes about how the gasoline-powered engine changed people’s lives. One important

reason is that gasoline-powered engines made traveling so much faster because people could travel in cars and planes. I also have information about this in my answer to the third research question. I'll write: *One way the gasoline-powered engine changed people's lives is that it made traveling faster and easier. Today we travel in vehicles like cars, trucks, and planes.* I'll use the point from the article about how traveling used to be very difficult and slow. I'll write: *People used to have to travel by horse-drawn wagons, which could be difficult and took a long time."*

*There are many inventions that have changed the way people live. Inventions like the telephone and the gasoline-powered engine make our lives a lot easier, but the gasoline-powered engine changed our lives forever.*

*One way the gasoline-powered engine changed people's lives is that it made traveling faster and easier. Today we travel in vehicles like cars, trucks, and planes. People used to have to travel by horse-drawn wagons, which could be difficult and took a long time.*

WA5

After you have modeled writing the first two paragraphs of the essay, stop and explain that during Writing Time today the students will write their own opinion essays. Explain that they will use their notes and sources to each write an opening paragraph that clearly states their opinion and then describe several reasons that support their opinion. Use “Think, Pair, Share” to discuss:



**Q** *What might you write about in your opinion essay today?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and remind them that each student will write her own essay. Explain that you will finish your essay and share it with the class tomorrow.

## WRITING TIME

### 4 Write Opinion Essays

Explain that when the students complete the actual performance task they will write their essays using computers, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that they will use this paper to write their essays. Display the “Writing Time” chart (WA6) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

### Teacher Note

You might point out that the students' opinions may be different from yours and that is fine. Remind them that what is important is that they support their opinion with reasons from the sources.

### Writing Time

- Reread the writing assignment in “Student Directions for Part 2.”
- Write an opening paragraph that states your opinion and gets the reader interested in reading more.
- Give reasons to support your opinion.
- Include transition words and other qualities of a well-written essay in your piece.
- Write a conclusion that wraps up the writing.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students’ writing indicate that they understand the task?
- Are they able to clearly state their opinion in the opening paragraph of the essay?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their essays?

If you notice a student is having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your essay? What might you write in your opening paragraph to clearly state your opinion about the topic?*
- Q *How might you use your notes to help you decide what to write in your essay?*
- Q *What information from your notes or the sources can you use to support your opinion?*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 152.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their essays. Have them put their essays and other materials in their folders.

## SHARING AND REFLECTING

### 5 Reflect on Writing Essays

Ask and briefly discuss:

- Q *What did you enjoy about writing your opinion essay today? What did you find challenging?*
- Q *What did you and your partner do to show respect for each other’s opinions as you shared ideas about your essays?*

### Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your essay (see the diagram in Day 5, Step 2 on page 128). Include evidence from the sources, transition words, and other qualities of a well-written opinion essay in your writing. Save your completed essay on the lined writing chart (WA5).

# Revising and Proofreading an Essay

## Day 5

### In this lesson, the students:

- Revise their essays
- Proofread their essays
- Express interest in and appreciation for one another's writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

### Materials

- Completed essay on the lined writing chart (WA5) from Day 4
- "Student Directions for Part 2" chart (WA4) from Day 4

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind them that yesterday they each planned and wrote an opinion essay about whether the invention of the telephone or the invention of the gasoline-powered engine changed people's lives more. Explain that today they will have the opportunity to revise and proofread their essays.

### 2 Discuss Your Essay

Display the completed essay on the lined writing chart (WA5) from Day 4 and tell the students that yesterday you completed your essay. Ask them to follow along as you read it aloud. Review that the opening paragraph clearly states your opinion and gets the reader interested in reading more. In the remaining paragraphs, point out the clear organization, the reasons to support your opinion, the use of transition words to connect ideas, and other qualities of a well-written essay.

#### You might say:

"I clearly stated my opinion about which invention I think changed people's lives more in the first paragraph. I tried to get the reader interested by writing that *the gasoline-powered engine changed our lives forever*. I think that will make the reader want to keep reading to find out more.

My essay is clearly organized. After stating my opinion in the introduction, I wrote a paragraph for each of the reasons supporting my opinion. I also stayed on the topic throughout the essay.

I used details from the sources in each paragraph. For example, in the fourth paragraph I compared how farmers used to use their hands or animals to do the work, but now gasoline-powered tractors and other machines make it easier.

I used transition words to connect one idea to the next. For example, I wrote *one way*, *another way*, and *finally* at the beginning of each paragraph to help the reader keep track of the reasons for my opinion.

My concluding sentence, *For all of these reasons, I think that the gasoline-powered engine changed the way people live more than the telephone*, restates my opinion and lets the reader know the piece has come to an end."

WAS

*There are many inventions that have changed the way people live. Inventions like the telephone and the gasoline-powered engine make our lives a lot easier, but the gasoline-powered engine changed our lives forever.*

*One way the gasoline-powered engine changed people's lives is that it made traveling faster and easier. Today we travel in vehicles like cars, trucks, and planes. People used to have to travel by horse-drawn wagons, which could be difficult and took a long time.*

*Another way the gasoline-powered engine changed people's lives is that it allowed us to transport goods to other countries and receive goods from other countries. I think this makes us more connected to the world.*

*Finally, gasoline-powered engines have made farming easier and faster. Farmers no longer have to do all the work by hand or by using animals. Tractors and other machines that run on gasoline-powered engines make farming easier and faster.*

*For all of these reasons, I think that the gasoline-powered engine changed the way people live more than the telephone.*

## WRITING TIME

### 3 Facilitate Guided Rereading of Essays

Tell the students that they will have time today to finish their essays, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q *Do you think your opening paragraph states your opinion clearly and gets the reader interested in reading more? If not, what might you write instead?*
- Q *Will the organization of your essay be clear to the reader? If you don't think the organization is clear, what might you move around to make it clearer? Underline parts of the essay you might change or move around.*
- Q *Are there places where you gave, or could give, reasons from the sources to support your opinion? Put a check mark in the margin next to those places.*
- Q *Are there places where you used, or could use, transition words to connect one idea to the next? Put a star in the margin next to each of those places.*
- Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the essay has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

## 4 Facilitate Proofreading of Essays

Display the “Student Directions for Part 2” chart (WA4) and remind the students that it states that a well-written essay “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the students will proofread their essays to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your essay before turning it in?*
- Q *What will you check for when you are proofreading?*

### Students might say:

“Mistakes could make my writing harder to read and understand.”

“I will check to make sure I've capitalized names and the beginning of every sentence.”

“In addition to what [Seray] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point.”

“In addition to what [Seray and Juan] said, I want to correct any spelling errors I find.”

Give the students 5–10 minutes to proofread their essays and make any necessary corrections.

## SHARING AND REFLECTING

### 5 Share Writing and Reflect

Have a few volunteers share their essays with the class; then ask:

Q *What qualities of good opinion writing did you notice in [Masao's] essay?*

Q *What questions can you ask [Masao] about his writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:

 Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

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## EXTENSIONS

### Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

### Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the opinion writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

# Guided Practice Performance Task

# **GUIDED PRACTICE PERFORMANCE TASK:** Opinion Writing

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## **INVENTIONS THAT CHANGED PEOPLE’S LIVES**

### **Resources**

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

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# Task Overview

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## Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task, inventions that changed people’s lives, and helps prepare the students to answer research questions and write opinion essays about the topic. As part of this activity, the students will discuss the impact of electricity and the Internet on their daily lives. Then they will read an article about the invention of the telephone. They will also be reminded of the features of a well-written opinion essay.

During the introductory activity, the teacher will lead a whole-class discussion about the article. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph reports in Part 2.

## Part 1 35 MINUTES

The students will read and examine an article about the invention of the gasoline-powered engine. The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

## Part 2 70 MINUTES

The students will each plan, write, and revise an opinion essay about whether they think the invention of the telephone or the invention of the gasoline-powered engine changed people’s lives more. They may refer to all of the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

## Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 137). Any notes, prewriting, or drafts will not be scored.

## Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 140–147.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencils, paper, and other classroom resources.)

---

## Teacher Directions for the Introductory Classroom Activity

---

### 1 Introduce the Topic

Tell students that they are going to learn about some inventions that have changed the way people live. Write the word *invention* where everyone can see it and explain that an *invention* is a “useful new product or process.” Point out that some inventions, like the electric light and the Internet, become such important parts of our everyday lives that we cannot imagine living without them.

Tell the students that before the electric light was invented, people had to light their homes with candles or oil lamps. Have the students imagine walking around their homes at night without being able to turn on an electric light. Lead a brief whole-class discussion using the following question:

**Question 1:** *In what ways would our lives be different if we didn’t have electric lights?*

Then have the students imagine what it might be like to spend one day without using the Internet. Lead a brief whole-class discussion using the following question:

**Question 2:** *What would be different at home if you didn’t have the Internet? What would be different at school?*

### 2 Examine a Source

Tell the students that they will read an article about the telephone and how it has affected people’s lives and then discuss it as a group.

Distribute the article “The Telephone” (see Student Handout 1 on page 140) and the “Article Notes” graphic organizer (see Student Handout 2 on page 142). Tell the students that they can take notes about the article as they read it.

Have the students read the article, and then lead a whole-class discussion using the following question:

**Question:** *How did the telephone change the way people communicate?*

### 3 Explain the Writing Task

Tell students that in a few minutes they will read an article about the invention of the gasoline-powered engine. Then the students will use the articles and their notes to answer some questions and write their own opinion essays about which invention, the telephone or the gasoline-powered engine, they think changed people’s lives more.

Discuss with the students the characteristics of a well-written opinion essay. An opinion essay:

- States an opinion
- Gives reasons that support the opinion
- Explains information clearly
- Provides a conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

---

## Teacher Directions for Parts 1 and 2

---

### Part 1 35 MINUTES

1. Distribute copies of the source material, student directions, and research questions (see Student Handouts 3–5 on pages 143–146) to each student, and have the students write their names on all materials. Note that students should not receive the directions specific to writing their essays until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 3 on page 143). Remind the students they will have 35 minutes for Part 1 and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

**BREAK**

## Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 6 on page 147) to each student. Make sure that the students have access to all of the sources, graphic organizers, any other notes, and their answers to the research questions. Remind the students that they may not change the answers to the research questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their essays.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their essays.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

---

# Scoring Rubrics for Research Questions

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## 2-Point Research Rubric

### Question 1:

*What is similar about the telephone and the gasoline-powered engine? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response states that each of them had a big impact on the way people lived when they were invented and continue to impact our daily lives.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response states that both are important in today's world.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not state a connection. The response may be incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

Both the telephone and the gasoline-powered engine changed people's lives when they were first invented. The telephone helped people talk to family and friends who lived far away. The gas-powered engine helped people travel much more quickly. People still use both of these inventions today.

#### Sample 1-Point Response

People use telephones and cars every day.

#### Sample 0-Point Response

They are both inventions.

## 2-Point Research Rubric

### Question 2:

*How did the invention of the telephone change the way people lived? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives sufficient evidence of how having telephones impacted the way people lived.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives limited evidence of how having telephones impacted the way people lived.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not include evidence of how having telephones impacted the way people lived. The response may be incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

Before the invention of the telephone, people had to send messages in the mail, which took a long time. The telephone allowed people to talk to others who lived far away.

#### Sample 1-Point Response

People could talk to people who lived far away.

#### Sample 0-Point Response

People didn't use telegraphs anymore.

## 2-Point Research Rubric

### Question 3:

*What are two ways the gasoline-powered engine changed people's lives? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives sufficient evidence of how the gasoline-powered engine impacted the way people lived.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives limited evidence of how the gasoline-powered engine impacted the way people lived.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not include evidence of how gasoline-powered engines impacted the way people lived. The response may be incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

Before gasoline-powered engines, people usually traveled by train, boat, or horse-drawn wagon. The gasoline-powered engines in cars, trucks, and other vehicles allow us to travel more quickly. They have also made farming easier.

#### Sample 1-Point Response

Most people in the world get around by cars that run on gasoline engines.

#### Sample 0-Point Response

The first cars were slower than horses.

# The Telephone

For thousands of years, people communicated with friends and family who lived far away by sending written messages. People had to wait for weeks or even months for a letter to get from one part of the world to another.

## A New Way to Send Messages

That changed when the telegraph was invented in the 1830s. Messages could be sent over a wire by tapping a code for letters and numbers. The messages could be received almost instantly, but you could not hear a voice. Instead, the operator heard beeping sounds. The sounds were then translated into a written message. The telegraph was used widely until the invention of the telephone in 1876.

Telegraph operators translated beeping sounds into written messages.



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*(continues)*

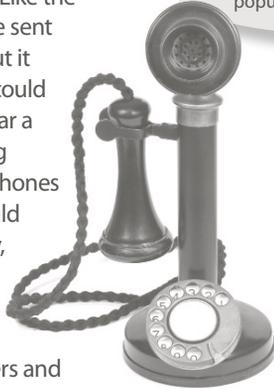
# Student Handout 1 *(continued)*

## Changing Communication Forever

The invention of the telephone changed communication forever. Like the telegraph, the telephone sent messages over a wire. But it did what the telegraph could not. It allowed you to hear a voice. It did not take long before people had telephones in their homes. They could talk to friends and family, even if they lived far away. Telephones also became an important tool for businesses. Buyers and sellers could communicate instantly. Telephone wires slowly connected cities across the United States. By 1915, a call could be made by a person in New York to a person in San Francisco. It was only a matter of time before people would be able to call someone who lived in another country.

In 1956, telephone cables were laid on the bottom of the Atlantic Ocean. The cables allowed people in the United States to talk on the telephone with people in Europe. As time went on, much of the world was connected by telephone cables and wires. But there were still parts of the world that were too far away for cables and wires to reach. In other places, there was not enough money for them.

The candlestick telephone was popular in the early 1900s.



## Connecting the Planet

Those problems were solved with the invention of wireless phones, also called cell phones. People started using cell phones in the 1980s. Within a few decades, people all over the world had them. Places that never had telephones before became connected.

There are places that don't have running water, but they have cell phones. In places where people used to walk for hours to check on a sick relative, they can now just call. Some parts of Africa have very few or no banks. Now people living there can do their banking with a cell phone. For example, a Masai tribesman in Kenya can sell his cattle and put the money in the bank using his phone.

At one time cell phones were considered a luxury. Now they are a necessary part of daily life. Nobody knows exactly how many people have cell phones. Estimates range from 4 to 6 billion people! The whole planet is more connected than at any time in history.



The first cell phones were huge!

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# Student Handout 3

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 1

### Part 1 (35 minutes)

#### Your Task

You will read an article describing another invention that changed people’s lives. Then you will answer three research questions about what you have learned. In Part 2, you will write an opinion essay about which invention—the telephone or the gasoline-powered engine—you think changed people’s lives more. You will be able to refer to the sources, your notes, and the answers to the research questions when you write your essay.

#### Steps to Follow

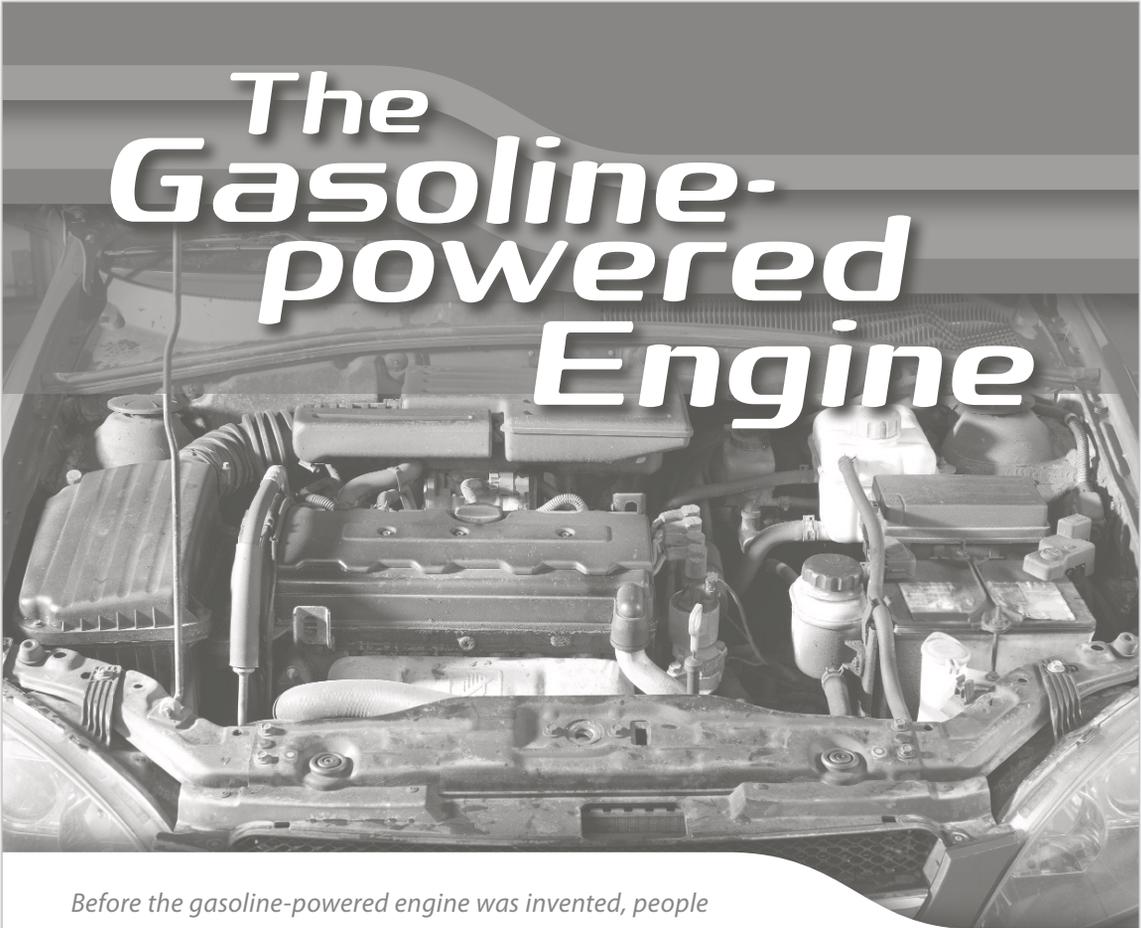
In order to plan and write your essay, you will do the following:

1. Read the source.
2. Take notes about the information in the source using a graphic organizer.
3. Answer three research questions to help you think about key information in the sources.

#### Directions for Beginning

You will have 35 minutes to read the sources, take notes, and answer the research questions. Your answers will be scored.

# The Gasoline-powered Engine



*Before the gasoline-powered engine was invented, people traveled by train, boat, or horse-drawn wagon. Merchants could only sell their goods in nearby towns. Farmers plowed and harvested their fields by hand or by using animals. Traveling and working in these ways could be very difficult and slow. The invention of the gasoline-powered engine in the mid-1880s allowed people to change how they traveled and worked.*

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## Changing the Way People Traveled

It didn't take long for gasoline-powered engines to be used in cars and other vehicles. Cars quickly became a common way of getting around. Roads and highways were built for the cars to travel on. People could move from place to place more quickly and easily than ever before.

*(continues)*

## Student Handout 4 *(continued)*

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### Changing the Way People Worked

The gasoline-powered engine also made work faster and easier for many people. A manufacturer could send large amounts of goods from place to place by truck. Instead of plowing and harvesting by hand or with animals, farmers could now use tractors and other machines. Farmers could also use trucks to send their produce to market.

Later, the gasoline-powered engine led to the invention of other types of engines. The jet engine is one example. Today, jet engines are used in the airplanes that carry people and goods all over the world. You can go to a grocery store in the United States and buy bananas from South America and beef from Australia.

You can go just about anywhere on Earth and find cars and other vehicles that use gasoline-powered engines. They have become part of everyday life. It's safe to say that the gasoline-powered engine changed the world forever.

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# Student Handout 5

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Research Questions

**Directions:** Answer the three questions below. Write in the space provided after each question. You may refer to the sources and your notes to answer the questions.

1. What is similar about the telephone and the gasoline-powered engine? Use details from the sources in your answer.

2. How did the invention of the telephone change the way people lived? Use details from the sources in your answer.

3. What are two ways the gasoline-powered engine changed people's lives? Use details from the sources in your answer.

---

# Student Handout 6

---

NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 2

### Part 2 (70 minutes)

#### Your Task

You will have 70 minutes to write your essay. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers.

#### Your Writing Assignment

People's lives were changed by the invention of the telephone and the gasoline-powered engine. Write an opinion essay telling whether you think the invention of the telephone or the gasoline-powered engine changed people's lives more. Support your opinion with information from the sources you have read.

#### Begin Work on Your Essay

Manage your time carefully so that you can:

- Plan your essay (15 minutes)
- Write your essay (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

#### Things to Remember

Remember that a well-written opinion essay:

- States an opinion
- Gives reasons that support the opinion
- Explains information clearly
- Provides a conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar



# Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners able to agree about what information to include in their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they recording their notes in the appropriate places on their graphic organizers?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they writing notes in their own words?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students' responses indicate that they understand what each question is asking?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to incorporate information from their notes and the sources in their responses?</li> </ul>			
Other observations:			

**Considerations:**

If you notice the students struggling to write responses, support them by asking questions such as:

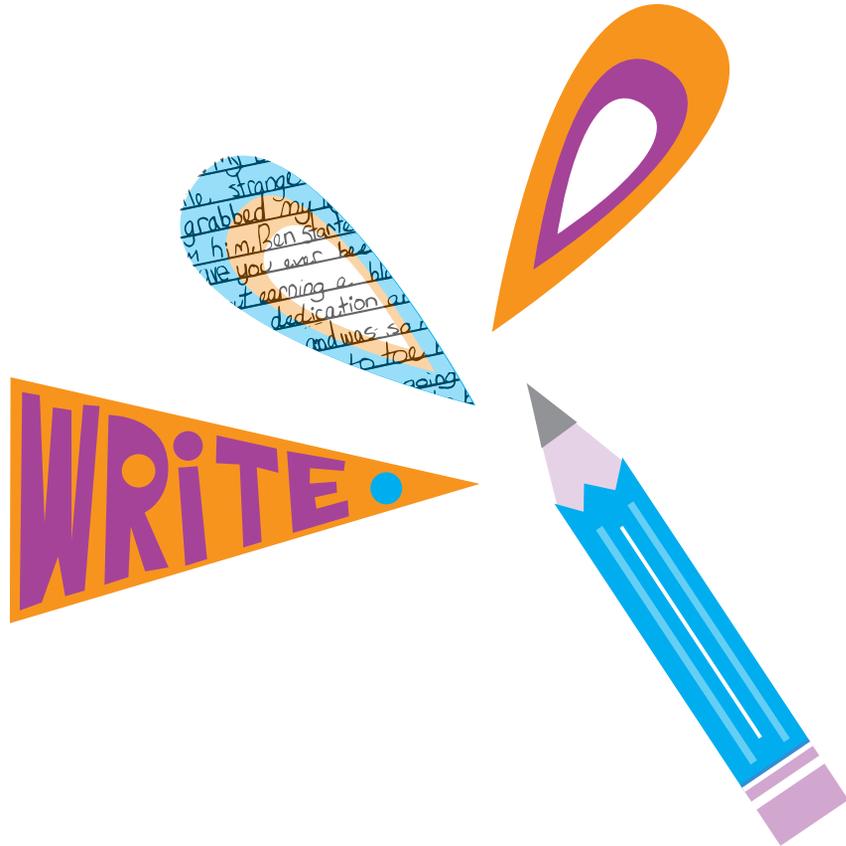
- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to clearly state their opinion in the opening paragraph of the essay?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their essays?			
Other observations:			

**Considerations:**

If you notice a student having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your essay? What might you write in your opening paragraph to clearly state your opinion about the topic?*
- Q *How might you use your notes to help you decide what to write in your essay?*
- Q *What information from your notes or the sources can you use to support your opinion?*



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1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
800.666.7270  
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Sample materials for review

Student Writing Handbook

Being a  
Writer™  
SECOND EDITION





*Being a*  
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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270; fax: (510) 464-3670  
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Student Writing Handbook

# Being a Writer™

SECOND EDITION

READ

SHARE

WRITE

PLAN



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Poem

## I'm Sorry!

by Jack Prelutsky

I'm sorry I squashed a banana in bed,  
I'm sorry I bandaged a whole loaf of bread,  
I'm sorry I pasted the prunes to your pants,  
I'm sorry I brought home the ants.

I'm sorry for letting the dog eat the broom,  
I'm sorry for freeing a frog in your room,  
I'm sorry I wrote on the wall with sardines,  
I'm sorry I sat on the beans.

I'm sorry for putting the peas in my hair,  
I'm sorry for leaving the eggs on your chair,  
I'm sorry for tying a can to the cat,  
I'm sorry for being a brat!

"I'm Sorry" © 1990 by Jack Prelutsky from *Something Big Has Been Here* by Jack Prelutsky, used by permission of HarperCollins Publishers.



## Poem

# I'm Much Too Tired to Play Tonight

by Jack Prelutsky

I'm much too tired to play tonight,  
I'm much too tired to talk,  
I'm much too tired to pet the dog  
or take him for a walk,  
I'm much too tired to bounce a ball,  
I'm much too tired to sing,  
I'm much too tired to try to think  
about a single thing.

I'm much too tired to laugh tonight,  
I'm much too tired to smile,  
I'm much too tired to watch TV  
or read a little while,  
I'm much too tired to drink my milk  
or even nod my head,  
but I'm not nearly tired enough  
to have to go to bed.

"I'm Much Too Tired To Play Tonight" © 1990 by Jack Prelutsky from *Something Big Has Been Here* by Jack Prelutsky, used by permission of HarperCollins Publishers.



## Poem

# The Fly Is In

by Shel Silverstein

The fly is in  
The milk is in  
The bottle is in  
The fridge is in  
The kitchen is in  
The house is in  
The town.

The flea is on  
The dog is on  
The quilt is on  
The bed is on  
The carpet is on  
The floor is on  
The ground.

The worm is under  
The ground is under  
The grass is under  
The blanket is under  
The diaper is under  
The baby is under  
The tree.

The bee is bothering  
The puppy is bothering  
The dog is bothering  
The cat is bothering  
The baby is bothering  
Mama is bothering  
Me.

“The Fly Is In” © 1981 by Evil Eye Music, Inc. From *A Light in the Attic* by Shel Silverstein, used by permission of HarperCollins Publishers.



## Excerpt

### from “The Missing Moon” in *The Moon and I* by Betsy Byars

I heard a noise.

I got up and glanced over the porch railing. There was the snake on the ground, cornered in an angle of the chimney. A neighbor’s calico cat—Ginger—held it in place.

My heart actually leapt, like in poetry.

Thank you, Ginger.

Ginger and the snake were involved in a tense, eyeball-to-eyeball face-off.

The sounds I had heard were coming from the cat. These were low, throaty growls that couldn’t have had much effect because snakes don’t have ears.

The snake remained coiled, silent, alert, and ready. The tip of its tail began to quiver.

Perhaps, I thought, the snake was gearing up for one of those brave, absurd fights my husband had spoken of. I was torn between wanting to see the snake in action and not wanting to see it bite its own body.

Like a mother whose child is threatened, I slapped my hands against the side of the railing.

“Go home, Ginger!”

The cat looked up, startled. Then she dashed into the woods, taking the shortcut for home.

My snake remained for a moment, testing the climate with flicks of its dark, forked tongue. Then, apparently satisfied that the danger had passed, the snake began uncoiling.

(continues)

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## Excerpt from “The Missing Moon” *(continued)*

The black color was startling against the green ivy, and I could see that the snake was longer than I had thought—about six feet.

The snake began to move in a series of graceful S-curves, its head a few inches off the ground.

It circled the chimney. The movement was as slick as mercury.

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## Essay

### Little Things

by Sara Roberts

excerpted from *Teen Ink: What Matters*

*Always and in everything let there be reverence.*

— Confucius

My grandmother, whom I call Gramcracker, has taught me so many amazing things. My favorite was how, when she was a little girl, the smallest things meant so much to her. I envy that about her. In our generation, not many people think that way. Everything is “I have” or “I want.” No one really appreciates the little things in life.

I often sit with Gramcracker and talk about everyday things. One time outside, I was talking with her, and a beautiful, brilliantly colored monarch butterfly flew past us. I really didn’t think about it, but Gramcracker certainly did. She said, “That monarch reminds me of when I was little.” So, of course, like every curious child, I asked her to tell me the story.

Gramcracker told me that when she was little and lived on a farm, there was a manure pile that for some reason attracted dozens of monarch butterflies. My grandma always wanted pretty, colorful curtains for her room, and so she had decided that she would pin dried butterflies on her curtains to make them beautiful. One day, she took a net and a jar and scooped a bunch into the jar, sealing it tight. My gramcracker hid them so her parents wouldn’t find out. A few days later her parents called her downstairs saying, “Look what we found in our closet!” Gramcracker couldn’t believe it. They had found her butterflies, but the once-beautiful butterflies were not beautiful anymore. Their wings were torn from trying to escape from the jar. They wouldn’t make pretty curtains anymore. She felt horrible for killing them. She had

*(continues)*

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## Little Things *(continued)*

wanted beautiful curtains so much that she had killed those butterflies just to get them. Yet she still felt sad because she wouldn't have her pretty curtains. From that day on, she learned to enjoy nature, not capture it.

I never forgot that story. Last Christmas I wanted to find something special for Gramcracker, so I made a wooden frame for a small window. Then I put cloth over the windows and tied them back like curtains. For the final touch, I put fake butterflies on the curtains, just as she had wanted all those years ago.

She couldn't believe that I had gone through so much trouble just to give her the curtains she always wanted. When I gave my gramcracker her present, she loved it so much that she started to cry.

I will never forget her story about the butterflies. I also will never forget how she showed me how to respect nature's beauty. I love my gramcracker so much for teaching me respect. I hope one day I can teach my grandchildren as many things as my gramcracker has taught me.

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## Excerpts

# Opening Sentences from Three Personal Narratives

Every Sunday morning, Mama cooked a special breakfast. Beefsteak or pork chops, something like that. She and Papa had coffee or tea, and we had Postum. And rolls. Mama could make the best old rolls, they were some kind of good!

— from “Hot Rolls” (*Childtimes*)

Mama used to say, “You always have to learn things the hard way, don’t you, Lessie?”

— from “Learning the Hard Way” (*Childtimes*)

I glanced up and saw it.  
Snake, I said to myself. That looks like a snake.  
I got up out of my porch rocking chair and went closer.  
That *is* a snake.

— from “A Snake Named Moon” (*The Moon and I*)

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## Excerpts

# Closing Sentences from Three Personal Narratives

I'd keep on until Papa said, "Little duckie"—that's what he called us—"Little duckie," he'd say, "if you eat any more, you won't be able to get out of your chair." And that would be the end of that.

— from "Hot Rolls" (*Childtimes*)

Now I understand that life always returns whatever you give. Your life is not a coincidence, but a mirror of your actions.

— from "The Mirror"

I will never forget her story about the butterflies. I also will never forget how she showed me how to respect nature's beauty. I love my gramcracker so much for teaching me respect. I hope one day I can teach my grandchildren as many things as my gramcracker has taught me.

— from "Little Things"

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## Excerpt

### from *Miss Rumphius*

by Barbara Cooney

The next spring Miss Rumphius was not very well. Her back was bothering her again, and she had to stay in bed most of the time.

The flowers she had planted the summer before had come up and bloomed in spite of the stony ground. She could see them from her bedroom window, blue and purple and rose-colored.

“Lupines,” said Miss Rumphius with satisfaction. “I have always loved lupines the best. I wish I could plant more seeds this summer so that I could have still more flowers next year.”

But she was not able to.

After a hard winter spring came. Miss Rumphius was feeling much better. Now she could take walks again. One afternoon she started to go up and over the hill, where she had not been in a long time.

“I don’t believe my eyes!” she cried when she got to the top. For there on the other side of the hill was a large patch of blue and purple and rose-colored lupines!

“It was the wind,” she said as she knelt in delight. “It was the wind that brought the seeds from my garden here! And the birds must have helped!”

Then Miss Rumphius had a wonderful idea!

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## Excerpts

### from *Roxaboxen*

by Alice McLerran

A town of Roxaboxen began to grow, traced in lines of stone: Main Street first, edged with the whitest ones, and then the houses. . . . At first the houses were very plain, but soon they all began to add more rooms. The old wooden boxes could be shelves or tables or anything you wanted. You could find pieces of pottery for dishes. Round pieces were best.

---

After a while they added other streets. Frances moved to one of them and built herself a new house outlined in desert glass, bits of amber, amethyst, and sea-green: a house of jewels.

---

Sometimes in the winter, when everybody was at school and the weather was bad, no one went to Roxaboxen at all, not for weeks and weeks. . . . And spring came, and the ocotillo blossomed, and everybody sucked the honey from its flowers, and everybody built new rooms, and everybody decided to have jeweled windows.

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## Excerpts

### from *Morning on the Lake* (1)

by Jan Bourdeau Waboose

Grandfather stretches out his steady, strong arm. I hold onto it and climb into the canoe. It feels wobbly, so I sit very still. We begin to drift away from shore. Because I am in the front looking out, I cannot see my grandfather's face. But I know that he is smiling. I hear the dip of his paddle on the water and imagine many tiny bubbles trailing behind us on the glassy surface. I watch my reflection on the water as we glide.

It is still in the early morning. There is no wind and it feels cool and damp. Everything is silent, except for the sound of the paddle.

---

The morning is no longer serene and still. Birds chirp their morning songs across the lake. I sense the animals stirring on the shore. The mist is gone. The sun, full and warm, shines bright above the trees. The wind ripples the water. The leaves sway gently in the scented breeze.

Excerpts from *Morning on the Lake* written by Jan Bourdeau Waboose and illustrated by Karen Reczuch. Used by permission of Kids Can Press Ltd., Toronto. Text copyright © 1997 Jan Bourdeau Waboose.



## Excerpts

## Closing Sentences from Three Stories

When you go owling  
you don't need words  
or warm  
or anything but hope.  
That's what Pa says.  
The kind of hope  
that flies  
on silent wings  
under a shining  
Owl Moon.

— from *Owl Moon*

“Look,” I say. “Look, I can write my name.”

I write my name over and over as they watch, and I think of my name now lasting longer than the sound of it, maybe even lasting, like the old buildings in the city, a thousand years.

— from *The Day of Ahmed's Secret*

More than fifty years later, Frances went back and Roxaboxen was still there. She could see the white stones bordering Main Street, and there where she had built her house the desert glass still glowed—amethyst, amber, and sea-green.

— from *Roxaboxen*

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## Excerpt

### from *Morning on the Lake* (2)

by Jan Bourdeau Waboose

“Morning is calling. It is time.”

I hear my grandfather’s slow, quiet voice in the distance. There is no need for him to say it again. I jump out of bed, rub the sleep from my eyes and pull on my T-shirt and pants. As I run to the lake where he stands, waiting, I see his large silhouette against the pink morning sky. He is staring out at the cool, calm water. Morning mist looks like a gray blanket covering the lake. The sun is a big orange ball hiding behind the trees. I imagine it being pulled up by spiders’ strings.

Excerpt from *Morning on the Lake* written by Jan Bourdeau Waboose and illustrated by Karen Reczuch. Used by permission of Kids Can Press Ltd., Toronto. Text copyright © 1997 Jan Bourdeau Waboose.

## Point of View in Two Stories

Today I have a secret, and all day long my secret will be like a friend to me.

Tonight I will tell it to my family, but now I have work to do in my city.

My donkey pulls the cart I ride on. I have many stops to make today. The streets are crowded. Everyone is going somewhere. Like me, everyone has something important to do.

— from *The Day of Ahmed's Secret*

The gargoyles squat  
high on corners  
staring into space,  
their empty eyes unblinking  
till night comes.

Then there is movement  
in the shadowy corners  
as the gargoyles creep  
on stubs of feet  
along the high ledges  
and peer,  
nearsighted,  
into rooms where mummies lie  
in boxes, long and thin  
as coffins, ribboned round  
with painted boats and figures  
dark as night.

— from *Night of the Gargoyles*

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## Speech Punctuation in Two Stories

In the evening Alice sat on her grandfather’s knee and listened to his stories of faraway places. When he had finished, Alice would say, “When I grow up, I too will go to faraway places, and when I grow old, I too will live beside the sea.”

“That is all very well, little Alice,” said her grandfather, “but there is a third thing you must do.”

“What is that?” asked Alice.

“You must do something to make the world more beautiful,” said her grandfather.

“All right,” said Alice. But she did not know what that could be.

— from *Miss Rumphius*

Instead of telling them about my day, I say, “Look, I have something to show you.”

It is time to tell my secret. I take a deep breath.

“Look,” I say. “Look, I can write my name.”

— from *The Day of Ahmed’s Secret*

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## Punctuation for Effect in Three Stories

After a hard winter spring came. Miss Rumphius was feeling much better. Now she could take walks again. One afternoon she started to go up and over the hill, where she had not been in a long time.

“I don’t believe my eyes!” she cried when she got to the top. For there on the other side of the hill was a large patch of blue and purple and rose-colored lupines!

— from *Miss Rumphius*

Very still, we wait, perched on top of our rocky nest. I can hear my own breathing. It is loud. I cannot hear Grandfather’s. I wonder if he is holding his breath. I want to look at him, take one quick peek. But then . . . I see a powerful bird in slow motion. Alone and gliding.

— from *Morning on the Lake*

There were two ice cream parlors. Was Paul’s ice cream the best, or Eleanor’s? Everybody kept trying them both. (In Roxaboxen you can eat all the ice cream you want.)

— from *Roxaboxen*

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## Excerpts

# Closing Sentences from Three Informational Reports

A *Francophile* is someone who loves France and everything about it, from the Eiffel Tower to those buttery, melt-in-your-mouth croissants. Has reading this report turned you into a Francophile? I hope so! As they say in France, *à bientôt*. (That is pronounced “ah bee-en-toh” and it means “See you soon.”)

— by Monica

As you have learned, Haiti has not had it easy. The 2010 earthquake was devastating, and most Haitians are very poor. But as you have also learned, Haiti is a country filled with rhythmic music and joyful dance, a country where parents treasure their children above all else.

— by Anthony

With all its amazing artifacts and monuments—the Rosetta Stone, the Pyramids, and the Great Sphinx, to name just a few—it’s easy to understand why tourism is one of the top ways Egypt makes money. From the days of the pharaohs to our own times, Egypt has remained one of the world’s most interesting cultures. I hope you have enjoyed this exploration of a great civilization.

— by Lacey



## Excerpt

### from *Mexico* by Colleen Sexton

#### About the Author

Colleen Sexton has a bachelor's degree in English from the College of Saint Benedict in St. Joseph, Minnesota. As a children's book editor, she focused on geography. She worked on books about countries and cultures around the world.

Colleen has written more than 100 nonfiction books for kids, ranging from biographies of J. K. Rowling and Jackie Robinson to series about space and deadly animals. But geography is still her favorite topic to write about.

"About the Author" from *Mexico* by Colleen Sexton. Copyright © 2011 by Colleen Sexton. Used by permission of Bellwether Media. All rights reserved.

# Carrot Salad

from *Children's Quick and Easy Cookbook* by Angela Wilkes



15 MINUTES



SERVES 4

## CARROT SALAD

### You will need

Cutting board • Kitchen brush or vegetable peeler • Grater • Cookie sheet  
Lemon squeezer • Small jar with lid  
Salad bowl with servers

#### For the salad

6 large carrots

1 tablespoon  
sunflower seeds

½ cup (85 g) raisins

#### For the dressing

½ orange

½ lemon

1 teaspoon  
honey

3 tablespoons  
hazelnut or olive oil

¼ teaspoon prepared French mustard

Salt and pepper



Decorate the salad by sprinkling a few extra raisins and sunflower seeds over the top.

### What to do



**1** Scrub or peel the carrots and grate them coarsely. Toast the sunflower seeds lightly under the broiler for a few minutes.



**2** Squeeze the juice out of the orange and lemon. Put the dressing ingredients into a jar, screw on the lid, and shake well.



**3** Put the carrot, sunflower seeds, and raisins into a salad bowl. Pour the dressing over the top and toss the salad.

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Excerpt from *Children's Quick and Easy Cookbook* by Angela Wilkes (Dorling Kindersley, 1997, 2006). Copyright © 1997, 2003 Dorling Kindersley Ltd. Text copyright © 1997 Angela Wilkes.

# Carrot and Raisin Salad

from *The Jumbo Vegetarian Cookbook* by Judi Gillies and Jennifer Glossop

## Carrot and Raisin Salad

Preparation: 15 minutes | Serves: 4



When there's no lettuce in the fridge for salad, don't despair. Make this crunchy salad with just a few ingredients you probably have on hand.

### You Will Need

4	carrots, peeled and grated	4
125 mL	raisins	1/2 cup
125 mL	peeled, cored and chopped apple	1/2 cup
50 mL	chopped nuts (optional)	1/4 cup
15 mL	lemon juice	1 tbsp.

### Dressing

50 mL	mayonnaise	1/4 cup
50 mL	lemon juice or vinegar	1/4 cup
	salt and pepper to taste	

### Utensils

chef's knife	small bowl
measuring cup and spoons	whisk or fork
potato peeler	wooden spoon
grater (use larger holes)	juicer
mixing bowl	

1. In a mixing bowl, combine carrots, raisins, apple, nuts and lemon juice. Toss together.
2. Put the dressing ingredients in a small bowl. Beat with a whisk or fork until well mixed.
3. Pour over the carrot mixture. Toss well.

Level:  
Intermediate



Makes:  
4 servings



Preparation:  
15 minutes



with tofu  
mayonnaise



Salads • 115

Excerpt from *The Jumbo Vegetarian Cookbook* written by Judi Gillies and Jennifer Glossop and illustrated by Louise Phillips is used by permission of Kids Can Press Ltd., Toronto. Text © 2002 Judi Gillies and Jennifer Glossop. Illustrations © 2002 Louise Phillips.

# Expressions and Emotions

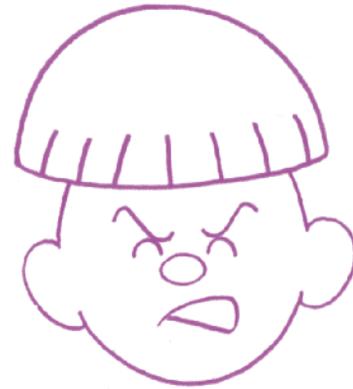
from *1-2-3 Draw Cartoon People* by Steve Barr

## Expressions and Emotions

In these drawings, can you see how eyes and mouths show feelings? Experiment with different shapes and lines when you draw mouths and eyes. Have fun! Discover for yourself what looks cool! For now, though, let's try a few basic facial expressions...



Happy



Angry



Sad



Surprised



Silly



Really Happy!

Excerpt from *1-2-3 Draw Cartoon People* by Steve Barr. Copyright © 2004, published by Peel Productions, [www.123draw.com](http://www.123draw.com). Reprinted by permission of Peel Productions.

# Expressions

from *Drawing Cartoons* by Anna Milbourne

## Expressions

An essential part of drawing cartoons is being able to draw expressions. You can draw lots of different expressions very simply. Then, you can use these to create complete cartoon characters.

Take an online lesson in how to draw some simple faces. Or, play a game online, adding parts to a potato to create funny faces. For a link to these Web sites, go to [www.usborne-quicklinks.com](http://www.usborne-quicklinks.com)

### A basic face



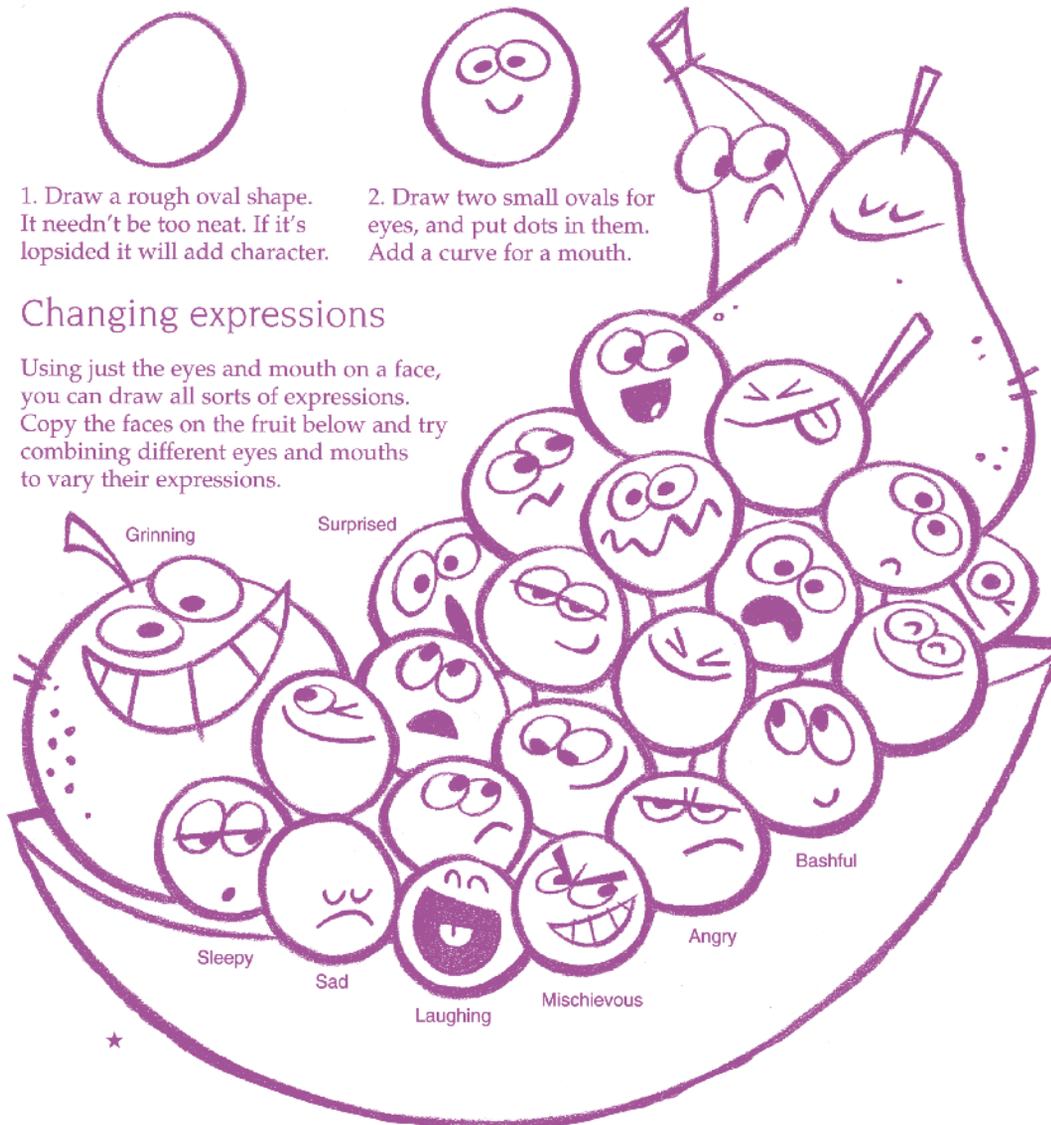
1. Draw a rough oval shape. It needn't be too neat. If it's lopsided it will add character.



2. Draw two small ovals for eyes, and put dots in them. Add a curve for a mouth.

### Changing expressions

Using just the eyes and mouth on a face, you can draw all sorts of expressions. Copy the faces on the fruit below and try combining different eyes and mouths to vary their expressions.



6

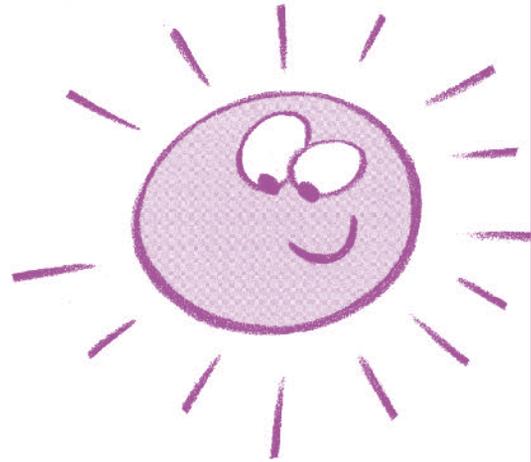
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## Making a character

from *Drawing Cartoons* by Anna Milbourne

### Making a character

A basic circle face, with just a mouth and eyes, already has lots of personality. Without adding much more, you can make simple cartoon characters. For example, just add legs to make a spider, or add wings and legs to make a flying insect.



In a cartoon garden, even the flowers can have faces.



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# Authors

from *The Book of Cards for Kids* by Gail MacColl

CARDS FOR KIDS

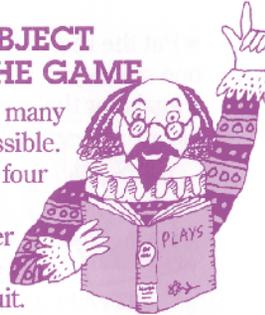
## AUTHORS

4–6 PLAYERS

This game used to be played with cards that showed authors and the titles of their books. The same game goes by the name *Happy Families*.

### OBJECT OF THE GAME

To collect as many books as possible. A book is all four cards of the same number or letter, one from each suit.



### SET UP

**ALL PLAYERS:** Pick a card from the deck. The player with the highest card deals.

### START

**DEALER:** Shuffle the cards. Deal out all the cards, one at a time and face down. It's all right if some players have

more cards than others.

**ALL PLAYERS:** Look at your cards. Arrange them so that cards with the same number are side by side in your hand.



### PLAY

**PLAYER ON DEALER'S LEFT:** You go first. Decide what cards you need to make a book. Ask one of the other players for one of those cards. You must ask for the exact card—for instance, the 9♠.

**ALL PLAYERS:** If you are asked for a card and you have it, you must hand it over. But if you only have a similar card—for instance, the 9♣—say, “No.”

**Warning:** If you say you don't have a card when you do, you'll pay a penalty when the other players find out—you'll have to give one of your cards to each of the other players.

- Play goes around to the left, with each player asking for cards and collecting books.
- When you have a book of four matching cards, show it to the other players, then put it face down in front of you.
- If you run out of cards by

making a book, you must sit out the rest of the game. You will still count up the number of books you collected for scoring at the end of the game.

- When all the books have been collected and everyone is out of cards the game is over. The player with the most books is the winner.

### PLAYER ON DEALER'S LEFT:

When everyone has finished counting their books, gather



### STRATEGY

Pay attention! Listen to what other players are asking for, even if they aren't asking you. If you hear a player ask for the 7♠, for instance, you'll know she's trying to make a book of Sevens. If you are also collecting Sevens, you'll ask that player for her Sevens when your turn comes around.

up the cards. You will deal the next game.

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## Excerpt

### 1, 2, 3 Dragon

by students at Germantown Academy, PA

#### State the name of your game and why you chose it.

The name of the game is 1, 2, 3 Dragon. We chose it because it can include everyone, because it's tiring, because of its simplicity, and because it looked fun and challenging.

#### List the countries where it is played and its origin.

Variations of the game are played all over the world, but with different rules, scoring, and names.

1, 2, 3 Dragon originated in China and is played by small children, usually to celebrate the New Year. During the Chinese New Year they have dancing dragons, games and food. Dragons are important because they mean good luck.

#### Describe how your game is played. State the object of the game. Clearly describe the rules.

- 10 or more people form a line with each player holding the shoulders of the person in front of them.
- The person in the front is the “Head.”
- The person at the back of the line is the “Tail.”

#### To Begin:

- The tail shouts “1, 2, 3 dragon.”
- The head leads the line and tries to catch the tail.
- The line must stay together the whole time.

*(continues)*

“1, 2, 3 Dragon” from [www.ga.k12.pa.us](http://www.ga.k12.pa.us). Copyright © 1996 by Germantown Academy. Used by permission of Germantown Academy. All rights reserved.

## 1, 2, 3 Dragon *(continued)*

### End of a Round:

- If the dragon breaks, the dragon dies. The head moves to the end of the line and becomes the tail.
- If the head catches the tail, play stops and the head goes to the end of the line.
- The second person in line now becomes the head.

### Object:

The object is to tag the tail as many times as you can while you are the head. A point is scored for each successful tag. Some people prefer to play without points.

### List the equipment needed.

- 10 or more players.
- Playing area.
- Ages: 8 or older.

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## Excerpt

### Catching Stars

by students at Germantown Academy, PA

#### State the name of your game and why you chose it.

We chose this game because we like the game “Mr. Fox” and this is very similar.

#### List the countries where it is played and its origin.

This game was developed by the pygmy tribes in Africa.

#### Describe how your game is played. State the object of the game. Clearly describe the rules.

- It takes seven or more players to play this game.
- Divide the players into two groups: Stars and Catchers
- Set up two boundaries about twenty feet apart.
- Catchers: stand in the middle of the two boundaries.
- Stars: stand on one side of the boundaries.
- Catchers: say “star light, star bright, how many stars are out tonight.”
- Stars: say “more than you can catch!”
- The stars run across to the other end and try not to get tagged. The winner is the last person to get caught.

#### List the equipment needed.

- None. This is a simple running game.

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## Bugs Are Creepy

I think that bugs are creepy, gross, and annoying. I don't like them. In fact, I hate them.

When I say "bugs," I mean all insects and spiders. I think they are all creepy. For example, they are often furry with long skinny legs. Many have wiggly antennae, and some have wings and can fly. They look weird, like miniature aliens. Who knows, they might be aliens! I have no idea why they exist.

Another terrible thing about bugs is that bugs bite! Mosquitoes, spiders, ants, earwigs, and many other kinds of bugs bite. Some bugs like ticks or mosquitoes bite you to suck your blood. Yuck! Others bite you just to hurt you, whether you are going to kill them or not. One time, a tiny black ant bit me, and it really hurt. Some bug bites can even kill you, like a scorpion's bite and the bites of certain spiders like black widows. Also, you might die or get sick if you get stung by a bee and are allergic to bee stings.

Since bugs are everywhere, you can't get away from them. They are in the city, and they are in nature. For instance, you can find them on the sidewalk and in the dirt. They are in the garden under every rock and on the prettiest flowers. They are in your house. They are in your kitchen and on your food! Do you really feel like eating food after a fly has landed on it and taken a bite? Gross! Bugs even come out at night to fly around lights. I just can't get away from them!

As you can see, I think that bugs are strange, disgusting, and really annoying. I don't want to see them, touch them, or be bitten by them. I'm sure I'm not the only person who feels this way about bugs. . . . I bet you do, too!

## Insects Are Amazing

I don't like when people call insects "bugs." That means that they bug them. Insects don't bug me. I actually think they are amazing. They are cool to watch, fun to play with, and interesting to learn about.

Insects are very important because they help plants and animals. For example, ladybugs eat aphids. Aphids eat the flowers in your garden. If you want a healthy garden, leave those ladybugs alone. Also, when an animal or a plant dies, insects eat it to help break it down. If you don't want a lot of smelly dead animals around, let those insects do their work. Also, many animals eat insects. I bet you think birds are beautiful. If there were no bugs, many birds would die because they need insects to eat.

Insects are also cool to watch and learn about. They do all sorts of cool things. For instance, ants can carry ten times their weight! In addition, ants and many other kinds of insects like bees can communicate without talking. They can tell each other where food is or where danger is by the way they move or by leaving scents. Have you ever watched all the moths that fly to a light at night? Why do they do that? How come they don't run into each other? These are the kinds of questions that entomologists (people who study insects) ask and get to figure out. That to me sounds like a pretty cool job.

Lastly, I don't see why insects are such a big deal since they don't usually bother people. Most insects live under rocks or in places that people don't always go. Most just want to be left alone. It seems to me that we should just leave them alone and let them

*(continues)*

## Insects Are Amazing *(continued)*

do their work. When we do see them, we should just study them and learn more about them.

I hope you will think twice before you kill the next insect you see. That insect might be food for an animal, or it might be helping in some way you don't know about. Maybe, if you think twice, you will even agree with me that insects are amazing.

## Helping Other Countries

Recently my class debated whether or not we should collect money to send to poor countries. I definitely think we should send money to other countries that need it. If we did, people in those countries could have things like clean water and they would see America as kind and caring. What seems like a little money to us is sometimes a lot of money to people in a poor country.

Here in America, we have so many things that the people in poor countries only dream about. We have toys for kids, schools, cars, clean water, nice clothes, and food. In many poor countries, kids and adults are dying because they are drinking polluted water or because they can't get the medicine they need. Sometimes there aren't any schools for the kids. Here in America, so many kids have fancy sneakers or video games that they don't need. What is more important: for you to be able to have the newest, hottest sneakers or for a family to be able to eat?

Also, if America would give some money to poorer countries, I think other countries would see that we are friendly and that we care. Maybe the world would be more peaceful if big countries like America shared some of their money with countries that need more.

Finally, a little amount of money to us is a lot to a person in a poor country. For example, if you bought a \$40 pair of sneakers instead of a \$60 pair, you could send \$20 to a family so they could buy a goat. That goat would provide them with milk to drink with their meals. They would get vitamins that they need to help them be healthy. Also, the goat could have babies, and the family could eat some or sell them to buy other things.

*(continues)*

## Helping Other Countries *(continued)*

If every person in America gave a little money, it would add up to a lot. It would make a big difference to people in other countries who don't have as much as we do. That's why I think that we should give money to help people in parts of the world that need help.

## It Is Our Money and We Need It

Has there ever been a collection drive at your school urging you to give money to another country far away from the United States? Sometimes the money that is collected goes to build schools in other countries. The money also buys pencils and pays the salary of a teacher in a foreign country. I think that people in our country should not give money to help other countries for a few reasons.

We should not give our money away because our own schools need it. Many schools in this country don't have enough supplies. For example, our class usually doesn't have a supply of pencils to use. We have to bring pencils from home most of the time. I don't see why we should be expected to buy pencils for children in other countries when American children don't even have a steady supply of pencils. We should worry about ourselves before we worry about other countries.

Another reason we should keep our money is that the economy is bad in many parts of the United States. Thousands of people are losing their jobs and houses. The last thing we, as a country, need to be doing with our money is giving it away to pay a teacher's salary in a foreign country. I don't see how giving away our money for something that will not benefit our country is going to help our economy.

We have enough problems here, and we need to think about helping our own people first. For those reasons, I don't think the United States should give money to help other countries.

## Bike Helmets

What do you think when you see a kid riding a bike without a helmet? Well, I think riding without a helmet is dangerous and people should wear a helmet every time they ride a bike.

First of all, it is the law. In most towns and cities, kids and teens have to wear a bike helmet every time they ride a bike. If they do not, they will be stopped by the police and their parents will be called. So if you don't want to be stopped by the police, wear your helmet.

When you are riding your bike on the street, you could get hit by a car. Cars go very fast, and when drivers pull out of parking spots and driveways, they might not see you riding your bike. If a car hits you, your head could hit the ground. If you are wearing a helmet, your head will be protected and the helmet will save your life.

Because bike helmets can prevent serious head injuries, parents and older kids should set a good example by wearing bicycle helmets when they ride. I know teens might not like the idea, but if everyone or almost everyone wears a helmet, kids won't think it is strange.

A bicycle helmet protects your head and could save your life if you fall off your bike. Also, it's the law for kids to wear helmets, and you don't want to break the law! So please wear your helmet every time you ride.

## Persuasive Essay Excerpts with Run-on Sentences

Volunteer work is very important in any community everyone should try doing some volunteer work, I think. There are many different kinds of volunteer work here are some examples. People can clean up local parks. They can help out at the public library they can tutor students in after-school programs. They can volunteer at a hospital.

---

Volunteer work is a great way to meet new people it connects you to your community. When you volunteer, you meet other people from your city or neighborhood. You have fun together you get to know each other. Volunteer work is also great because it makes you feel proud and happy. You get a feeling of accomplishment because you are doing good things you may even learn some new skills.

## Essay

### Persuasive Essay Without Indentation

How much TV do you watch? Almost everybody watches some TV. Most people have a favorite show they enjoy viewing. That is fine, but I think that watching a lot of TV is not healthy or a good idea. People who watch too much TV sit around and don't get enough exercise. Our bodies need regular exercise to stay healthy. That's because exercise builds muscles. It helps people stay flexible. It also burns calories. Another big problem with TV is that it can be bad for people's brains. Watching too much TV makes people unable to concentrate or pay attention. TV is especially bad for young children's brains. It can change the way the brain works. In addition, watching TV takes time away from other important parts of life. If people watch a lot of TV, they are probably not talking to their friends or family. They are probably not going outside and enjoying nature. It's true that TV can be fun to watch. It is a nice way to relax sometimes. But I think you will agree with me that watching a lot of TV is bad for your body, bad for your brain, and bad for your life!



## Poem

### Feeling III

by Michael Rosen

Lying in the middle of the bed  
waiting for the clock to change  
flicking my toes on the sheets  
watching an airplane cross the window  
staring at the glare of the light  
smelling the orange on the table  
counting the flowers on the curtain  
holding my head with my hand  
hearing the steps on the stairs  
lying in the middle of the bed  
waiting for the clock to change.

“Feeling III” from *The Best of Michael Rosen* by Michael Rosen. Copyright © 1995 Michael Rosen. Used by permission of Dewey Decimal Productions. All rights reserved.



## Poem

### Lullaby

by Kristine O'Connell George

Tree sighs softly  
as the birds patter about  
her heavy old branches,  
settling down,  
tucking their heads  
beneath their wings.

She waits until dusk  
has shadowed her leaves,  
and when she's sure  
she's heard that last  
soft cheep,

she rocks her birds to sleep.

"Lullaby" from *Old Elm Speaks: Tree Poems* by Kristine O'Connell George. Copyright © 1998 by Kristine O'Connell George. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

The evening star  
beauties  
of all stars

## Poem

### lawnmower

by Valerie Worth

The lawnmower  
Grinds its teeth  
Over the grass,  
Spitting out a thick  
Green spray;

Its head is too full  
Of iron and oil  
To know  
What it throws  
Away:

The lawn's whole  
Crop of chopped  
Soft,  
Delicious  
Green hay.



"lawnmower" from *All the Small Poems and Fourteen More*. Copyright © 1994 by Valerie Worth.  
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## Poem

### Windy Nights

by Rodney Bennett

Rumbling in the chimneys,  
    Rattling at the doors,  
Round the roofs and round the roads  
    The rude wind roars;  
Raging through the darkness,  
    Raving through the trees,  
Racing off again across  
    The great grey seas.

“Windy Nights” by Rodney Bennett appears in *Knock at a Star* copyright © 1999, edited by X. J. Kennedy and Dorothy M. Kennedy, published by Little, Brown and Company.



## Poem

### Up and Down by Douglas Florian

U<sup>p</sup> in a tree  
A screeching jay  
Is teaching others:  
Stay Away!  
D  
o  
w  
n on the ground  
A quiet squirrel  
Buries acorns  
For later referral.

"Up and Down" from *Autumblings*. Text copyright © 2003 Douglas Florian. Used by permission of HarperCollins Publishers.



## Poem

### Egg

by Kristine O'Connell George

There are  
No tags, no tabs  
Or wrapping paper,  
Nor flaps, nor string,  
Sticky tape or ribbon.  
Never hidden up high  
On a cupboard shelf.  
Egg is a package  
That can open  
Itself.

"Egg" from *The Great Frog Race and Other Poems* by Kristine O'Connell George. Copyright © 1997 by Kristine O'Connell George. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

The evening star  
beauty  
of all stars

# Poem

## Crickets

by Myra Cohn Livingston

they tell  
the time  
of night  
they tick

the time  
of night  
they tick  
they tell

of night  
they tick  
and tell  
the time

they tick  
they tell  
the time  
they click

“Crickets” from *I Never Told and Other Poems* by Myra Cohn Livingston. Copyright © 1992 by Myra Cohn Livingston. Used by permission of Marian Reiner.

The evening star  
beauty  
of all stars

# Poem

## Over My Toes

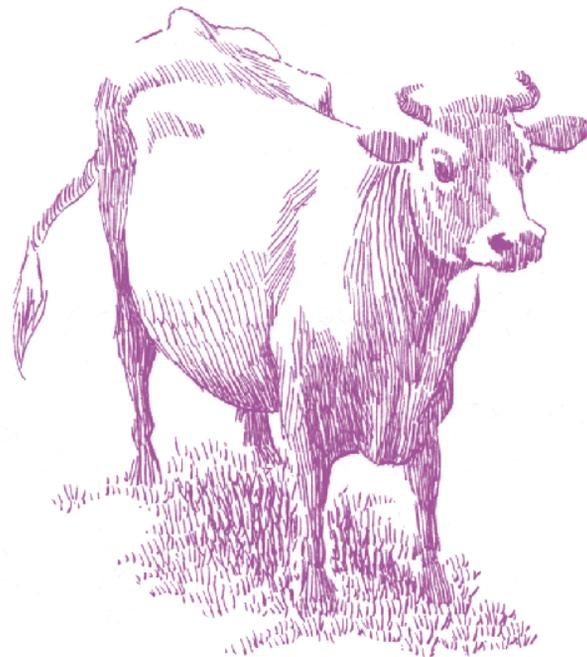
by Michael Rosen

Over my toes  
goes  
the soft sea wash  
see the sea wash  
the soft sand slip  
see the sea slip  
the soft sand slide  
see the sea slide  
the soft sand slap  
the soft sand wash  
over my toes.

“Over My Toes” from *The Best of Michael Rosen* by Michael Rosen. Copyright © 1995 Michael Rosen. Used by permission of Dewey Decimal Productions. All rights reserved.

## **COW** by Valerie Worth

The cow  
Coming  
Across the grass  
Moves  
Like a mountain  
Toward us;  
Her hipbones  
Jut  
Like sharp  
Peaks  
Of stone,  
Her hoofs  
Thump  
Like dropped  
Rocks:  
Almost  
Too late  
She stops.



“cow” from *All the Small Poems and Fourteen More*. Copyright © 1994 by Valerie Worth. Illustrations copyright © 1994 by Natalie Babbitt. Reprinted by permission of Farrar, Straus and Giroux, LLC. All rights reserved.

A purple rounded square graphic with the word "Excerpts" in white. The background of the square is a faded, light purple color with faint, illegible text in a serif font, suggesting a book or document.

## Excerpts

## Poet Quotes: What Is Poetry?

“Poetry is things that are true expressed in words that are beautiful.”

— Dante

“It takes probably hundreds of things coming together at the right moment to make a poem.”

— Elizabeth Bishop

“Poetry is painting that is felt rather than seen.”

— Leonardo da Vinci

“Poetry is the rhythmical creation of beauty in words.”

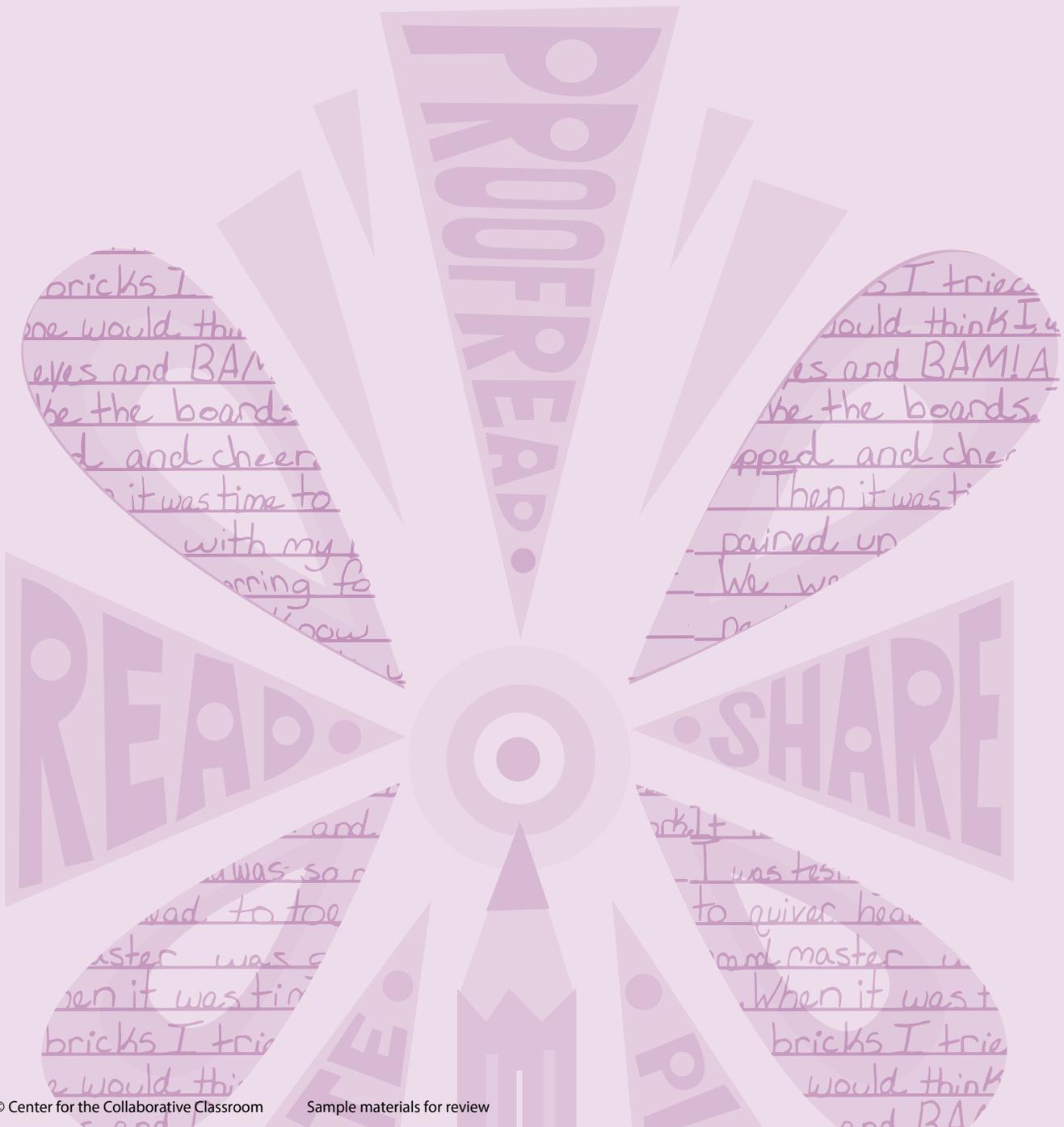
— Edgar Allan Poe

“I know it’s a poem if it blows the top of my head off.”

— Robert Hass



# Word Bank



# A

about	against	amount	army
absolutely	agree	angle	around
accidentally	ahead	answered	arrived
ache	aid	anything	arrow
action	all right	apology	art
actually	allow	appear	athlete
addition	almost	apple	attack
address	alone	approximately	aunt
adjective	along	April	author
advice	already	arctic	awful
afraid	although	argue	
Africa	always	arguing	
again	among	argument	



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

# B

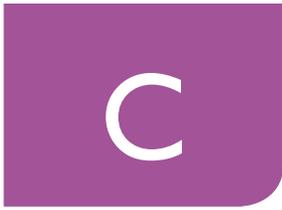
babble	been	blunt	bright
backward	before	board	British
bacon	beginning	bold	broken
badge	believe	bomb	brother
bait	bell	bone	brown
bank	belong	bones	build
bark	beside	boom	built
barn	bicycle	boost	buried
basket	biggest	bored	burn
bass	bit	born	burning
bath	blew	bottom	burst
beach	blind	bought	bury
bean	block	bowl	business
bear	blood	bracelet	busy
beat	bloom	branches	buy
beautiful	blow	break	
because	blue	breathe	

# B

Handwriting practice lines for the letter B, consisting of three columns of horizontal lines.

## C

cab	celebrate	clue	cook
cabinet	cell	clump	cookie
cactus	cemetery	clumsy	cool
cage	center	cluster	copy
calf	cents	clutch	corn
calm	century	coast	corner
camel	chance	coffee	cost
camera	chart	coin	cotton
candle	chief	color	couldn't
cane	child	column	count
can't	children	comb	courageous
capital	chocolate	come	cows
captain	choose	comic	create
card	church	coming	crime
care	clean	company	crops
carrying	climbed	compare	cross
case	close	compound	crowd
catch	closet	conditions	cucumber
cattle	clothes	conquer	cupboard
caught	cloud	consider	curl
cause	cloudy	continued	current
ceiling	clown	control	cute



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# D

dairy	decorate	dictionary	division
damp	deer	died	doctor
dance	defense	difference	does
dangerous	definitely	difficult	doesn't
dash	delay	digest	dollars
date	dent	dining	downpour
dead	dentist	direct	drawing
deaf	describe	direction	dress
deal	desert	disappear	drew
dear	design	disappoint	drive
death	details	discover	dropped
decided	determine	discovered	drowned
decimal	developed	disease	dwarf
decision	devour	distance	
deck	dice	divided	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# E

early

ears

easy

edge

effect

eight

either

electric

elements

else

embarrass

energy

engine

England

enjoy

enough

entered

entire

environment

equal

equipment

especially

Europe

evening

every

everybody

everyone

everything

exactly

excellent

except

excitement

exciting

exercise

exhausted

expect

experience

experiment

express

extremely



A writing area consisting of 24 horizontal purple lines, organized into three vertical columns of eight lines each.

# F

factories	fetch	flat	fraction
factors	fiddle	flavor	fracture
fail	fierce	flies	France
fair	fifteen	floor	freckle
faith	fig	flow	French
famous	fight	flowers	frenzy
farmer	finally	flute	fresh
farmers	fingers	folks	Friday
fascinate	finished	foot	friend
fault	first	football	fright
favorite	fit	forest	frigid
fear	flabby	forty	fruit
February	flag	forward	fuel
feeling	flannel	fossil	fun
fell	flash	fourth	fuss



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# G

gag	gel	goes	groan
gallon	general	gold	groove
gallop	gentle	gone	grumpy
gamble	germ	government	grunt
garbage	getting	grass	guard
garden	giant	greed	guess
gas	gift	Greek	guessed
gear	gigantic	grew	guilty
geese	glass	grind	gush



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

# H

hail	haven't	hello	hospital
half	hay	herb	hour
handkerchief	health	here	house
hang	hear	heroes	huge
happened	heard	history	human
happy	heart	hit	hunting
hat	height	hope	
hatch	held	hoping	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# I

igloo

imaginary

impossible

increase

indicate

industry

information

innocent

insects

instead

instruments

interest

interesting

iron

isn't

its

itself



A large writing area consisting of three columns of horizontal lines, intended for student writing.

# J, K

jabber

jacket

jail

Japanese

jaw

jazz

jeans

jeep

jiffy

jiggle

joined

jumped

kangaroo

kept

ketchup

kettle

key

killed

knee

knew

knife

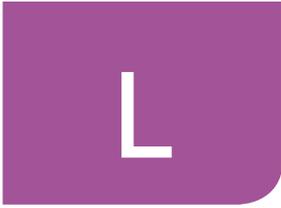
know

knowledge



# L

lady	lead	lettuce	located
lake	least	level	lose
lamp	led	library	losing
latch	legs	lick	lost
latter	length	lie	lot
laughed	leopard	lift	loud
law	lessons	lifted	loving
lawn	let's	lightning	lure
lay	letter	little	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# M

magician

magnet

magnificent

mail

main

major

making

mammal

many

march

mask

match

matter

maybe

meadow

meal

meat

medicine

meet

melody

melon

members

metal

method

middle

million

mind

mine

minute

modern

molecules

moment

months

moon

morning

mother

mouth

movement

muscle

mysterious



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

# N

name

nation

natural

nature

neat

necessary

necklace

needle

neigh

nice

none

nor

northern

nose



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.



observe

o'clock

off

office

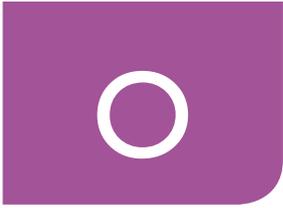
often

once

opposite

outside

oxygen



A series of horizontal purple lines forming a writing area, organized into three columns.

# P

paid	peace	plural	prevent
pail	pear	poem	prince
pain	people	poison	princess
paint	per	pole	principal
pajamas	perhaps	pool	printed
palm	period	poor	prize
parade	phone	position	probably
paragraph	phrase	possible	process
park	picked	post	promise
parrot	piece	pounds	property
particular	piggyback	powder	provide
party	plains	prepared	purr
past	planets	present	pushed
paste	played	president	
patch	please	press	
pay	plum	pretend	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# Q, R

quarter

quiet

quit

quite

raccoon

race

radio

raft

rainbow

raincoat

raise

raised

raisin

ranch

rather

rattle

read

ready

reason

receive

received

recommend

record

region

reindeer

remain

remember

repeated

report

represent

responsibility

responsible

restaurant

result

return

rhythm

ribbon

rich

right

ring

rise

rolled

root

rope

rose

rough

route

row

running

Q, R

Lined writing area consisting of three columns of horizontal lines.

# S

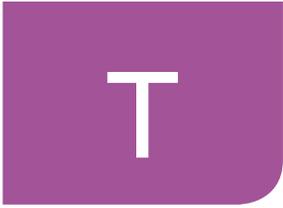
safe	shoes	snuggle	stone
safety	shop	soak	stopped
said	shoulder	soap	store
sail	shouted	soda	strange
sand	shriek	soil	stream
sandwich	shrink	soldier	stretch
Saturday	shy	soldiers	stretched
save	sigh	solution	string
says	sight	solve	students
scale	sign	some	studying
schedule	silent	somehow	subject
school	simple	someone	substances
schoolhouse	since	something	success
science	single	sometime	suddenly
scoop	sir	soon	suffix
score	sister	sorrow	sugar
seat	skin	soup	suggested
section	skinny	southern	sum
seeds	skis	speak	summer
sell	sleek	special	Sunday
send	sleep	speed	supply
sense	slick	spooky	suppose
sent	sling	spoon	sure
separate	slipper	spot	surely
serious	slope	sprain	surprise
serve	slow	spread	surrounded
settled	smash	spring	swat
seven	smear	sprinkle	sway
several	smell	square	swept
shall	smiled	squint	swim
sharp	smoky	statement	symbols
shining	snag	steel	
shock	snort	stick	



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

# T

tail	thrill	tonight	truck
teacher	throat	too	truly
team	through	tools	tube
tear	thud	torn	Tuesday
temperature	thumb	total	tunnel
terms	thunder	touch	turtle
terrible	tide	tough	twig
their	tied	toward	twin
themselves	tiger	toys	twine
there	tight	track	twinkle
they	tiny	trade	twirl
thick	tired	trail	twist
thief	toad	train	twitch
thin	toast	treat	twitter
third	toe	triangle	two
thorn	together	tries	type
though	tomorrow	trip	
thought	tone	trouble	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# U, V

uncle

underline

until

used

using

usually

vacation

valley

value

various

vegetable

vein

victim

view

village

visit

U, V

Handwriting practice lines for the letters U and V, consisting of three columns of horizontal lines.

# W

waist	we're	wild	wonder
wall	western	win	won't
wash	when	window	workers
Washington	where	wings	would
wasn't	whether	winter	wouldn't
weather	which	wipe	wreck
weigh	white	wire	write
weight	whole	wish	writing
weird	whose	within	written
we'll	wide	woman	wrong
were	wife	women	wrote



A series of horizontal purple lines forming a writing area, organized into three columns.

# X, Y, Z

yard                      zany  
yellow                    zap  
yonder                    zebra  
you  
your  
you're  
yummy



A series of horizontal purple lines forming a writing area, organized into three columns.



# Proofreading Notes



# Proofreading Notes

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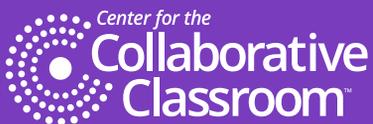
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1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
800.666.7270  
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Illustration by Michael Wertz

BW2-SB4

Student Skill Practice Book

# Being a Writer™

SECOND EDITION



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Sample materials for review

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Student Skill Practice Book

# Being a Writer™

SECOND EDITION

READ

SHARE

WRITE



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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
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# Star Gazing

**A. Read each sentence. Underline the complete subject and circle the simple subject.**

1. My friend Alex watches the night sky from his window.
2. Alex's new telescope zooms in on Mars.
3. My cousin Clare uses the telescope often, too.
4. The brightest star in the sky is extra bright tonight!
5. Clare finds the North Star easily.

**B. Choose a simple subject from the word box to complete each sentence. Then circle the complete subject.**

blankets puppy Sarita shower sky

1. The cloudless \_\_\_\_\_ makes this a good night for looking at stars.
2. Our fluffy \_\_\_\_\_ are on the ground.
3. My best friend \_\_\_\_\_ lies down on one blanket.
4. My brand-new \_\_\_\_\_ lies beside me on the other.
5. The meteor \_\_\_\_\_ is about to begin!

**C. Write a paragraph about something you like to look at in your surroundings. Use complete sentences.**

# A Change in Plans

**A. Read each sentence. Underline the complete predicate. Write the simple predicate on the line.**

1. Ramon and his friend Nico hiked into the woods. \_\_\_\_\_

2. They left their bug spray at home by mistake. \_\_\_\_\_

3. Mosquitoes buzzed all around them. \_\_\_\_\_

4. Ramon and Nico changed their plans quickly. \_\_\_\_\_

5. The two friends raced out of the woods. \_\_\_\_\_

6. They went to a nearby lake instead. \_\_\_\_\_

**B. Choose a simple predicate from the word box to complete each sentence. Then circle the complete predicate.**

rested   listened   built   felt   swam

1. Ramon \_\_\_\_\_ laps in the lake.

2. The cool water \_\_\_\_\_ good on his bug bites.

3. Nico \_\_\_\_\_ on his towel in the warm sun.

4. He \_\_\_\_\_ to the songs of different birds.

5. Little children \_\_\_\_\_ sand castles along the shore.

**C. Write a short passage about something fun to do with a friend. Use complete sentences.**

# Big Bad Wolves?

- A.** Read the paragraph. Above each underlined word or phrase, write *complete subject*, *simple subject*, *complete predicate*, or *simple predicate*.

Many people are afraid of wolves. “Big bad wolves” are  
dangerous in many stories. In “Little Red Riding Hood,” a wolf  
threatens to eat a little girl. In “The Three Little Pigs,” a wolf  
bullies three helpless pigs. The truth is, wolves are very shy.  
They live in places that have very few people.

- B.** What is missing to make each phrase below a complete sentence? Write *S* (for *subject*), *P* (for *predicate*), or *B* (for *both*) on the line.

1. A big fear of wolves \_\_\_\_\_
2. is an endangered animal \_\_\_\_\_
3. Need protection \_\_\_\_\_
4. The U.S. government \_\_\_\_\_
5. in packs with their pups \_\_\_\_\_

- C.** Write a paragraph about an animal. Use five complete sentences.

# Tadpoles and Frogs

**A. Read each sentence. Decide whether it is a simple sentence or a compound sentence. Write S (for *simple*) or C (for *compound*) on the line.**

1. Tadpoles are baby frogs or toads. \_\_\_\_\_
2. Tadpoles hatch from eggs, and they live in water. \_\_\_\_\_
3. The tadpole has no legs at first, but then back legs begin to form. \_\_\_\_\_
4. Skin grows over the tadpole's gills. \_\_\_\_\_
5. Then front legs appear on the tadpole's body. \_\_\_\_\_
6. The tadpole's lungs grow, and its tail shrinks. \_\_\_\_\_
7. Some tadpoles take up to two years to grow into frogs. \_\_\_\_\_

**B. Complete each compound sentence by adding a comma and a conjunction. Use each conjunction from the word box one time.**

and   but   or
----------------

1. Frogs catch insects with their tongues \_\_\_\_\_ they don't swallow just anything.
2. Frogs have a strong sense of taste \_\_\_\_\_ they often spit out nasty-tasting bugs.
3. A frog may spend the winter in a hole in the ground \_\_\_\_\_ it may bury itself at the bottom of a pond.

**C. Write a paragraph about an animal. Use both simple and compound sentences.**

# Damien's Dreams

**A. Complete the story by writing *and*, *or*, or *but* in each space.**

Damien has been having strange dreams, \_\_\_\_\_ last night he dreamed he was a giant balloon. He tried staying seated during math class, \_\_\_\_\_ he kept floating out of his chair. He bumped his head on the ceiling, \_\_\_\_\_ then he bumped into a bookcase. Damien tried to float out the window, \_\_\_\_\_ the window was closed. Damien might try drinking warm milk before bedtime, \_\_\_\_\_ he might just stop snacking after dinner!

**B. Draw a line from each sentence on the left to a sentence on the right. Write the new compound sentences on the lines, adding commas and conjunctions where they belong.**

Sunita's dreams were boring.

She saw her sister popping bubble wrap.

Bubbles filled her bedroom.

One night she had an unusual dream.

Sunita finally woke up.

Each one exploded with a loud pop.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**C. Write a paragraph about a funny dream someone might have. Use simple and compound sentences.**

# The Puppet

- A. Read the paragraph. Find five mistakes with the compound sentences. Cross out each one you find, and write the correction above it.**

Mrs. Munroe announces a talent show and I start to panic right away. I can decide not to participate, and I can try to be brave. I don't have amazing talent but I do have George. George is my monkey puppet. The day of the talent show arrives, and I swallow my fear. I play a lively song on my MP3 player, but George begins to dance. He is a great dancer. We twirl across the stage and everyone claps loudly.

- B. Draw a line to connect each sentence on the left to a sentence on the right. Write the new compound sentences on the lines, adding commas and conjunctions where they belong.**

Paulina likes all kinds of puppets.

They can be life-sized.

Strings are attached to a marionette.

Her favorites are marionettes.

Puppets can fit on your hand.

People offstage move the strings.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- C. Write a paragraph about your favorite kind of entertainment. Use two simple sentences and two compound sentences.**

# The Fourth of July

**A. Read each sentence. Draw a line under the part that can stand alone. Draw two lines under the part that cannot stand alone. Circle the conjunction.**

1. I like the Fourth of July because my family watches fireworks.
2. We pack a picnic dinner before we leave for the park.
3. My little brother covers his ears while the fireworks explode.
4. The crowd applauds loudly when the fireworks end.

**B. Connect each complete sentence on the left to a related group of words on the right. Write the four complex sentences on the lines. Circle each conjunction.**

- |                              |                               |
|------------------------------|-------------------------------|
| My town held a parade        | after I got home.             |
| Some folks rode in cars      | because it was July 4th.      |
| We waved to the drummers     | while others marched.         |
| I e-mailed photos to my aunt | when our school band went by. |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**C. Write a short passage about a holiday you like. Include simple and complex sentences.**

# Root for Route 66!

**A. Read the passage. Circle the conjunctions that work best.**

U.S. Route 66 is a famous highway. Part of it had been the Old Trails Road (before, because) Route 66 opened in 1926. Route 66 ran from Chicago to Los Angeles. The road was your way to a big city (if, before) you lived in a small town. In the 1950s, people began building freeways (after, because) they wanted to get places faster. The old two-lane road was never the same (after, if) the high-speed freeways were built.

**B. Combine each pair of sentences. Circle the correct conjunction. Then write each new sentence on the line.**

1. Some people still take Route 66. They like visiting the tourist sites.  
(after, because)

---

---

2. People are reminded of America's history. They see roadside motels and old diners. (when, before)

---

---

**C. Write a short passage about a place that you have always wanted to see. Use both simple sentences and complex sentences.**

# Meeting Harold

## A. Read the passage. Circle the correct conjunctions.

Mia packed a lunch and her camera (before, while) she went to the zoo. She ran to the sea lion area (before, when) she got there. It was feeding time. She took photos (if, while) the animals ate. Next, Mia visited the apes. She hoped to see baby Harold play (while, if) he would only wake up. But Mia couldn't wait (because, so) it was feeding time at the Lion House. She would visit little Harold again (because, before) he grew up!

## B. Use a conjunction from the word box to combine each sentence pair and form a complex sentence. Write the new sentence on the line.

before   because   when
-------------------------

1. Mia became an animal keeper. She grew up.

---

---

2. She made this decision in fifth grade. She loved animals.

---

---

3. She had to finish college. She could work at the zoo.

---

---

## C. Write a short passage about an animal you think is cute. Include three simple sentences and three complex sentences.



# Goodbye, Hiccups

**A. Read the passage. Draw a line under each incomplete sentence.**

Dion got the hiccups. Didn't know what to do. Dion asked his sister how to get rid of them. Told her brother to swallow a spoonful of orange juice. Willing to try anything. The juice didn't work, but Dion remembered another cure. A cold glass of water! He drank the water and waited. Was amazing! His hiccups were gone.

**B. Read each sentence fragment. Think of a subject, a predicate, or both that you could add to form a complete sentence. Write your new sentence on the line.**

1. Get the hiccups once in a while.

---

2. Both adults and children.

---

3. Many different ways to get rid of hiccups.

---

4. Some of the cures.

---

**C. Write a short passage about getting the hiccups. Be sure to use complete sentences.**

# Meet Roberto

- A. Read the passage. Correct any sentence fragments by adding a subject, a predicate, or both.**

On school days Roberto gets up early. Eats some scrambled eggs for breakfast. After breakfast he and his sister walk to school. Is not far away. Roberto plays ball on the playground before school. To soccer practice after school. Roberto's team is the Clippers. Want to win the championship. Maybe the Clippers!

- B. Read the sentence fragments. Then correct each one by adding a subject, a predicate, or both. Write the new sentence on the line.**

1. Roberto's favorite weekend day.

---

2. Grabs a quick breakfast.

---

3. With his skateboard and helmet.

---

4. Teaches him a new trick.

---

5. Practice their moves.

---

- C. Write a paragraph about something you like to do on weekends. Use five complete sentences.**

# Babysitting Is Not for Babies

**A. Circle R if the sentence is a run-on sentence. Circle C if the sentence is correct.**

1. Babysitting for a younger brother or sister can be challenging. **R C**
2. Parents leave the house the children get upset. **R C**
3. Little ones run around the house they start to cry. **R C**
4. Playing some fun games quiets the children. **R C**
5. Playing outside can also help let out energy. **R C**

**B. Read the passage. Draw a line under the run-on sentences.**

All babysitters should know and do certain things. They should watch the children every minute they can quickly get in trouble. Sitters should know how to get in touch with the children's parents they should also have emergency phone numbers. A good babysitter is always calm and patient, too. Babysitters should never lose their tempers that only makes things worse!

**C. Write a paragraph about a time when you helped take care of a younger child. Make sure all of your sentences are written correctly.**

# Horsing Around

**A. Correct each run-on sentence by forming two separate sentences. Write the sentences on the line.**

1. Diego has always loved horses now he wants to ride them.

---

2. He is going to get his chance his uncle will teach him how.

---

3. Diego looked up at the beautiful horse it was really tall!

---

**B. Correct each run-on sentence. Add a conjunction from the word box. Add a comma where needed. Write the sentence on the line.**

or   before   and   because
-----------------------------

1. Diego's legs felt shaky his heart was beating fast.

---

2. His heart was racing he was afraid.

---

3. Would he conquer his fear would he choose not to ride?

---

4. He climbed up on the horse he could change his mind.

---

**C. Write a short passage about an activity that seems scary but fun. Make sure that all of your sentences are written correctly.**

# A Biking Challenge

## A. Proofread the passage. Correct the run-on sentences.

The hardest part of my bike ride home is the last mile I have to go up a steep hill. I start to pedal hard and begin the climb. My muscles burn my shoulders ache. Sweat drips into my eyes I keep going. My heart is beating hard now I am panting like a tired dog. I try to think of something else unfortunately, I can't.

## B. Correct each run-on sentence. Use conjunctions in at least three of the sentences. Write the new sentence or sentences on the line.

1. I have done this before I can do it this time, too.

---

2. I can't stop I just have to keep going.

---

3. I get a big burst of energy I start climbing the hill.

---

4. I finally reach the top I raise my fist into the sky.

---

5. I congratulate myself no one is around to applaud me.

---

## C. Write a paragraph about a time when you had to keep going, no matter what. Use six sentences, and make sure they are written correctly.

# At the Aquarium

**A. What is needed to make each fragment a complete sentence?**

Write *S* (for *subject*), *P* (for *predicate*), or *B* (for *both*).

1. The underwater world of sharks. \_\_\_\_\_

2. Feeds the shark raw meat. \_\_\_\_\_

3. Hears the tour guide's stories. \_\_\_\_\_

4. A shark's teeth. \_\_\_\_\_

5. In the large fish tank. \_\_\_\_\_

**B. Correct each sentence fragment. Write the new sentence on the line.**

1. On our field trip to the aquarium.

\_\_\_\_\_

2. The penguins and the sea otters.

\_\_\_\_\_

3. The new jellyfish exhibit.

\_\_\_\_\_

4. Told us all about the jellyfish.

\_\_\_\_\_

5. Moved like dancers through the water.

\_\_\_\_\_

**C. Write a brief passage about your favorite field trip. Be sure to use complete sentences.**

# The Kelp Forest

**A. Draw a line to connect each simple sentence on the left to a sentence on the right. Write the new sentences on the lines. Add a comma and the conjunction *and*, *but*, or *or*.**

I saw an underwater forest.

It can grow as tall as 100 feet.

Kelp grows in shallow ocean waters.

It will die.

Kelp needs sunlight.

It was made of a plant called kelp.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. Combine each pair of sentences using the correct conjunction. Circle the conjunction, and write the new sentence on the line.**

1. My dad works at the aquarium. The visitors watch him.  
(after, while)

\_\_\_\_\_

2. He works in the kelp forest. It needs tending. (before, when)

\_\_\_\_\_

3. He untangles blades of kelp. Fish get caught in them!  
(before, unless)

\_\_\_\_\_

**ELPS 5.F.i**  
Lesson 17:  
Student  
Practice Page  
(Part C)

**C. Write a brief passage about a fish you have seen or would like to see. Use simple, compound, and complex sentences.**

# Strange Sea Life

- A. Read the passage. Correct each run-on sentence. Remember that there are two ways to correct a run-on.**

What has a head like a horse and a tail like a monkey a seahorse does! A seahorse has fins for moving it also has gills for breathing. A seahorse's tail can grab onto blades of sea grass the seahorse stays in one place. A seahorse has fringes on its skin they blend in with the grass. The seahorse can hide from its enemies it waits for its food to float by.

- B. Write a brief description of a living thing you might see under water. Vary the length of your sentences, but be sure there are no fragments or run-ons.**

# Get Fit with a Friend

TEKS 2.A.i  
TEKS 2.A.ii  
TEKS 2.A.iii  
TEKS 2.A.iv  
TEKS 2.A.xvii  
TEKS 2.A.xviii  
TEKS 2.A.xix  
TEKS 2.A.xx  
Student/Teacher Activity  
Part A and Part B

**A. Read each sentence. Circle the three nouns in each sentence.**

1. My two older sisters do push-ups in the morning.
2. Doctors say that exercise is important for our bodies.
3. Physical activity is good for children and adults.
4. Athletes need to have strong bones and muscles.
5. You need the right shoes to protect your feet during a workout.

**B. Circle the noun that correctly completes each sentence. Write the noun on the line.**

1. I read that getting fit can help prevent some \_\_\_\_\_.  
(illness, illnesses)
2. I may try jogging and tumbling with my \_\_\_\_\_ Ben and Sara.  
(friends, friendies)
3. Sara has many athletic \_\_\_\_\_. (abilitys, abilities)
4. My dad plays on a baseball team with some \_\_\_\_\_ from his work.  
(mans, men)
5. All men and \_\_\_\_\_ should find workout routines they enjoy!  
(women, womans)

**C. Write a paragraph about a fun way someone could get fit. Use singular and plural nouns.**

# Fruit or Chocolate?

**A. Circle the possessive noun in each sentence. Circle *S* if the noun is singular possessive and *P* if it is plural possessive.**

1. Mattie's lunch always includes a banana. **S P**
2. Apples are my sister's favorite snack. **S P**
3. Fruits and vegetables are an important part of children's diets. **S P**
4. The body's health depends on plenty of fresh food. **S P**
5. Maybe my friends' eating habits will rub off on me! **S P**

**B. Circle the possessive noun that correctly completes each sentence. Write the noun on the line.**

1. \_\_\_\_\_ favorite snack is a strawberry smoothie.  
(Martha', Martha's)
2. Strawberries contain vitamins that are good for \_\_\_\_\_ health. (people's, peoples')
3. Martha just likes the \_\_\_\_\_ sweet taste.  
(strawberries's, strawberries')
4. She adds plain yogurt to create the \_\_\_\_\_ creamy texture. (drinks', drink's)
5. Most \_\_\_\_\_ ingredients also include milk or ice.  
(smoothies', smoothie's)

**C. Write a short passage about a healthy food you enjoy. Use at least two possessive nouns.**

# Talk to Me

- A. Proofread the passage. Cross out each incorrect form of a singular, plural, or possessive noun. Write the correct form of the noun above it.**

Jennys dog Russ got hurt last year while playing with some big puppys. All her friends' noticed that Jenny was sad. A few time during the school day, they asked her if anything was wrong. Jenny just shook her head and walked away. They could see that her eyelashs were wet with tears. The girls didn't know what to do, but Celia remembered her own moms' advice.

- B. Replace each underlined word or phrase with the correct singular, plural, or possessive noun. Write the correction above the word or phrase.**

1. "Don't let the sadness of a friend keep you away," Mom told Celia.
2. She also said, "Don't make speechs about feeling better soon. Just listen."
3. The next day Celia got Jenny to talk about her worrys.
4. Celia discovered that the ear belonging to Russ had been bitten by another dog.
5. Jenny discovered that the kindness of a friend is very helpful.

- C. Write a paragraph about a time when you helped a friend—or a friend helped you. Use one singular, one plural, and two possessive nouns.**

# Stop That Snake!

**A. Read the passage. Circle each subject pronoun.**

Letisha has a pet snake. Yesterday she brought the snake to school. The other kids asked a lot of questions. They wanted to know what the snake eats. Letisha explained, “Dad and I get mice at the pet store. Then we feed the mice to the snake.”

Hank asked Letisha if the snake could come out of the cage. She said no. It might get scared and try to escape. Foolishly, Hank ignored the warning and opened the cage. The snake slithered out. “Hank, you should not have done that!”

**B. Read the passage. Circle each object pronoun.**

Bella and Braden squealed, “The snake is coming right toward us!” Letisha quickly caught it, and she put it back in the cage. The snake’s tongue darted in and out. Letisha explained that the tongue was sniffing her.

Hank was curious. “Has the snake ever bitten you?” he asked.

“No,” Letisha told him. “It likes me. In fact, pet snakes rarely bite—unless someone bothers them!”

**C. Write a short passage about a pet you have or would like. Use at least two subject pronouns and two object pronouns.**

# Mr. Green's Surprise

**A. Read each sentence. Circle the pronoun that correctly completes it. Then write the pronoun on the line.**

1. The man who lives next door to \_\_\_\_\_ grows vegetables.  
(we, us, they)
2. This year \_\_\_\_\_ is growing squash and carrots. (he, her, him)
3. \_\_\_\_\_ are the biggest carrots I have ever seen.  
(They, Them, We)
4. Carly and \_\_\_\_\_ help Mr. Green in the garden. (me, her, I)
5. I water the plants, and \_\_\_\_\_ pulls up weeds. (it, she, her)
6. Mr. Green offered to give Carly and \_\_\_\_\_ some carrots.  
(I, they, me)
7. \_\_\_\_\_ smiled politely and said, "No thanks!" (Them, We, Us)
8. Carly said, "Eating carrots is not as fun as growing \_\_\_\_\_."  
(them, it, they)
9. Mr. Green smiled at \_\_\_\_\_. (she, her, I)
10. The next day there was a present from \_\_\_\_\_. (him, she, he)
11. Mr. Green had baked us a cake, and \_\_\_\_\_ was delicious!  
(they, you, it)
12. \_\_\_\_\_ would never guess the main ingredient—carrots!  
(Me, You, Us)

**B. Write a short passage about your favorite or least favorite vegetable. Use at least two subject pronouns and two object pronouns.**

# Up in the Air

- A. Proofread the passage. Cross out each incorrect pronoun and write the correct pronoun above it.**

Yesterday Mr. Say was taking a walk. The wind was blowing, and he blew Mr. Say's hat away. Three girls chased the hat, but it kept sailing farther away from her. Finally, they caught up to the hat. We grabbed it and returned it to Mr. Say. He thanked the children for helping me.

- B. Cross out each overused word or phrase and replace it with a pronoun. Write the pronoun above the word.**

The children were tired of playing video games, so the children went outside. Merissa found an old football, but the old football was flat. Merissa's dad pumped air into the ball, and then Merissa's dad gave it back to the kids. Raul shouted, "Catch!" to Merissa and threw the ball toward Merissa. The ball flew over the bushes and landed on the other side of the bushes.

- C. Write a short passage about playing outside with your friends. Use the pronouns *I, me, we, they, and us*.**

# Juggling

**A. Read the sentences. Circle the possessive pronoun in each sentence.**

1. Pedro likes to draw, but my hobby is juggling.
2. Some jugglers performed on TV, and I watched their show.
3. Greg and Lois, our neighbors, watched the show, too.
4. One performer juggled three balls while twirling hoops on her arm.
5. I would like to put on a show as good as hers.

**B. Read the passage. Circle each possessive pronoun.**

Toni practices her juggling act every day. She has a new book about juggling. Its cover shows people juggling with raw eggs. Their skill is amazing! Toni uses tennis balls when she practices. One day Toni's dog grabbed one of the balls. Toni cried out, "No, Sitka. This ball is mine. Yours is on your doggie bed."

**C. Write a short passage about a performer you have seen in person or on TV. Use at least four possessive pronouns.**

# Paper Animals

**A. Read each sentence. Circle the possessive pronoun that correctly completes it. Then write the pronoun on the line.**

1. Mai's mom makes paper animals as \_\_\_\_\_ hobby.  
(her, hers)
2. Mai watches \_\_\_\_\_ mother make a butterfly. (her, his)
3. The butterfly looks real. \_\_\_\_\_ wings are shaped perfectly. (Its, Her)
4. Mother says, " \_\_\_\_\_ grandparents learned to fold paper when they were growing up in Japan." (Yours, Your)
5. "I have paper dogs and frogs that were \_\_\_\_\_," she explains. (theirs, their)
6. Grandfather was very well known for \_\_\_\_\_ frogs.  
(our, his)
7. " \_\_\_\_\_ will never be as good as Grandfather's," Mai thinks. (My, Mine)
8. "Grandfather would be very pleased with \_\_\_\_\_," Mother says. (our, ours)

**B. Write a short passage about a time a family member or friend taught you how to do something. Use at least four possessive pronouns.**

# Make Them Laugh

- A. Proofread the passage. Cross out five incorrect possessive pronouns. Write the correct pronoun above it.**

Some people spend his time practicing how to tell jokes. They like to make people laugh. Axel, who goes to my school, is a great joke teller. Your topics are usually funny. Gina, another classmate, also tells jokes. I like his a lot. Axel also likes her jokes. One day he asked Gina, “Will you teach me one of your sometime?”

She replied, “Maybe we should put ours talents together and come up with a show!”

- B. Read the sentences. Then write a possessive pronoun on the line to complete each one.**

1. Ari studied many comedians, and he gathered \_\_\_\_\_ jokes.
2. One day he decided to test \_\_\_\_\_ act on Shana, who was only five.
3. Ari thought, “This is \_\_\_\_\_ chance to see which jokes work.”
4. “The jokes you tell aren’t as funny as \_\_\_\_\_,” Shana announced.
5. Frowning, Ari replied, “Well, then, why don’t you tell me \_\_\_\_\_?”

- C. Write a paragraph about someone who makes you laugh. Use five possessive pronouns.**

# Louis the Yard Teacher

**A. Read the sentences. Circle the relative pronoun in each one.**

1. Glenda likes stories by writers who dream up crazy ideas.
2. Louis Sachar's books, which are written for children, are her favorites.
3. Sachar's first book, whose characters are based on real kids, takes place at a school.
4. *Holes* is a Sachar novel that won a Newbery Medal in 1999.
5. The character Louis, whom Mr. Sachar writes about in his Wayside School series, is based on the author's life.

**B. Read the passage. Circle each relative pronoun. Underline the word group it introduces.**

Louis Sachar, whose family moved to California in 1963, now lives in Texas. During college he helped out in a school, which was called Hillside Elementary. He supervised children in the schoolyard. Sachar, whom the kids called "Louis the Yard Teacher," loved working at the school. He says it was a great experience that changed his life.

**C. Write a short passage about your favorite author. Use at least three of these relative pronouns: *who*, *whose*, *whom*, *that*, or *which*.**

# Sacagawea

**A. Read the sentences. Circle the relative pronoun that correctly completes each one. Write it on the line.**

1. Sacagawea was a Native American woman \_\_\_\_\_ helped the explorers Meriwether Lewis and William Clark. (whom, who)
2. Sacagawea, \_\_\_\_\_ name means “Bird Woman,” was from the Shoshone tribe. (which, whose)
3. Lewis and Clark were exploring the American West, \_\_\_\_\_ stretches for thousands of miles. (who, which)
4. Sacagawea helped the men get the horses \_\_\_\_\_ they needed to complete their journey. (that, who)
5. She also helped the Shoshone people, \_\_\_\_\_ she had lived with as a child, communicate with the explorers. (whose, whom)
6. Many books have been written about Sacagawea, \_\_\_\_\_ knowledge and skill helped the explorers succeed. (who, whose)

**B. Write a short passage about a person you know or have read about who helped someone reach a goal. Use at least three of these relative pronouns: *who*, *whose*, *whom*, *that*, or *which*.**

# Calamity Jane

- A. Read the paragraph. Find four relative pronouns that are used incorrectly. Cross out each one and write the correct pronoun above it.**

Eli saw a movie about Calamity Jane, which lived in the Wild West in the 1800s. Calamity Jane, whom real first name was Martha Jane, was a great horseback rider. She grew up in Montana, whose is in the northwestern part of the United States. Some stories that may not be completely true have been told about Jane. One tale, who is hard to believe, describes her swimming skill. According to the story, she swam 90 miles up a river.

- B. Draw a line from the sentence on the left to the word group on the right that tells more about the underlined words. Write the sentences on the lines. Then circle the pronouns.**

Calamity Jane lived in the Black Hills,      who were sick with smallpox.

There Calamity Jane helped people      that most people only dream of.

Calamity Jane had amazing adventures      which are in South Dakota.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- C. Write a paragraph about someone you have read about or seen in a movie who has led an unusual life. Write five sentences using at least three of these pronouns: *who, whose, whom, that, or which*.**

# A Favorite Place

**A. Read the sentences. Circle each pronoun. Then circle C if the pronoun correctly refers to the underlined noun. Circle I if the pronoun is incorrect.**

1. Sara loves the playground in her neighborhood.      **C**    **I**
2. Sara's brother sometimes goes with him.      **C**    **I**
3. The playground has a slide, and it is really tall.      **C**    **I**
4. Sara and Tyler spend his time at the climbing wall.      **C**    **I**
5. Tyler climbs well, and people cheer for her.      **C**    **I**

**B. Read the sentences. Circle each pronoun and underline the noun it refers to. Then circle S if the pronoun is singular. Circle P if the pronoun is plural.**

1. Sara and Tyler love exercise because it builds strong muscles.      **S**    **P**
2. Sara likes the playground because she has space to play.      **S**    **P**
3. Tyler says that the fresh air makes him feel good.      **S**    **P**
4. Some people nearby play music. Their tunes fill the air.      **S**    **P**
5. Sara and her friend say, "Our best times are at the playground."      **S**    **P**

**C. Write a short passage about why you like or don't like playgrounds. Use at least three pronouns, making sure they correctly match the nouns they refer to.**

# Ice-age Daydream

**A. Read the sentences. Circle the pronoun that correctly refers to the underlined noun or nouns. Write the pronoun on the line.**

1. Elliot loves the natural history museum with \_\_\_\_\_ amazing ice-age display. (its, his)
2. Elliot gazes at the awesome creatures and wonders about \_\_\_\_\_ lives. (its, their)
3. He pictures a herd of mammoths. \_\_\_\_\_ are thundering across a plain. (They, It)
4. Nearby, a mother saber-toothed cat hides in a tree. \_\_\_\_\_ is hunting for her family. (She, He)
5. Two cubs growl hungrily, baring \_\_\_\_\_ razor-sharp teeth. (its, their)
6. “\_\_\_\_\_ wonder if saber-tooths hunted mammoths,” Elliot thinks to himself. (They, I)
7. Suddenly, Elliot feels a tap on \_\_\_\_\_ shoulder. (her, his)
8. “I thought that was \_\_\_\_\_!” Elliot’s friend Luis says. (you, it)
9. Elliot snaps out of \_\_\_\_\_ daydream. (their, his)
10. “The 3-D dinosaur movie is about to begin,” Luis says to Elliot. “\_\_\_\_\_ can watch it together.” (We, They)

**B. Write a short passage about a place you like. Use at least three pronouns.**

# A Quiet Space

- A. Read the paragraph. Find five pronouns that are used incorrectly. Cross out each one and write the correct pronoun above it.**

On Saturdays Julia likes to go to the library. He uses the computers there. Julia also does their homework on the computer. Sometimes Julia meets Lisa, and she study together. Julia and Lisa often write his book reports in the library. Julia also likes finding a new book and reading them in a cozy corner.

- B. Read the sentences. Complete each sentence by writing the correct pronoun on the line. Then circle the noun that it replaces.**

1. Paula goes to the baseball field whenever \_\_\_\_\_ can.
2. When baseball games are going on, Paula watches \_\_\_\_\_.
3. Other times Paula looks for kids who will play catch with \_\_\_\_\_.
4. On summer evenings, a soft, cool breeze blows. \_\_\_\_\_ keeps Paula cool.
5. Paula says, "This is the perfect place for \_\_\_\_\_ to relax and have fun!"

- C. Write a paragraph about a place where you like to spend free time. Use five pronouns, making sure that each correctly matches the noun it is replacing.**

# One Cool Pool

**A. Read the sentences. Circle the word that correctly completes each sentence and write it on the line.**

1. \_\_\_\_\_ is a great public pool in our neighborhood.  
(Their, There, They're)
2. I think \_\_\_\_\_ one of the biggest pools around.  
(it's, its)
3. \_\_\_\_\_ is even a wading pool for little kids.  
(Their, There, They're)
4. The pool deserves \_\_\_\_\_ good reputation.  
(it's, its)
5. The lifeguards get \_\_\_\_\_ training in CPR.  
(their, there, they're)
6. \_\_\_\_\_ also trained to teach us how to swim.  
(Their, There, They're)
7. Our town offers swim classes at \_\_\_\_\_ main pool.  
(it's, its)
8. I go \_\_\_\_\_ after school twice a week.  
(their, there, they're)
9. Swimming is fun, and \_\_\_\_\_ a great form of exercise.  
(it's, its)
10. \_\_\_\_\_ much more fun to do this sport than watch it.  
(It's, Its)

**B. Write a paragraph about a place you like to go in your neighborhood. Use as many of these words as you can: *their/there/they're; its/it's*. Make sure you use each word correctly.**

# Field Trip

**A. Read the sentences. Circle the word that correctly completes each sentence and write it on the line.**

1. \_\_\_\_\_ not going to believe what I did today!  
(Your, You're)
2. I went with my brother \_\_\_\_\_ the Air and Space Museum.  
(to, too, two)
3. We saw \_\_\_\_\_ movies in 3-D at the theater.  
(to, too, two)
4. "Put on \_\_\_\_\_ 3-D glasses!" my brother told me.  
(your, you're)
5. "\_\_\_\_\_ about to see space junk flying right toward you!"  
(Your, You're)
6. I had to laugh and my brother laughed, \_\_\_\_\_.  
(to, too, two)
7. After the movies, we went \_\_\_\_\_ the main hall.  
(to, too, two)
8. We saw lots of famous aircraft, \_\_\_\_\_ many to name!  
(to, too, two)
9. There is so much \_\_\_\_\_ see at this museum!  
(to, too, two)
10. Put it on \_\_\_\_\_ list of things to do in Washington, D.C.  
(your, you're)

**B. Write about something you would like to see in Washington, D.C. Use as many of these words as you can: *to/too/two; your/you're*.**

# It's a Puzzle!

TEKS 3.D.ii  
Student/Teacher Activity  
Lesson 12: "It's a  
Puzzle" (all)

A. Use the words from the word box to complete the sentences.

their there they're it's its to too two

Jordan and Jen are really good at puzzles. \_\_\_\_\_ fun to watch them compete. They both spend most of \_\_\_\_\_ free time doing mazes, crosswords, jigsaws, cube puzzles, and more. The \_\_\_\_\_ of them love to play each other in timed games, but they also play against others. Jen loves Tom's Toy Shop because of \_\_\_\_\_ collection of jigsaw puzzles. Jordan likes Muzzel's Puzzle Shop, \_\_\_\_\_.

B. Proofread the following paragraph. Circle the five words that are used incorrectly. Write the correct word above each mistake.

TEKS 3.D.i  
Student/Teacher Activity  
Lesson 12: "It's a  
Puzzle" (Part B)

Mr. and Mrs. Muzzel have owned they're store for ten years. There known by everyone in the neighborhood. People come two the store to buy puzzles, games, and toys. It's a friendly place where your always treated like family. The old wind-up toys are fun, to!

C. Write a paragraph about a puzzle or game you like to play. Use at least five words from the word box above. Make sure you use them correctly.

TEKS 3.D.iii  
Student/Teacher Activity  
Lesson 12: "It's a  
Puzzle" (Part C)

# Family Pets

**A. Circle the noun that correctly completes the sentence. Write the noun on the line.**

1. Are \_\_\_\_\_ a great place for pets? (cities, citys)
2. Many \_\_\_\_\_ seem to think so! (family's, families)
3. My \_\_\_\_\_ have a Golden Retriever. (cousins, cousin's)
4. He barks at taxis and sniffs empty \_\_\_\_\_ on the street.  
(boxes, boxses)
5. He tries to chase squirrels scurrying up tree \_\_\_\_\_.  
(branchs, branches)
6. He loves to run with \_\_\_\_\_ playing in the park.  
(children, childrens)

**B. Circle the possessive noun in each sentence. Circle *S* if the noun is singular. Circle *P* if the noun is plural.**

1. Our family's pets include a hamster, a turtle, **S** **P**  
and two cats.
2. The cats' favorite spot is a window seat where **S** **P**  
they can see outside.
3. They spend hours watching people on the **S** **P**  
city's sidewalks.
4. I wonder if they would like our neighbor's dog. **S** **P**
5. One thing they don't like is getting into our **S** **P**  
parents' car!

**C. Write a brief passage about having a pet in the city, the country, or wherever you live. Use singular, plural, and possessive nouns when you write.**

# A Family Trip

**A. Read each sentence. Circle the pronoun that correctly replaces the underlined noun.**

1. In the sky and late at night, the city glimmers like a diamond necklace. (it, he, its)
2. My family and I are flying from Rio de Janeiro to New York City. (They, Them, We)
3. The pilot is about to speak to the passengers. (we, us, ours)
4. “Please give the pilot your full attention,” says the flight attendant. (she, her, hers)
5. The pilot’s voice is loud and clear. (She, Her, Hers)
6. “The passengers’ flight should be a smooth one,” she announces. (You, Your, Yours)
7. I reach for my backpack but grab Eliana’s instead. (she, her, hers)
8. Eliana’s guidebook to New York City is on top. (She, Her, Hers)
9. Papí says, “Let’s check off all of the places we want to see.” (He, Him, His)
10. Papí points to Brooklyn on a map and tells us that our grandparents’ house is there. (they, them, their)

**B. Write a brief passage about a trip you took to visit a relative. Use subject, object, and possessive pronouns in your passage.**

# A Special Student

- A. Read the passage. Draw a line through four relative pronouns that are incorrectly used. Write the correct relative pronoun above each one.**

Helen Keller had an extraordinary life. Helen became very sick at age two with an illness who left her unable to see, hear, or speak. By the age of six, she was wild and unruly. Her parents, which could no longer control her, turned to a school for the blind. The school suggested a teacher for Helen. Helen worked with Annie Sullivan, who own struggle with blindness made her a perfect teacher. Annie would teach Helen a finger-spelling language whose would allow Helen to communicate.

- B. Read the sentences. Complete each sentence by writing the correct pronoun on the line. Then circle the noun that the pronoun refers to.**

1. Helen did not want to cooperate with \_\_\_\_\_ teacher at first.
2. Annie and Helen began working together, and \_\_\_\_\_ spent a lot of time outside.
3. There Annie helped Helen make the connection between an object and the letters that spelled \_\_\_\_\_ name.
4. Once Helen understood the connection, \_\_\_\_\_ learned thirty new words in just one day.
5. Annie shared her methods with other teachers \_\_\_\_\_ worked with blind people.

- C. Write a brief passage about someone you read about who overcame a hardship. Use subject, object, and possessive pronouns.**

# Sahara Sands

- A. Read the passage. Circle each action verb. Draw a box around each linking verb.**

The Sahara is a huge desert in Africa. Strong, hot winds blow across the central part of this desert. The wind creates ergs, or giant piles of sand. In some places, the ergs are over 500 feet tall. The wavy, white dunes seem endless, like a sea of sand. Very few plants grow here, and almost no rain falls during much of the year.

- B. Read the sentences. Write *H* above each helping verb. Write *M* above each main verb.**

Rain does fall in some parts of the Sahara at certain times of the year. In the north, strong late-summer storms can cause sudden floods. Floods can bring water to places that usually do not get rain. Big storms may also happen during the winter months.

- C. Write a short passage about the climate where you live. Use at least four different verbs.**

# The Professor

- A. Read the paragraph. Then complete it using verbs from the word box. Try to use each verb only once.**

may	teaches	study	seems	does
know	fascinate	become	can	is

My neighbor, Mr. Cruz, \_\_\_\_\_ a professor at Stony State University. He \_\_\_\_\_ biology, or the study of living things. He \_\_\_\_\_ smart and nice, but I do not \_\_\_\_\_ him very well. Someday I \_\_\_\_\_ attend Stony State University. I hope I \_\_\_\_\_ take a class from Mr. Cruz. All living things, especially sharks and other marine animals, \_\_\_\_\_ me. I will \_\_\_\_\_ hard so I can \_\_\_\_\_ a marine biologist when I grow up. Mr. Cruz \_\_\_\_\_ not want me to give up on my dream for the future, so he promises to help.

- B. Write a short passage about your favorite class in school. Use at least one action verb, one linking verb, and one helping verb to tell what you do or learn in this class.**

# Weather Report

**A. Read the sentences. Circle all the action verbs, and underline the helping verbs. Some sentences may have more than one verb in them.**

1. Local weather experts predict a huge storm this weekend.
2. Winds may gust up to 40 miles per hour, and they may damage trees.
3. The rain will start on Friday night and move north along the coast.
4. Snow and hail will fall if the temperature dips below 32°.
5. The storm will continue until Sunday night and may not stop until Monday.

**B. Write four sentences. Choose a subject, a linking verb, and the word or words that go best with the subject from the chart below.**

Subject	Linking Verb	Words That Go with the Subject
both of my parents	is	worse than yesterday
the Natural History Museum	are	a huge building
the weather today	seems	dark right before a thunderstorm
the sky	becomes	scientists

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**C. Write a short passage about what you would like to be when you grow up. Use at least two action verbs, two linking verbs, and two helping verbs.**

# Summer Camp

ELPS 5.D.iii

Lesson 15: Student Practice Pages  
(all, beginning on page 43 and continuing  
to page 45)

- A. Read the passage and find each verb. Write *present*, *past*, or *future* above the verb to name its tense.**

Last year I went to day camp. We swam every day and learned a lot of new skills. We also studied wildlife. I now know all about spiders. Before last summer those eight-legged creatures scared me. Now they amaze me. Maybe someday I will become a spider expert.

Our counselors also taught us about poison ivy. This plant causes an itchy rash when you touch it. Next year I will return to camp, but I will stay away from the poison ivy!

- B. Read the sentences. Circle the form of the verb that completes each sentence correctly.**

1. Native Americans once (will make, made) canoes out of birchbark.
2. At camp last month, we (built, will build) our own canoe.
3. Tomorrow we (will paddle, paddled) the canoe around the lake.
4. I (hope, hoped) the canoe does not sink!

- C. Write a short passage about your experience with spiders. Use at least one present-tense, one past-tense, and one future-tense verb.**

# The Bicycle Ride

**A. Read the passage. Write the correct tense of a verb from the word box to complete each sentence.**

think   find   seem   respond   leave   point   see call   growl   ask   have   ride
---

Anil \_\_\_\_\_ Asha on the phone last Saturday.

“Do you want to go for a bike ride tomorrow morning?” Anil \_\_\_\_\_.

“Sure!” Asha \_\_\_\_\_. “I \_\_\_\_\_ to your house at 9:00.”

“OK,” said Anil. “I \_\_\_\_\_ you then.”

On Sunday morning Asha \_\_\_\_\_ to Anil’s bike and said, “I \_\_\_\_\_ your bike tires need air. They \_\_\_\_\_ a little flat.”

“You’re right,” answered Anil. “I \_\_\_\_\_ a great bicycle pump around here somewhere. I \_\_\_\_\_ it.”

Anil and Asha finally \_\_\_\_\_ the house around 10:00. They did not return until their stomachs \_\_\_\_\_ at noon.

**B. Write a short passage about riding a bicycle. Include four different verbs. Use each tense at least once.**

# On the Go

**A. Complete the chart. Fill in the missing tenses of the verbs to show their correct forms.**

Present	Past	Future
1. run	_____	_____
2. _____	_____	will walk
3. _____	went	_____
4. hurry	_____	_____
5. _____	_____	will stop

**B. Proofread the paragraph. Cross out each incorrect verb tense and write the correct form above it.**

Next week Sam will be in a relay race at The Davis School Olympic Games. Shoshana, Kyle, and Cassidy enter with him. The Olympic Games happened every year at this time. Last year Sam run in the relay race, but he twist his ankle. The team lost. Maybe this year they win.

**C. Write a short passage about a race you have seen or been in. Include five different verbs. Use each verb tense at least once.**

# Snack Attack

- A. Read the passage. Underline each present-progressive verb. Draw two lines under each past-progressive verb.**

My aunt and I went to see a movie last night. The film *Dark Dawn* was playing. We were waiting in line for popcorn when I saw my friend Stella. She waved and said, “I am meeting Rudy inside. He is getting us seats.”

“We are buying snacks,” I replied. “I will see you soon!”

My aunt and I got our popcorn. The movie was starting just as we sat down.

- B. Read the sentences. Circle the correct form of the verb *be* to complete each sentence.**

1. The children (are, am) eating pretzels.
2. Earlier today Stella (is, was) making cookies.
3. Kernels of popcorn (are, is) popping inside the bag.
4. I (were, was) waiting for you at the snack bar.

- C. Write a short passage about going to a movie or watching one at home. Use at least one present-progressive and one past-progressive verb.**

# Lunchtime

- A. Read the passage. Write the correct present-progressive form of each verb from the word box to complete the passage.**

laugh sit slurp act stand get

Right now I \_\_\_\_\_ in line at lunchtime. My friend Rajeev \_\_\_\_\_ at a table with some other friends. They \_\_\_\_\_ loudly at something. Now I see why. Two other kids \_\_\_\_\_ spaghetti. The sauce \_\_\_\_\_ all over their faces. I hear Rajeev say to them, “You \_\_\_\_\_ ridiculous!”

- B. Read the passage. Write the correct past-progressive form of each verb from the word box to complete the passage.**

dunk hold eat chomp steam spill

Yesterday Gabriella \_\_\_\_\_ lunch with me. We both had carrots, and we \_\_\_\_\_ on them noisily. I \_\_\_\_\_ mine in veggie dip. Nathan and Sari came over. They \_\_\_\_\_ cups of soup in their hands. The hot soup \_\_\_\_\_. “Be more careful!” I said. “You \_\_\_\_\_ the soup a moment ago.”

- C. Write a short passage about the cafeteria at lunchtime. Use at least two present-progressive and two past-progressive verbs.**

# Waiting

- A. Proofread the passage. Cross out each incorrect verb form and write the correct form above it.**

That new restaurant down the street am becoming very popular these days. Alfredo was work there yesterday. He said that the chef is shouting orders from the kitchen. The waiters was running around with dishes. People are waiting for a long time to get a table last night.

- B. Read the sentences. Write the correct form of *be* to complete each sentence.**

1. Yesterday the bakery \_\_\_\_\_ selling fresh pie.
2. Mom said, "I \_\_\_\_\_ going to the market right now."
3. Susan and Li \_\_\_\_\_ baking bread together last night.
4. Hurry, I need a napkin! My ice cream \_\_\_\_\_ melting.
5. You \_\_\_\_\_ standing in the correct line if you want to buy that fruit.

- C. Write a short passage about going to a store or a restaurant. Use five progressive-tense verbs, including both present-progressive and past-progressive forms.**

# The Amazing Moon

- A. Read the passage. Draw one line under each present-perfect verb. Draw two lines under each past-perfect verb.**

Megan studies the sky every night. Tonight the moon shines brightly overhead. It has risen high into the sky. Last weekend the moon was half full. The weekend before that, it had looked much skinnier. It had hung in the sky like a banana. Then it gradually changed its shape. Now the moon is completely full. It has become a beautiful, round ball.

- B. Read the sentences. Circle the correct helping or main verb to complete each sentence.**

1. The sky was dark last night because the moon (had, has) disappeared behind the clouds.
2. I did not see Megan because she had (went, gone) inside to get her telescope.
3. The moon orbits, or travels, around Earth. It (had, has) done this for more than 4 billion years.
4. Scientists have (discovered, discover) several “mini-moons” that also orbit Earth.

- C. Write a short passage about the moon. Use at least one present-perfect and one past-perfect verb.**

# Sunset

**A. Write the correct perfect-tense form of each verb shown to complete the paragraph.**

The sun is low in the sky. Our shadows \_\_\_\_\_  
(get)  
longer. As the sun \_\_\_\_\_ down, the daylight  
(go)  
\_\_\_\_\_ slowly.  
(fade)

At one point earlier this morning, clouds \_\_\_\_\_  
(fill)  
the sky. But, by lunchtime, they \_\_\_\_\_ away.  
(float)

Now the only light in the sky is a reddish orange glow.  
The sun \_\_\_\_\_ behind the mountains. Soon the  
(drop)  
stars will come out. Two \_\_\_\_\_ in the growing  
(appear)  
darkness already.

**B. Write a short passage about watching a sunset or a sunrise. Use at least two present-perfect and two past-perfect verbs.**

# Starry Night

**A. Proofread the passage. Cross out each incorrect verb form and write the correct form above it.**

Yuki looked through the telescope. She had get the telescope a week ago. Her grandfather have given it to her. Tonight he was showing her the stars. “These stars have burn for millions of years. Each star’s light had traveled across the universe,” he explained. “Some stars you see in the night sky do not even exist anymore. Their flames have goed out. But the light from them has just reached us.”

**B. Complete the chart. Fill in the missing forms of the verbs to show their correct tenses.**

Present	Past	Present-perfect	Past-perfect
1. do	did	_____ or have done	had done
2. _____	went	has or have gone	_____ gone
3. look	looked	has or have _____	had looked
4. learn	_____	has or have learned	had learned

**C. Write a short passage about something you have seen in the night sky. Use five perfect-tense verbs.**

# Animal Bake Sale

- A. Read the passage. Circle each modal auxiliary verb. Draw an arrow to the main verb it goes with.**

The class was planning a trip to the zoo. “We must raise money for our trip,” said Mrs. Favolaro.

“We should have a bake sale,” said Mikala.

“We ought to sell cookies shaped like animals!” added Francis.

“That would be fun,” said Maya. “I will make giraffes. I can decorate them with orange and brown spots.”

“May I make lions?” Roberto asked Mrs. Favolaro.

“Of course!” she replied. “You could use sprinkles for their manes.”

- B. Write a short passage about a field trip you want to take. Use at least three of the following modal auxiliary verbs: *would, may, will, should, can, or might*.**

# Yard Sale

**A. Read the passage. Circle the modal auxiliary verb that best completes each sentence.**

Our class (might, would) have a yard sale next week, but first we (can, will) need permission from the principal. She (should, must) say yes, or we cannot have the sale. I hope she tells us that we (may, might) use the school yard. That is the only place where all the tables (must, can) fit.

**B. Write the correct modal auxiliary verb from the word box to complete each sentence. Use the words in parentheses as a clue.**

would   should   can   might
------------------------------

1. Before you have a yard sale, you \_\_\_\_\_ (probably need to) check the weather.
2. If rain is expected, you \_\_\_\_\_ (possibly will) want to wait.
3. You \_\_\_\_\_ (definitely will) not want everything to get wet.
4. You \_\_\_\_\_ (are able to) also put up a tent.

**C. Write a short passage about a yard sale. Use at least four modal auxiliary verbs.**

# At the Car Wash

- A. Read the passage. Cross out the underlined words in each sentence. Write the correct modal auxiliary verb above each one.**

can   may   must   will   might

My class is having a car wash. We plan to charge five dollars a car. Customers are able to get their cars cleaned inside, too. But they are required to pay more for that. I asked my dad if we are allowed to borrow his bucket. He said yes. He also said he is probably going to bring soap.

- B. Read each sentence. Circle the modal auxiliary verb that best completes it. Then write the verb on the line.**

1. Dan is sure that he \_\_\_\_\_ carry the heavy water bucket.  
(might, can)
2. You \_\_\_\_\_ get more dry rags before we run out.  
(must, would)
3. I am certain that we \_\_\_\_\_ use only clean, soft sponges.  
(should, might)
4. People \_\_\_\_\_ buy a snack while they wait for their car.  
(may, must)
5. You \_\_\_\_\_ not believe how much money we have made!  
(should, would)

- C. Write a short passage about a way to raise money. Use at least five modal auxiliary verbs.**

# Creepy Crawlers

**A. Read each sentence. Underline the simple subject or subjects. Then circle the correct form of the verb.**

1. I (strolls, stroll) through the garden with my brother.
2. He (studies, study) the creatures on the ground.
3. Two worms (wiggle, wiggles) in the brown dirt.
4. A caterpillar (munch, munches) on a tasty leaf.
5. A snail and a slug (leaves, leave) a trail of slime behind them.

**B. Read each sentence. Underline the simple subject or subjects. Then circle the correct form of the verb.**

1. An insect (have, has) six legs and three main body parts.
2. A beetle and a fly (is, are) two different kinds of insects.
3. A spider (is, are) not an insect.
4. Spiders (have, has) eight legs and two main body parts.
5. You (am, are) afraid of spiders, but I (am, is) not.

**C. Write a short passage about an insect crawling on you! Use at least three present-tense verbs. Also use one of the following verbs: *is, are, am, has, or have*.**

# Stream Life

- A. Read the passage. Write a verb from the word box to complete each sentence. Add an ending to the verb if it needs one.**

sit wonder rise try zoom watch

Down by the stream, two butterflies \_\_\_\_\_ gently into the air. A speedy dragonfly \_\_\_\_\_ over the water. A frog \_\_\_\_\_ patiently on a rock and \_\_\_\_\_ for bugs. It \_\_\_\_\_ to catch a mosquito with its tongue. I \_\_\_\_\_ how frogs do that!

- B. Read the passage. Write a verb from the word box to complete each sentence.**

have has am is are

I \_\_\_\_\_ learning about streams and rivers. A stream and a river \_\_\_\_\_ different. A river \_\_\_\_\_ much wider than a stream. Also, a river \_\_\_\_\_ a lot more water in it. However, both rivers and streams \_\_\_\_\_ tiny creatures living in them.

- C. Write a short passage about something that flies or swims. Use at least four present-tense verbs, including two of the following: *is, are, am, has, or have*.**

# Butterflies and Moths

- A. Proofread the passage. Cross out any verb that does not agree with its subject. Write the correct form of the verb above it.**

Butterflies and moths is similar. They both have wings covered with tiny scales. However, a butterfly's body are thin and smooth, while a moth have a plump, hairy body. Also, moths flies mostly at night. Butterflies am active during the day.

- B. Read each sentence. Write the correct form of the verb to complete the sentence.**

1. I \_\_\_\_\_ butterflies and moths. (study, studies)
2. They both \_\_\_\_\_ out as caterpillars. (start, starts)
3. A caterpillar \_\_\_\_\_ on leaves. (munch, munches)
4. Butterflies \_\_\_\_\_ inside a chrysalis. (form, forms)
5. A moth \_\_\_\_\_ out of a cocoon. (come, comes)

- C. Write a short passage about something that changes as it grows. Use at least five present-tense verbs, including two of the following: *is, are, am, has, or have*.**

# Amazing Buildings

- A. Write *F* (for *formal*) or *I* (for *informal*) above each underlined group of words.**

The book *Famous Castles* is quite interesting to read. It is about some very cool castles that were constructed centuries ago. For instance, there's this one place in France. It is a large structure on a rock that becomes surrounded by water at high tide. I'm not kidding!

- B. Circle the words that are too informal for this type of writing.**

Hey Ms. Sagachi,

Thank you for coming to our class on Career Day. I can't believe how cool your job as an architect sounds. Your presentation about what it is like to build stuff was very informative. I'm gonna design buildings and towers someday, just like you. You rock!

- C. Imagine you are writing a letter to the author of your favorite book. Write the greeting and the first paragraph.**

# Tell Me About It

**A. Circle *a.* or *b.* to show which sentence you would use for each type of writing.**

1. Type of writing: a research report
  - a. The Statue of Liberty is approximately 305 feet tall.
  - b. The Statue of Liberty is like around 305 ft. tall.
  
2. Type of writing: a letter to a favorite aunt
  - a. Thanks for taking me to the Empire State Building!
  - b. I would like to express my gratitude to you.
  
3. Type of writing: an answer on a test
  - a. San Francisco, right?
  - b. The Golden Gate Bridge is in San Francisco.

**B. Read the paragraph. Rewrite it to sound more formal.**

Ever heard of Mount Rushmore? It's in South Dakota. It's a big rock with four faces carved into it. Presidents Washington, Lincoln, Roosevelt, and Jefferson.

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**C. Imagine you are giving a report at school about a topic that interests you. Write the first paragraph.**

# Official Greetings

**A. Read the informal sentences on the left. Draw a line from each one to the sentence that shows a more formal way of writing it.**

- |                       |                              |
|-----------------------|------------------------------|
| 1. How's it going?    | a. Yes, that is correct.     |
| 2. I'm sorry.         | b. That cannot be true.      |
| 3. Yep, that's right. | c. How are you?              |
| 4. Thanks a bunch.    | d. Please accept my apology. |
| 5. No way!            | e. Thank you very much.      |

**B. Read the letter. Then rewrite it, choosing the best word or words to complete each sentence.**

(Dear, Hi) Mr. President:

I (got to, would like to) ask you a question. (What is, What's) it like to live in the White House? I (imagine, bet) it is (really neat, wonderful).

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**C. Write a short letter to your principal, using five informal words or phrases. Then rewrite the letter, changing the words or phrases to more formal ones.**

# Puppies

**A. Read the passage. Write the verb that correctly completes each sentence.**

Those puppies \_\_\_\_\_ (is, are) so cute! Mom, please  
\_\_\_\_\_ (must, may) I get that brown one? I \_\_\_\_\_  
(promise, promises) that I \_\_\_\_\_ (may, will) take care of him.  
We \_\_\_\_\_ (can, does) keep him in a cage until he is trained.  
He \_\_\_\_\_ (look, looks) like a friendly dog. I bet he \_\_\_\_\_  
(am, is) smart, too. My friend Justine \_\_\_\_\_ (know, knows) a  
lot about puppies. She \_\_\_\_\_ (could, must) probably help me  
train him. Also, Grandpa \_\_\_\_\_ (loves, love) dogs. He might  
\_\_\_\_\_ (help, helps), too.

**B. Write a brief passage asking someone for something you really want. Be sure to use action, linking, and helping verbs correctly.**

# Teaching Molly Manners

A. Complete the chart to show the correct forms of each verb.

Present	Past	Future
1. _____	ran	_____
2. _____	_____	will jump
3. fall, falls	_____	_____
4. carry, carries	_____	_____
5. _____	_____	will break

B. Proofread the passage. Cross out each incorrect verb and write the correct form above it.

Last year my uncle gave me a puppy for my birthday.

I will name her Molly. At first Molly need a lot of attention.

Now she is a big dog. Her paws is huge, and her tail wag

constantly. Yesterday she break a vase with her tail! Tomorrow

I teaches her some manners.

C. Write a brief passage about growing up. Be sure to use verb tenses correctly.

# Rex and the Lost Shoe

**A. Write the correct present- or past-progressive form of the verb to complete each sentence.**

1. Yesterday I \_\_\_\_\_ outside with my dog, Rex. (play)
2. It was sunny, and my neighbors \_\_\_\_\_ their two dogs. (walk)
3. Mr. Thom said, "I \_\_\_\_\_ Zippy to the park." (take)
4. Mrs. Thom said, "Yappy \_\_\_\_\_, too." (go)
5. I said, "Wait! Rex and I \_\_\_\_\_ along!" (come)

**B. Write the correct present- or past-perfect form of the verb to complete each sentence.**

1. Rex usually behaves, but lately he \_\_\_\_\_ problems. (cause)
2. Last week Rex came home smelling like garbage. He \_\_\_\_\_ over a trash can. (knock)
3. Now I think Rex is hiding things. All of my shoes \_\_\_\_\_! (disappear)

**C. Imagine you have lost something. Write a brief passage about it. Be sure to use progressive and perfect verb tenses correctly.**

# My Wonderful Room!

**A. Read the following sentences. Circle the adjectives.**

1. My family lives in a small square yellow house in Oceanside.
2. My room is at the end of a boring white hallway.
3. One big doorway leads to my brother's messy room.
4. Then you come to my sweet little purple room.
5. Enter, and you'll see two giant gray koalas!

**B. Look at each underlined adjective. On the line, write *size, opinion, shape, or color*.**

1. I have a small bed! \_\_\_\_\_
2. My comforter is pink. \_\_\_\_\_
3. I have a square pillow. \_\_\_\_\_
4. It's a cozy room and I love it. \_\_\_\_\_

**C. Write a descriptive paragraph about a place in your home or community that you like a lot. Use at least one of each of these types of adjectives: amount, opinion, size, shape, or color.**

# Family Photos

**A. Read each sentence. Underline the adjectives. Write *amount, size, opinion, shape, or color* above each one.**

1. Julio was labeling photos with a large black marker.
2. He wrote dates and names in small square letters.
3. He noticed many interesting details about the photos.
4. There was a photo of Julio's family on a lovely green lawn.
5. Julio counted eleven wonderful relatives.

**B. Complete the sentences by adding the adjectives in parentheses. Write the adjectives in the correct order.**

1. Julio found a \_\_\_\_\_ box in the closet.  
(black, small)
2. He sorted the photos into \_\_\_\_\_ piles.  
(four, neat)
3. Several photos were taken in front of a \_\_\_\_\_  
\_\_\_\_\_ building. (tall, beautiful)
4. The \_\_\_\_\_ photo was a portrait of  
Julio's grandparents on their wedding day. (oval, large)

**C. Write a descriptive paragraph about something important to your family. Use at least one of each type of adjective: amount, opinion, size, shape, and color.**

# How Sweet It Is!

**A.** In each sentence, the order of the adjectives is wrong. Rewrite the sentence, putting the underlined adjectives in the correct order: amount, opinion, size, shape, and color.

1. Emma works in a little wonderful store that sells toys.

---

2. The store sells beautiful tiny many cars.

---

3. They are stored in rectangular two white bins by the counter.

---

4. The store has green five round masks in the window.

---

5. One of the masks inside the store looks like a blue strange bug.

---

**B.** Write a descriptive paragraph about some of your favorite toys. Use at least one of each of these types of adjectives: amount, opinion, size, shape, and color.

# Bang the Drums Softly

**A. Read the passage. Circle the adverb that tells about the underlined verb.**

Yesterday my brother Tyler bought a drum set. He brought the box home and opened it. The set was shiny and new, and we all smiled excitedly as Tyler assembled it. Tyler sat down and carefully grabbed the drumsticks. He gently tapped at the center drum.

**B. Read the passage. Circle the adverb that tells about the underlined adjective.**

Bam! The sound was extremely harsh, and we all jumped. “You are too loud!” Dad yelled. He stared at Tyler with a somewhat grumpy look.

“What did you say?” asked Tyler. He looked totally confused by Dad’s expression.

“Do you have to be so noisy when you play?” Dad asked. He was very annoyed.

“But Dad, they’re drums!” complained Tyler. “Drum music shouldn’t be too soft.”

“Oh, yes, it should,” Dad replied.

**C. Write a paragraph about playing an instrument. Use adverbs that tell where, when, how, and to what extent.**

# Monster of the Deep

- A. Read the passage. Circle the correct adverb to complete each sentence. Write it on the line.**

The boat sailed slowly and \_\_\_\_\_ (quickly, quietly) near the island. \_\_\_\_\_, (Suddenly, Finally) the crew saw something unusual. It had an \_\_\_\_\_ (immediately, extremely) large body with eyes as big as dinner plates. The body had long green arms that trailed \_\_\_\_\_ (strangely, nicely) in the water. The crew \_\_\_\_\_ (quickly, quietly) panicked. They threw their spears \_\_\_\_\_ (far, very) into the water. They were \_\_\_\_\_ (almost, so) scared that they did not take the time to aim. \_\_\_\_\_, (Suddenly, Finally) they tied a rope around the monster's tail. They tried \_\_\_\_\_ (easily, hard) to pull the creature on board, but the creature was \_\_\_\_\_ (too, somewhat) strong and got away.

- B. Write a short paragraph about encountering a giant creature. Use at least five adverbs from the story.**

# Car Wash Gone Horribly Wrong!

**A. Read each sentence and underline the adverb. Then write what kind of information the adverb tells about the verb or adjective it describes.**

where   when   how   to what extent

1. Yesterday Nell decided to wash her mother's car. \_\_\_\_\_
2. Nell grabbed the garden hose and aimed it carefully. \_\_\_\_\_
3. She squeezed the handle tightly and pointed. \_\_\_\_\_
4. A huge stream of water sprayed everywhere! \_\_\_\_\_
5. Nell's mother was very surprised when she saw Nell. \_\_\_\_\_
6. "What are you doing, Nell?" she asked, with a rather worried look on her face. \_\_\_\_\_
7. "I was trying to wash your car," Nell cried, totally frustrated. \_\_\_\_\_

**B. Write a paragraph about a disaster that happened when you tried to do a favor for someone. Use adverbs that tell where, when, how, and to what extent.**

# Lost, but Found

**A. Read the sentences. Circle the relative adverb that connects the two parts of each sentence.**

1. Ray will never forget the time when he took the wrong bus.
2. Ray was going to the boys' club where he was meeting his friends.
3. Ray walked to the front where the driver was sitting.
4. Ray explained to the driver the reason why he was concerned.

**B. Read the passage. Circle five relative adverbs. Underline the group of words that each adverb introduces.**

Ray thought that he might be on the wrong bus. He was trying to get to Clayburg, where the boys' club was located. The driver told Ray he was on the number 2 bus instead of the 22. Now Ray knew the reason why nothing around him looked familiar. The driver showed Ray the stop where he could get the 22 bus. This was also the day when Ray lost his favorite cap.

Now you know the reason why Ray stays off buses!

**C. Write a short passage about getting to a familiar place. Use the three relative adverbs.**

# Trouble with Bowser

**A. Choose a relative adverb from the word box to complete each sentence.**

Write the adverb on the line.

where   when   why
--------------------

1. It was a Saturday \_\_\_\_\_ the trouble began.
2. Bowser ran into the backyard \_\_\_\_\_ he started digging holes.
3. Sacha couldn't understand the reason \_\_\_\_\_ Bowser was ripping up the grass.
4. She chased the muddy dog into the kitchen, \_\_\_\_\_ he crashed into his water bowl.
5. Sacha began to see the reason \_\_\_\_\_ she had never offered to dog sit before.
6. The silly dog ran into the living room and hid in a spot \_\_\_\_\_ she couldn't find him.
7. It was an hour later \_\_\_\_\_ Sacha finally got an idea.
8. She put some tasty treats on the floor \_\_\_\_\_ Bowser could smell them and waited.
9. The time \_\_\_\_\_ the dog owners would return was coming fast.
10. Would she have to explain the reason \_\_\_\_\_ muddy pawprints and dog biscuits were everywhere?

**B. Write a short passage about a time you took care of someone or something. Use the three relative adverbs.**

# Wait and See

- A. Read the paragraph. Find three mistakes in the use of the relative adverbs *when*, *where*, and *why*. Cross out each mistake you find and write the correction above it.**

Li and her dad went to the eyeglasses store when Li would pick out her first pair of glasses. It was just last Friday why she heard the news from her eye doctor. She tried to explain to her dad the reason where she was unhappy about the glasses. He said that lots of people wear glasses. He promised that no one would make fun of her.

- B. Complete each sentence with a group of words from the box.**

where she could easily find them.  
why she could stay home from school.  
when she would wear her glasses to school for the first time.

1. Li was not looking forward to Monday,  
\_\_\_\_\_
2. Sunday night, Li put her new glasses in the drawer  
\_\_\_\_\_
3. Monday morning, Li wished she could think of a reason  
\_\_\_\_\_

- C. Write a paragraph about a time when something turned out better than you thought it would. Use each relative adverb once.**

# The Trapdoor Spider

- A. Read the passage. Underline the prepositional phrases and circle the prepositions.**

The trapdoor spider is a master of surprise. Its home is a hole deep in the ground. The spider builds a trapdoor over its home. The trapdoor is made from mud and has hinges made from silk.

The spider waits patiently. Finally, an insect walks past its home. Suddenly, the spider bursts through the trapdoor. It grabs the insect and drags it into the hole. The trapdoor slams shut.

- B. Choose a preposition from the word box to complete each sentence.**

on in of about

1. Trapdoor spiders are one \_\_\_\_\_ the subjects we are studying.
  2. Hector found an interesting article \_\_\_\_\_ a nature magazine.
  3. He learned a lot \_\_\_\_\_ trapdoor spiders.
  4. Maybe he will share the information \_\_\_\_\_ Monday.
- C. Write a paragraph about a fascinating insect or other animal. Use at least four prepositional phrases. Circle the preposition in each phrase.**

# The Skydiver

- A. Read the paragraph. Underline prepositional phrases and circle the prepositions.**

The airplane climbs high into the sky. Now the skydiver can see hills, streams, and towns below her. She thinks of the moment when she will jump. She will dive through the open air. The skydiver turns from the window. She is filled with fear and excitement. Soon she will be tumbling through the air.

- B. Draw a line from each word group on the left to a word group on the right. Write the sentences on the lines. Then circle the prepositions.**

My aunt is an expert	onto her parachute.
Now she walks quickly	through the air.
She holds tightly	at skydiving.
Then she dives joyfully	to the airplane door.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- C. Write a paragraph about an exciting sport. Use at least four prepositional phrases. Underline the prepositional phrases and circle the prepositions.**

# The Invasion

- A. Read the paragraph. Find five mistakes with the prepositions used in the sentences. Cross out each mistake you find and write the correction above it.**

In Saturday Yuko and Rashida filled a picnic basket with food for lunch. They strolled about a bridge, stopped by a tree, and spread a blanket under the grass. Soon they were both resting comfortably above the shady tree. They fell asleep on a few minutes.

- B. Read the paragraph. Write prepositions from the word box to complete the sentences.**

through over down toward of

When Yuko and Rashida awakened, an army \_\_\_\_\_ ants was marching \_\_\_\_\_ the tree from one of the high branches. The army was heading \_\_\_\_\_ the picnic basket. Soon the ants were eating tunnels \_\_\_\_\_ the rolls. Rashida and Yuko looked at each other. They shrugged, pulled their sun hats \_\_\_\_\_ their faces, and fell asleep again.

- C. Write a paragraph about a funny outdoor experience you've had. Use five prepositional phrases. Underline the prepositional phrases and circle the prepositions.**

# Amazing Sandwiches

**A. Read each sentence. Put the adjectives in the correct order: amount, opinion, size, shape, and color. Write the new sentences.**

1. Katya can make amazing giant some sandwiches.

---

2. She starts with round white large rolls.

---

3. Then she piles on thin square many slices of meats.

---

**B. Read each sentence and underline the adverb. Then write the word from the word box that tells what information the adverb provides.**

where   when   how   to what extent
-------------------------------------

1. Katya then slathers the bread with mustard.

---

2. She quickly sprinkles vinegar over the meats and vegetables.

---

3. Katya grabs a plate and places the sandwiches there.

---

4. Her sandwiches are very tasty.

---

**C. Write a brief description of how you make one of your favorite sandwiches. Include adjectives and adverbs.**

# A Private Place

**A. Complete each sentence with the relative adverb *why*, *where*, or *when*.**

1. Desi looks forward to Saturday afternoons \_\_\_\_\_ he can read books.
2. He often reads at the library, \_\_\_\_\_ no one is allowed to talk.
3. The quiet is the reason \_\_\_\_\_ the library is such a good place to read.

**B. Choose the group of words that best completes each sentence. Write it on the lines. Then circle the relative adverbs.**

when we don't have to rush to school.  
where she keeps her private thoughts.  
why she hides the book.  
where no one else can find it.

1. My sister keeps a book in a place

---

2. I wonder about the reason

---

3. I ask her on a morning

---

4. She says it is a book

---

**C. Write a brief passage about what reading and writing mean to you.**

**Use the relative adverbs *when*, *where*, and *why*.**

# Hazel's House

- A. Read the paragraph. Find five mistakes with the prepositions used in the sentences. Cross out each mistake you find and write the correction above it.**

My grandpa and I are building a doghouse from the backyard. It's for our dog, Hazel. She sleeps below the yard when it's warm outside, so we thought she'd like her own house. We built the sides and put a sloping roof under them. She can walk onto the house through a flap in front. There's plenty of room outside the doghouse for her to lie down.

- B. Read the paragraph. Write prepositions from the word box to complete the sentences.**

around above of by inside

We painted the top \_\_\_\_\_ the roof white and the sides red. We put a big soft dog bed \_\_\_\_\_ the house. Then we painted the words "Hazel's House" \_\_\_\_\_ the front door. We put a water bowl on the grass \_\_\_\_\_ the door. When Hazel saw her house, she danced \_\_\_\_\_ it, barking happily.

- C. Write a paragraph about making something with a family member or a friend. Include five prepositional phrases, and underline them.**

# The New Year

- A. Read the following passage. Circle the proper nouns. Underline the proper adjectives.**

Mr. Wattana is the father of one of the kids in our class. He is from Thailand and came to talk to our class about the Thai new year. In Thailand the new year starts in April. For the Thai people, it is a time of cleaning and new life. One holiday tradition is to throw water. People use hoses and water pistols to drench one another. People carry Buddhist statues through the streets so that passersby can splash them with water, too.

- B. Read the passage. Circle the proper nouns. Underline the proper adjectives.**

Mrs. Akita, a teacher at our school, talked to our class about celebrating the new year in Japan. People there celebrate the arrival of a new year on January 1. The Japanese people send one another cards, sing songs, and eat lots of food. Japanese children are given money in a tradition called *Otoshidama* that came from China. On New Year's Day, people celebrate the first things they do or see during the year, such as seeing the first sunrise.

- C. Write a paragraph about a cultural tradition you know about. Use proper nouns, proper adjectives, and at least one title of address.**

# Let's Celebrate!

- A. Find the proper nouns and proper adjectives. Capitalize them by crossing out lowercase letters and writing the capital letters above them.**

On the holiday rosh hashana, my parents invited a friend to join us for dinner. Her name is ms. gordon, and she is new in town. Rosh hashana is the jewish new year celebration. The name of the holiday is in hebrew. The words mean "beginning of the year," though the holiday usually begins in september. On this holiday someone blows a trumpet made from a ram's horn to let the jewish people know that the year has begun.

- B. Read the passage. Draw a circle around the proper nouns and a box around the proper adjectives. Above each proper noun, write the word *person, people, place, or thing*.**

Kwanzaa is a week-long celebration. During this time many African-Americans honor their African heritage. The name *Kwanzaa* comes from a Swahili phrase that means "the fruits of the harvest." On each day of Kwanzaa, a candle is lit for one of its seven guiding principles. My friend Makayla told me all about them.

- C. Write a paragraph about a holiday tradition your family celebrates. Use at least four proper nouns and two proper adjectives. Include one title of address in your paragraph.**

# China Trip

- A. Proofread the paragraph. Find five mistakes with the proper nouns and titles of address. Write the correction above each mistake.**

My family is going to china this summer. We needed to get vaccines, so we went to see dr. Ramirez. She wanted to know where we were going, and I told her that we would visit hong kong first. Then we would fly to shanghai. I was going to meet with my cousin and her family, who had just moved there!

- B. Read the paragraph. Write proper adjectives from the word box to complete the sentences. Use the proper nouns in each sentence as clues.**

Scottish	Chinese	American	Swedish	Mongolian
----------	---------	----------	---------	-----------

The more I saw of China, the more I understood about \_\_\_\_\_ culture. One of the first places we visited on our trip to China was Mongolia. My father had studied \_\_\_\_\_ culture, and told us all about Genghis Khan. Coming from the United States, we were the only \_\_\_\_\_ people on the tour. The people from Sweden told us all about \_\_\_\_\_ customs. The \_\_\_\_\_ people invited us to visit them in Scotland.

- C. Write a paragraph about a historical place you have visited or read about. Use three proper nouns and two proper adjectives.**

# Greetings from Florida!

- A. Read the letter. Circle the comma in the date. Put a box around the commas in the greeting and the closing. Underline the comma that separates a city from a state.**

June 29, 2017

Dear Cousin Jeremy,

I'm having a great time in Sanford, Florida! Cousins Zoë and Liam are really fun. Yesterday, we took a boat ride on the St. Johns River and saw real alligators. They were awesome!

Your cousin,

Sasha

- B. Read the addresses. Circle the comma that separates the street name from the apartment number. Put a box around the comma that separates each city name from the state name.**

Sasha Levinson

18 Sunnyside Street

Sanford, FL 32773

Jeremy Green

174 Woodside Avenue, Apt. 17

Sacramento, CA 95826

- C. Write a letter to someone in your family about a place you have visited. Write the address on an envelope.**

# I Want to Be an Author

**A. Read the letter. Add commas where they belong.**

789 Land Drive Apt. 12A

Trenton NJ 08611

November 27 2017

Ms. Abigail Jenner

1200 Madison Street Apt. 4

Houston TX 77005

Dear Ms. Jenner

I just finished reading your book about the pioneer family in Austin Texas, in the 1850s. I really enjoyed the story, especially the part where Asa helps his mother fight off wolves. That was really exciting.

I love to write stories and want to be an author when I grow up. What advice would you give a fourth-grader who has this dream?

Sincerely

Clifton Jackson

**B. Write a letter to an author you admire. Remember to use commas correctly in your addresses, your date, and your closing. Use a colon after the greeting. (You may need to invent the author's address.)**

# Family Journeys

- A. Read the letter. Circle each punctuation mark that is in the wrong place.  
Draw an arrow from it to where it belongs.**

275 Wave, Street Apt. 7  
St. Paul MN, 55106  
April 7 2014,

Mr. Mark Lieu  
1778, Carey Street Apt. 2  
San, Francisco CA 94114

Dear Mr. Lieu:

I just read your book about how your family came to San Francisco, California, from, Shanghai China. I thought the book was very interesting. My family came to St., Paul Minnesota, in the 1970s from, Sayaboury Laos. I would like to write about their experiences. How did you find out about your family history? What kind of questions did you ask?

I'm looking forward to your advice.

Yours, truly  
Lis Khang

- B. Write a letter to a family member. Tell about something fun or exciting that has happened recently. Circle the commas you used in the addresses, the date, the greeting, and the closing of your letter.**

# Scary Stories

- A. Circle the double quotation marks. Put a box around the single quotation marks. Underline the commas that separate a speaker's words from the speaker.**

My mom likes to tell scary stories. One night she found me wide awake past bedtime. "Move over," she said, and sat down next to me.

"It was a dark and stormy night," Mom said. "A boy named Tyler couldn't sleep."

"Why not?" I asked.

"The wind was making a strange sound outside his window," Mom said. "It sounded as though it was saying, 'Ty-ler, Ty-ler.'"

"I don't like this story," I said.

Mom continued, "The wind said, 'Ty-ler! Ty-ler! I'm going to come and get you if you don't go to sleep!'"

Suddenly Mom grabbed me and yelled, "Got you!"

I jumped halfway to the ceiling. "That's not funny," I said. "But I can take a hint." Soon I snuggled down under the covers and went to sleep.

- B. Write a dialogue between two people who are telling a scary story. Use double quotation marks, single quotation marks, and commas correctly.**

# Amelia

- A. Read the story. Add any missing single or double quotation marks and commas.**

My friend Luka has a baby sister named Amelia. She makes noises, but she doesn't talk yet. Luka is pretty good at figuring out what she's saying.

"When she yells, it means she's tired, but it can mean other stuff too, Luka explained to me. One time it meant, 'Hey, Luka, let's build a spaceship. So we built this awesome spaceship in the den.

Just then Amelia started howling. I said, "This one's easy. She's saying, Feed me.

"No Luka said, "she's not. She's saying I'm bored. Tell Mom we want to go to the movies.

- B. Write a dialogue between two people in which they quote someone else.**

# Communicating with Cats and Dogs

- A. Proofread the dialogue. Add any missing single or double quotation marks and commas.**

My neighbor Mr. Kite and I were walking his dog Waldo when Waldo came to a stop.

Oh no! He always does this,” Mr. Kite groaned.

I bent down and said “What’s up, Waldo?”

Waldo woofed softly and looked up at me.

“Maybe he’s saying My legs are sore,” I told Mr. Kite.

Mr. Kite shook his head. “I know what the problem is” he said. “Waldo is saying, I prefer to be carried at this point.

“Smart dog” I said, as I picked up Waldo and tucked him under my arm. “At your service!”

- B. Write a dialogue between two people trying to figure out what an animal is saying.**

# Crafts from Many Countries

- A. Read the passage. Draw a circle around the proper nouns and a box around the proper adjectives.**

The community center on Center Drive held its third international fair last weekend. The fair included crafts from many countries, such as Honduras, Senegal, and Cambodia. On display were Haitian baskets and Kenyan wood carvings. The most popular items were beautiful pieces of Mexican silver jewelry.

- B. Find the proper nouns and proper adjectives. Capitalize them by crossing out lowercase letters and writing the capital letters above them.**

dr. juanita suarez gave a lecture on supporting local crafts people. She told us of a group of women from nicaragua who make purses to sell in the united states. She also told us about a guatemalan group that sells paintings done by local artists. professor craig roberts spoke about american clothing shops that buy products from west african weavers.

- C. Write a paragraph about a food you like that is originally from another country. Use proper nouns and proper adjectives.**

# A Letter from Loie

**A. Read the letter. Add commas where they belong.**

September 15 2017

Benjamin Summers  
4825 Clarkson Blvd. Apt. 23  
Santa Fe NM 87508

Dear Ben

I am having an amazing time in Africa. The tour is wonderful! Yesterday we flew to Nairobi from Kampala Uganda. Tomorrow we head out to see the Serengeti National Park. I'll write more after we get back.

Much love

Aunt Loie

**B. Write a letter to a friend about a special place you have visited. Remember to use commas correctly in your friend's address, your date, your greeting, and your closing.**

# Where to Go?

- A. Proofread the dialogue. Add any missing single or double quotation marks and commas.**

“I would like to travel someday” Travon told his friend Rafe.  
There are places I really want to see.”

Like where, Trave?” Rafe asked. “I’m happy to stay right here,  
he said.

The other day my uncle got back from Iceland. He said that  
it was amazing. It has natural hot springs, great river rafting,  
and lots of friendly people. But he also said ‘In the winter, it can  
stay dark for as long as twenty hours,” Travon explained.

“I’d rather go someplace with lots of sun, warm weather, and  
sandy beaches” Rafe responded. I want to go someplace where  
the slogan is, ‘Come lie on our beaches and relax!”

- B. Write a dialogue between two friends. Have them talk about where they would go if they could travel anywhere.**

# Student Grammar Guide

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# Sentences

A **sentence** is a group of words that expresses a complete thought. It includes a subject and a predicate.

- The **subject** tells whom or what the sentence is about.

My older sister just got a new bike.

- The **predicate** tells what the subject does or is.

Patricia rides up steep hills. She is very athletic.

A **sentence fragment** does not express a complete thought. To change a fragment to a complete sentence, add information. Make sure that the sentence has both a subject and a predicate.

**Sentence fragment:** My parents.

**Sentence fragment:** Ride bikes in the summer.

**Complete sentence:** My parents ride bikes in the summer.

subject

predicate

A **compound sentence** connects two simple sentences using the **conjunctions**, or connecting words, *and*, *but*, or *or*. Place a comma before the conjunction.

I like all four seasons, but fall is the best!

Colorful leaves fall from trees, and we collect them.

We drink cider at the orchard, or we buy some fresh apple pie.

A **complex sentence** is made up of a group of words that can stand on its own and a group of words that cannot. Complex sentences use conjunctions like *before*, *after*, or *while*. No comma is needed before the conjunction.

I always put on my helmet before I ride my bike.

I feel great while I'm riding my bike.

I hope to get a racing bike after we return from our trip.

A **run-on sentence** is made up of two or more sentences that run together without punctuation or a connecting word.

**Run-on:** You just walked into a bike shop there are so many different bikes!

- One way to correct a run-on sentence is to separate it into two or more complete sentences.

**Correction:** You just walked into a bike shop. <sup>T</sup> there are so many different bikes!

- Another way to correct a run-on sentence is to join the thoughts together with a connecting word.

**Correction:** You just walked into a bike shop, <sup>and</sup> there are so many different bikes!

# Nouns

A **noun** is a word that names a person, a place, an animal, a thing, or an idea. A **singular noun** names one. A **plural noun** names more than one.

- Add *-s* to form the plural of most nouns: brotherss, sisterss.
- Add *-es* to nouns that end with *s*, *x*, *sh*, or *ch*: bus + *es* = busess;  
box + *es* = boxess; wish + *es* = wishess; patch + *es* = patchess.
- Change the *y* to an *i* and add *-es* to a noun that ends with a consonant + *y*: blueberry – *y* + *ies* = blueberriess; city – *y* + *ies* = citiess.
- Change the spelling for the plural of some irregular nouns:  
man/mens; child/childrens.

A **possessive noun** shows ownership.

- Add *'s* to make singular nouns possessive: Kevin's jacket.
- Add an apostrophe after the *s* for plurals that end with *s*:  
the dogs's bones.
- Add *'s* for plurals that do not end with *s*: the children's shoes.

# Pronouns

A **subject pronoun** replaces a noun that is the subject of a sentence. It tells whom or what the sentence is about.

Evie and Nicole are my twin sisters.      Evie lost a front tooth.  
They are my twin sisters.                      She lost a front tooth.

An **object pronoun** replaces a noun that receives the action of the verb. It can also follow words such as *with, to, of, for, or from*.

Evie put the tooth under the pillow.      Nicole was excited for Evie.  
Evie put it under the pillow.                  Nicole was excited for her.

A **possessive pronoun** shows ownership.

The dollar beneath the pillow was her reward.

Nicole said, “That money is yours! You lost the tooth!”

A **relative pronoun** introduces a group of words that gives more information about a noun or another pronoun in the sentence.

Uncle Vito, whose story has been told many times, is known as “The Pizza King.”

It was his Pizza Supreme that made him famous.

He uses secret ingredients, which add a lot of flavor to the pizza.

Many customers, who wait for hours to get in, describe his pizza as the best on the planet!

(continues)

## Pronouns *(continued)*

When a pronoun replaces a noun, it must **agree in number** with the noun it is replacing.

- Singular pronouns replace singular nouns.

Speed-skater Bonnie Blair represented the United States in the Winter Olympics. She won the gold medal three times in a row.

- Plural pronouns replace plural nouns.

How can four men from a tropical country compete in a winter sport? The movie *Cool Runnings* tells their story!

When a pronoun replaces a noun, it must also **agree in gender** with the noun it is replacing.

- Female pronouns replace female nouns.

Grandma is a clown who performs in the Big Apple Circus. She wears a curly white wig and carries a huge handbag.

- Male pronouns replace male nouns.

Emmett Kelley began his career as a trapeze artist. Later, he became the world-famous clown known as “Weary Willy.”

# Verbs

A **verb** tells what someone or something does, is, or is like.

- An **action verb** shows action. It tells what the subject does.

The kittens sleep in the sun.

- A **linking verb** connects the subject to words that tell what the subject is or is like.

The kittens are tiny. They seem scared.

- A **main verb** often has a **helping verb**. Helping verbs, such as *is* and *were*, help show when events happen. Other helping verbs, such as *may* and *could*, express conditions, or how likely or unlikely an event is. These helping verbs are called **modal auxiliary verbs**.

The kittens may run to their mother. She will not leave them.

Verbs have special forms called **tenses** that tell when the action takes place.

- A **simple present-tense** verb tells about something happening now. The form of the verb must agree with its subject.

The cat plays with the string. Two other cats play with a ball.

- A **simple past-tense** verb tells about something that has already happened. Some are formed with *-ed*, but others are irregular.

One cat bumped into a lamp. The lamp fell over and broke.

- A **simple future-tense** verb tells about something that is going to happen. The future tense is formed with the helping verb *will*.

Mom will be home soon. She will put the cats outside!

(continues)

## Verbs *(continued)*

- The **present-progressive** tense shows action continuing right now. The **past-progressive** tense shows action continuing in the past.

I am petting the cat at this moment. It is purring loudly.

Earlier, the cat was playing while the kittens were napping.

- The **present-perfect** tense shows that an action started in the past but continues up to the present. The **past-perfect tense** shows that an action was completed before another action in the past.

The cats like tuna. They have eaten Sam's lunch!

He had left the tuna on a plate, and the cats discovered it.

A verb must **agree in number** with its subject.

- When the subject is singular, use the singular form of the verb or helping verb.

The dog belongs to my brother. My brother is standing over there.

- When the subject is plural, use the plural form of the verb or helping verb.

My sisters like cats. They were playing with the cats before lunch.

- When the words in a compound subject are joined by *and*, use the plural form of the verb.

The cats and dogs sometimes play together.

# Adjectives

An **adjective** is a word that tells about a noun or a pronoun. Adjectives can tell about *amount*, *opinion*, *size*, *shape*, or *color*, usually in that order.

Angie has several excellent little moves she uses in basketball.

amount      opinion      size

She has one round red hoop in her driveway for practicing.

amount      shape      color

# Adverbs

An **adverb** is a word that tells about a verb or an adjective. Adverbs can tell *when*, *where*, *how*, or *to what extent*.

Angie dribbles the ball steadily and then stops.

how      when

She quickly leaps up and makes a totally amazing shot.

how      where      to what extent

The **relative adverbs** *when*, *where*, and *why* each introduce a group of words that tells more about a noun or pronoun in the sentence.

- *Where* introduces a group of words that tells about a place.

Uncle Leo's house is the place where the family will gather.

- *Why* introduces a group of words that tells about the reason for something.

Great-Grandma Maggie's 85th birthday is the reason why the family will all be together.

- *When* introduces a group of words that tells about a time.

The party will be held on a day when everyone is free.

# Prepositions

A **preposition** is a word used to show the relationship between words. Prepositions such as *in*, *on*, *at*, *around*, *below*, *across*, and *under* describe the position or location of something.

Miguel's beautiful poster is on the classroom wall.

The words at the top say, "Keep Our School Safe."

A **prepositional phrase** includes a preposition, a noun or pronoun, and any other words in between.

Colorful pictures on the poster show safety tips.

Miguel has included labels under the pictures.

# Capitalization

A **proper noun** names a particular person, place, animal, or thing and begins with a capital letter.

Our neighbor Mr. Velasquez is organizing a community group.

The group is going to grow a garden on Sanchez Street.

It will be called Arrow Neighborhood Garden.

A proper noun can include a **title**. The title is also capitalized.

Dr. Fontana will let us use a plot of land she owns.

An adjective made from a proper noun is called a **proper adjective**. Proper adjectives are also capitalized.

The group will grow Thai peppers and Japanese eggplants.

# Punctuation

**Commas** set off information in different parts of a letter.

Use commas in addresses to separate a street name from an apartment number and a city from a state name.

2756 Sandoval Way, Apt. 312  
Bella Vista, AR 72715

In the date, use a comma to separate the day of the month from the year.

August 25, 2017

Use a comma to separate the greeting from the body of the letter and the closing of the letter from the signature.

Dear Grandpa Jack,

We are planning a community garden. May I call you to get your gardening advice?

Love,  
Sophia

**Quotation marks** are used to show the exact words a speaker says.

- Use **double quotation marks** to show what a speaker is saying.  
“It was nice of you to write to your grandfather,” said Mr. Velasquez.
- Use **single quotation marks** to show quoted words or words that have been said before when they appear within double quotations.  
“My grandfather told me, ‘I’ll be happy to answer any questions your friends have,’” said Sophia.
- A **comma** can be used to separate the speaker’s exact words from the rest of the sentence.  
“Please thank your grandfather,” Mr. Velasquez said.



# Proofreading Passages



Illustration by Michael Wertz  
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Proofreading Passage 1

A student wrote this draft of a story. Correct all the errors you find.

My little brother Carl made a snowball who he wanted to give to our mom. He is too little to understand that it would melt inside the house. I told Carl but he should not believe me. I decided to do a science little experiment to show him. I can still remember the time where Mr. chang did this experiment for us in preschool.

I told Carl too make two round big snowballs. We put one in a glass large dish through the Kitchen counter. I wrapped the other snowball in plastic then I put it at the freezer.

Mom saw a dish of water. When she got home. Before she should ask, I said, Carl, show Mom your surprise.” I lifted Carl. And he reached inside the freezer. The snowball was frozen.

“I made this snowball for you” Carl said. Then he added, “Mom, do you know that the water in the dish used to be another snowball? You may keep a snowball very cold, or it will melt.”

“Carl, do you know what happens when we boil the water?” asked Mom.

“It means that you is getting ready to make tea,” answered Carl.

Mom chuckled and replied, “Let’s see what happens.” She put some water in a pot and then she placed it from a hot burner.

First, the water made bubbles, and soon steam is rising.

Mom gave us a really tasty snack so, Carl almost forgot about the pot of water. When he remembered to look, Carl exclaimed, “Its almost all gone! Where did the water go?”

I explained, “When you boil water, it turns to steam. The steam who goes into the air is their even though you can’t see it.”

“Mom, I’d like a glass of steam,” said Carl.

It looks like we having another lesson soon!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Proofreading Passage 2

A student wrote this draft of a story. Correct all the errors you find.

We needed a way to cool off On such a hot and humid day. Dad decided that it can be a good time two try the new Olympia water Park what was built just a few miles from our house. I had seen exciting many pictures on the giant water slide and I could not wait to get their.

Finally, my sister Sara and I was standing at the top of the slide. "You go first, said Sara. "I'll be right behind you.

Sara almost landed on top of me. "Wow!" we said by the same time.

Then somebody yelled, Woo-hoo!" Dad was wave his arms as he slid down fast. He looked like a big great kid.

When Dad hit the pool. There was a gigantic splash who covered everybody nearby with water. I had a great view from the spot why I was standing. I was laugh so hard that I swallowed a mouthful of water.

Sara and I should not wait to do it again so we scrambled out of the pool and headed for the ladder. We were surprised to see Mrs. Wilson, our neighbor. She was standing right there beside the ladder.

“We didn’t know that you were here have you tried the slide yet?” asked Sara.

“My grandson Jake and I got here about 20 minutes ago and he has gone down the slide twice,” she answered. “I thought that he would be too small for the big slide, but he told me he should do it!”

From the top of the ladder, we could see our dad. He was standing from the bottom of the slide. He said that it was time to go home.

Before we left, we ate red huge strawberries over ice cream. What a great day it was!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Proofreading Passage 3

A student wrote this draft of a story. Correct all the errors you find.

I walking to the house when Grandpa yelled to Hank, “The new calf got out of the pasture, and he is heading toward Green park Highway!” Hank, what is a strong texan, got in the driver’s seat of the pick-up truck. Grandpa grabbed a rope and sat at the other seat. I climbed into the back of the truck.

When we caught up with the runaway calf, Grandpa said to Hank “Get a little closer to the calf but don’t scare him.”

I had heard stories about Grandpa’s early days in the rodeo but I had never seen him in action. As Grandpa leaned out the window, he twirled the rope. And tossed it’s loop around the calf’s neck.

“Slow down now, Hank! roared Grandpa. Hank slowed the truck to a crawl and we drove back at the farm. The calf trotted beside us the whole way.

Hank chuckled and said, I’m going too make you a T-shirt who will have the words *Champion Pick-up Truck Cowboy* on it.”

We led the calf safely back to the pasture and locked the gate. Then we went back to the house that's when I asked Grandpa if he must show me pictures of his rodeo days. From under the bed, Grandpa pulled a dusty box why he kept his old photos. I should not wait to look inside. I found old two pictures of Grandpa as a young man. He wore a black tall cowboy hat and was hold a prize ribbon from dallas County. In another old photo, he sitting on a white big horse. It didn't look like Grandpa except with the smile. I must recognize that smile anywhere. Its the same one I see. When I look in the mirror.



1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
800.666.7270  
collaborativeclassroom.org

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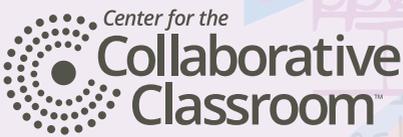
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# Being a Writer™

SECOND EDITION

ASSESSMENT RESOURCE BOOK

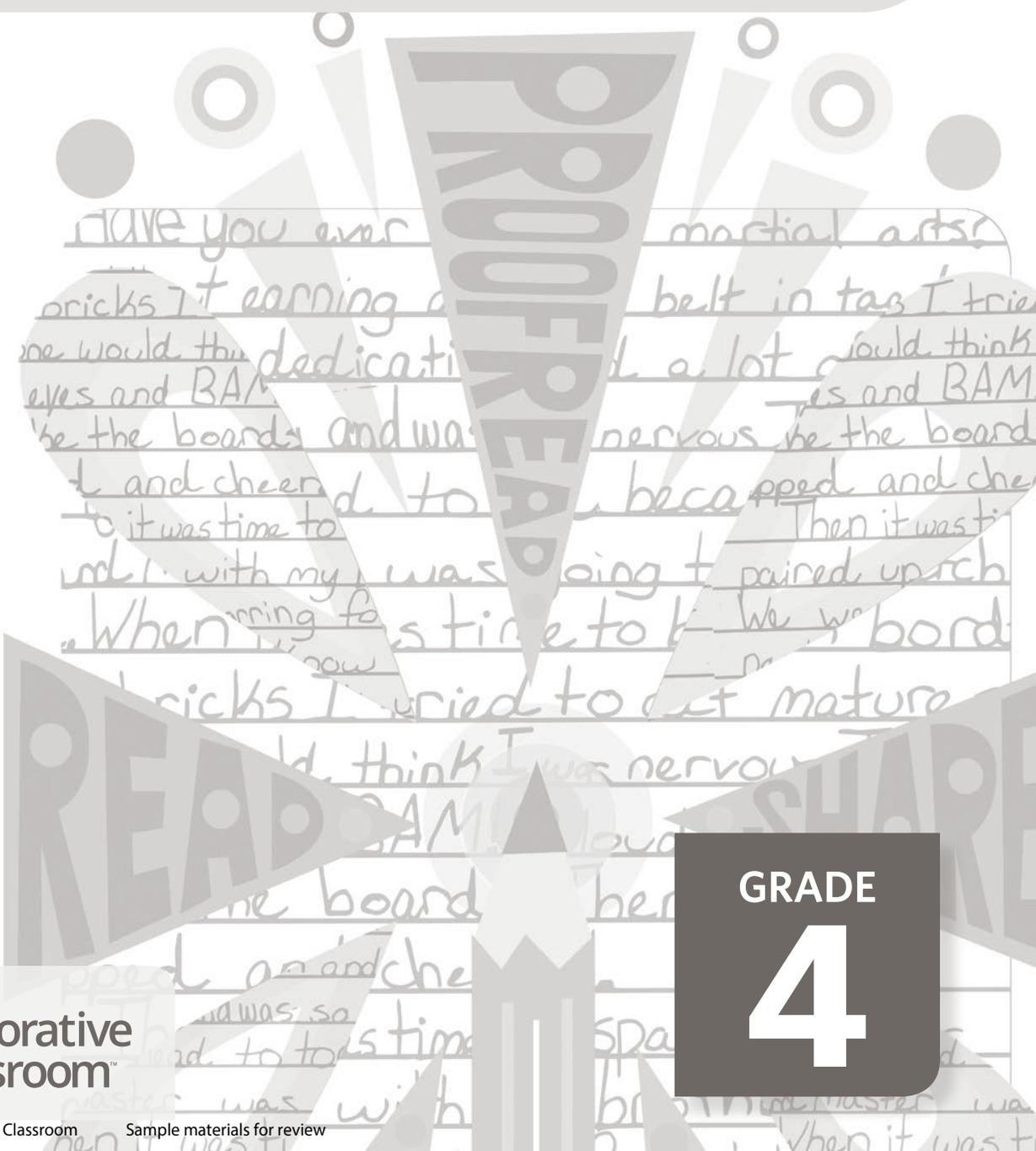


GRADE  
**4**

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GRADE  
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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270, fax: (510) 464-3670  
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Sample materials for review

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# Assessment Overview

The assessments offered in the *Being a Writer*<sup>™</sup> program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track your students' writing growth and social development over time. The assumption is that all of your students are developing at their own pace into strong, capable writers and that they are all developing into principled, responsible people with strong interpersonal skills.

The *Being a Writer* program provides a comprehensive and flexible set of formative and summative assessments that enable you to track and evaluate your students' progress and needs, unit-by-unit and across the year. (For a brief description of each assessment, see "Assessments" on page vi.) As you teach the lessons in the *Teacher's Manual*, an assessment icon (📄) will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, tapping the assessment icon opens the CCC ClassView<sup>™</sup> assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or accessed through the CCC ClassView app ([classview.org](http://classview.org)). You may choose to record your students' progress using printed copies of the forms from this book or from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information, see "CCC ClassView App" below.

---

## CCC ClassView App

The CCC ClassView app is an online application that contains all of the assessment forms and instructions available in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole. You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher's Set*, by directly accessing the app at [classview.org](http://classview.org), or via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about the assessment app, view the "Using the CCC ClassView App" tutorial (AV80).



# Assessments

## CLASS ASSESSMENT

Unit 1 • Week 1 • Day 4      Class Assessment Record • CA1

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
• Are the students writing in silence?			
• Are they staying in their seats?			

Other observations:

Considerations:  
If you notice students having difficulty staying in their seats or writing in silence, call for the class's attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

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The class assessments are designed to help you assess the writing, and sometimes the social performance, of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. During the class assessments you have the opportunity to observe the students as you ask yourself questions that focus your observations. These notes occur about once per week, usually during Writing Time, when the students are using the writing processes, craft, or skills that they are learning in the unit. Each Class Assessment Note has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

## TEACHER CONFERENCE

Personal Narrative      Conference Notes: Focus 1 • CN1

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you his or her writing and read some of it aloud to you. Help the student extend his or her thinking about personal narrative by asking questions such as:

- Q Why did you choose to write about this [event/memory/thing]?
- Q What else do you remember about it that you can add to the narrative?
- Q What words are you using to describe what you [saw/heard/smelled/tasted/felt]?
- Q (Beginning Week 2, Day 5) What transitional words and phrases are you using to help readers connect ideas and events?
- Q What other experiences from your own life might you want to write about?

Other observations:

Next steps:

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Teacher conferences provide you with the opportunity to talk with individual students about their writing, identify areas of strength, and note areas in which a student needs more support. As you teach the lessons, a Teacher Conference Note in the *Teacher's Manual* will alert you when an individual teacher conference is suggested. These notes provide specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. Each Teacher Conference Note has a corresponding "Conference Notes" record sheet (CN) where you can document your suggestions and observations that result from each conference. We

encourage you to confer with each student at least once or twice per unit, depending on the length of the unit. The "Conference Notes" record sheets from your writing conferences with the students also comprise an important source of information for the Individual Writing Assessment (see page vii).

## **Student Goals and Interests Survey**

The questions provided in the first “Conference Notes” record sheet can be used as a beginning-of-year survey of your students’ goals and interests. After you have conferred with all of your students, we recommend that you review the students’ responses to the questions and look both for patterns across the class and for individual comments that stand out for you. For example, you might note writing topics and genres that the students are interested in and whether the students exhibit an aversion to, or affinity for, writing. The information you gather can help you plan instruction for the coming months.

After analyzing your students’ responses, you might share with the class what you learned about them as writers and how you plan to help them build their love of writing over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension “Discuss the Students’ Writing Goals and Interests” on page 65 of the *Teacher’s Manual*.

The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of your students’ perceptions of their growth as writers, a measure of their attitudes toward writing, and a summary of their goals for summer writing. After you have conferred with your students, you might share the information from this final survey with them, along with the initial survey, and discuss how the students’ attitudes toward writing have changed.

## **SOCIAL SKILLS ASSESSMENT**

The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher’s Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times during the year—in the fall, winter, and spring. (If you teach in a year-round school, adapt as necessary to assess early in the year, midyear, and at the end of the year.) The “Social Skills Assessment Record” sheet (SS1) allows you to track how individual students are doing with particular skills over the course of the year (see page 175).

## **INDIVIDUAL WRITING ASSESSMENT**

The Individual Writing Assessment is designed to help you assess growth in the writing of individual students. The “Individual Writing Assessment” record sheet (IA) consists of two sections—Part A: Non-published Writing and Part B: Published Writing—and a few Reflection questions to help guide your assessment of each student’s growth.

## Part A: Non-published Writing

Unit 2		Individual Writing Assessment • IA1			
Student's Name: _____		Date: _____			
Part A: Non-published Writing					
		Amount of the writing generated	Quality of the writing generated	Length of the writing generated	Final use of the writing generated
<b>Unit 1</b>					
<b>Week 1</b>	<b>Notebook writing: 4 days</b>	4	3	2	1
	<b>Quick-write:</b> Ideas from the students' lives				
	<b>Quick-write:</b> Draft writing with a sentence from another piece				
	<b>Notebook writing:</b> 1 day				
<b>Week 2</b>	<b>Quick-write:</b> Use for writing an original	4	3	2	1
	<b>Quick-write:</b> Revision based on peer feedback				
	<b>Quick-write:</b> Revision based on teacher feedback				
	<b>Quick-write:</b> List things they know about				
	<b>Notebook writing:</b> 4 days				
<b>Unit 2</b>					
<b>Week 1</b>	<b>Analyzing and Revising Drafts:</b>	4	3	2	1
	• Complete first draft.				
	• Review for content and supporting information.				
	• Revise based on partner feedback.				
	• Revise for content details.				
	• Revise opening sentences.				
<b>Week 2</b>	<b>Finalizing and Publishing Writing:</b>	4	3	2	1
	• Complete first draft.				
	• Proofread for spelling.				
	• Proofread for punctuation and capitalization.				
	• Write final version.				
	• Make final version into book.				
<b>Subtotal</b>					
Non-published Writing total (Sum of 4 subtotals): _____					

(continues)

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The Non-published Writing section helps you analyze each student’s notebook writing or other non-published writing generated during a unit using a rubric that identifies the instruction and the writing tasks for each week of the unit. The purpose of this portion of the assessment is to help you determine whether the writing the student completes on a day-to-day basis shows evidence of the unit’s instruction.

## Part B: Published Writing

The Published Writing section helps you score each student’s published piece using a rubric that identifies certain descriptors of successful writing.\* You assess the writing to determine whether *almost all*, *much*,

*some*, or *almost none* of the writing shows evidence of each descriptor. Examples of scored student work are provided for each unit as models to help you score your students’ writing using the rubric.

**Reflection** The Reflection section in Part B provides questions that help you reflect on each student’s progress since the previous assessment and identify what you might focus on during the next unit’s instruction.

The information from the “Individual Writing Assessment” and the “Conference Notes” record sheets, combined with any scored *Student Skill Practice Book* activities, constitute a record of each student’s development over the unit. (For more information about scoring *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

If you need to use the scored writing as a basis for grading, the “Individual Writing Assessment” record sheet includes a section where an overall unit score can be calculated. Keep in mind that progress in the *Being a Writer* program is determined by an increase in scores over time, rather than by each unit’s score. The assumption is that all students are growing at their own pace into strong, capable writers. The “Individual Writing Assessment Class Record” sheet (CR1) is provided for you to record your students’ progress over the course of the year (see page 179). If you are using the CCC ClassView app, you can generate a variety of reports that track individual students’ progress as well as the progress of your class as a whole.

\*For information about the how this program’s “Descriptors of Successful Writing” relate to the 6+1 Traits®, used by many schools as part of writing assessment, see “The 6+1 Trait® Writing Model and the *Being a Writer* Program” on page xxiv of the *Teacher’s Manual*.



your students' current writing skills and can help you plan your instruction in the coming months. For more information, see "Obtaining a Beginning-of-year Writing Sample" on page 2.

<p><b>Unit 1</b> Beginning-of-year Writing Sample Record • <b>WS1</b></p> <p>Student's Name: _____ Date: _____</p> <p>As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently, and indicating which, if any, grade-level skills are absent from the writing. Note ways you might support the student in the coming months.</p> <ul style="list-style-type: none"> <li>• Is it clear what this piece is about?</li>   <li>• Does the writing fully communicate ideas and show sustained thought?</li>   <li>• Does one idea connect logically to the next?</li>   <li>• Does the writing show individual expression and/or creativity?</li>   <li>• Does the writing contain varied and descriptive vocabulary?</li> </ul> <p style="text-align: center;">(continues)</p> <p style="font-size: small;">4   Being a Writer™ • Grade 4 <span style="float: right;">© Center for the Collaborative Classroom</span></p>	<p><b>Unit 1</b> Beginning-of-year Writing Sample Record • <b>WS1</b> (continued)</p> <ul style="list-style-type: none"> <li>• Is the writing fluent when read aloud?</li>   <li>• Does the writing demonstrate command of grammar, usage, and mechanics?</li>   <li>• Does the student use grade-appropriate spelling conventions?</li> </ul> <p><b>Other observations:</b></p> <p><b>Next steps:</b></p> <p style="text-align: center;">© Center for the Collaborative Classroom</p> <p style="text-align: right;">Grade 4 • Being a Writer™   5</p>
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End-of-year writing samples are obtained from the students using the same prompt as the beginning-of-year writing samples. After obtaining the writing samples, we recommend that you analyze each student's writing using the "End-of-year Writing Sample Record" sheet (WS2). If you obtained both samples, comparing the "Beginning-of-year Writing Sample Record" and "End-of-year Writing Sample Record" sheets can help you evaluate your students' growth as writers and the effectiveness of the year's instruction. For more information, see "Obtaining an End-of-year Writing Sample" on page 168.

We suggest that you obtain the beginning-of-year writing samples during the first month of school and the end-of-year writing samples during the last unit of instruction in the program.

<p><b>Unit 9</b> End-of-year Writing Sample Record • <b>WS2</b></p> <p>Student's Name: _____ Date: _____</p> <p>As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note your observations about how the student has grown as a writer over the course of the year.</p> <ul style="list-style-type: none"> <li>• Is it clear what this piece is about?</li>   <li>• Does the writing fully communicate ideas and show sustained thought?</li>   <li>• Does one idea connect logically to the next?</li>   <li>• Does the writing show individual expression and/or creativity?</li>   <li>• Does the writing contain varied and descriptive vocabulary?</li> </ul> <p style="text-align: center;">(continues)</p> <p style="font-size: small;">170   Being a Writer™ • Grade 4 <span style="float: right;">© Center for the Collaborative Classroom</span></p>	<p><b>Unit 9</b> End-of-year Writing Sample Record • <b>WS2</b> (continued)</p> <ul style="list-style-type: none"> <li>• Is the writing fluent when read aloud?</li>   <li>• Does the writing demonstrate command of grammar, usage, and mechanics?</li>   <li>• Does the student use grade-appropriate spelling conventions?</li> </ul> <p><b>Other observations:</b></p> <p style="text-align: center;">© Center for the Collaborative Classroom</p> <p style="text-align: right;">Grade 4 • Being a Writer™   171</p>
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## Overview of Grade 4 Assessment

The table below provides an overview of the assessments in Grade 4 of the *Being a Writer* program. The ■ indicates the units in which a particular assessment can be found.

### Overview of Grade 4 Assessment

Assessment	Unit 1: The Writing Community	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
Class Assessment	■	■	■	■	■	■	■	■	■
Teacher Conference	■	■	■	■	■	■	■	■	■
Social Skills Assessment*		■							■
Individual Writing Assessment (Non-Published and Published Writing rubrics)		■	■	■	■	■	■	■	
(Optional) Student Self-assessment		■	■	■	■	■	■	■	
(Optional) Beginning- and End-of-year Writing Samples	■								■
(Optional) <i>Student Skill Practice</i> Book pages		■	■	■	■	■	■	■	

\*Since the genre units can be taught in any order, you will have to determine a time in the winter to administer the Social Skills Assessment.

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## Individual Assessment Folders

We recommend that you create a folder for each student in which to store collected writing samples and “Individual Writing Assessment,” “Conference Notes,” and “Student Self-assessment” record sheets. You may also want to make copies of each student’s scored writing and file these in the assessment folder. Periodically, you can use the materials in the folder to discuss the student’s progress with him or her, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

# Unit 1

# The Writing Community

Beginning-of-year Writing Sample (WS1) .....	2
Class Assessment Records (CA1-CA5).....	6
Conference Notes (CN1) .....	11

## Obtaining a Beginning-of-year Writing Sample

Conduct this assessment during the first month of the school year. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct the *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Beginning-of-year Writing Sample Record” sheet (WS1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 4. Review the questions on the record sheet to help you prepare to analyze each student’s work.
- ✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district’s requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.
- ✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.
- ✓ Write the following prompt where everyone can see it: *All of us enjoy having fun. Tell about a time when you did something fun.*

### CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece to show what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students’ attention to the prompt and explain that they will all write about this topic. Give the students a few moments to read the prompt.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students’ writing.

(continues)

## ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the "Beginning-of-year Writing Sample Record" sheet (WS1) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Use the information you gather from the student's writing to help inform your instruction in the coming months. (For example, if you notice that many students struggle to write engaging opening sentences, you can make a note to emphasize that instruction when appropriate.)
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder.





Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students writing in silence?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they staying in their seats?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice students having difficulty staying in their seats or writing in silence, call for the class’s attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing in silence?			
▪ Are they staying in their seats?			
▪ Are they skipping lines in their notebooks?			
Other observations:			

**Considerations:**

If necessary, remind the class of your expectations for silent writing during this time. Note which students write easily and which ones have difficulty getting started. If you notice any student struggling to start writing after 10 minutes, pull him or her aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing in silence?			
▪ Are they staying in their seats?			
▪ Are they skipping lines in their notebooks?			
Other observations:			

**Considerations:**

If you notice any student struggling to start writing after 10 minutes, pull him or her aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do partners seem able to hear each other?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they reading their writing to each other?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they taking time to talk about the writing?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any problems pairs are having that you want to bring up during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do partners seem able to hear each other?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they reading their writing to each other?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they asking each other questions about their own writing?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any problems pairs are having that you want to bring up during the Reflection discussion.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you his or her writing, read some of it aloud to you, and talk about his or her ideas and feelings about writing. Ask the student questions such as the following, and record his or her responses:

**Q** *Where did you get this idea?*

**Q** *What do you like about writing so far this year?*

**Q** *How do you feel about your writing?*

**Q** *How do you feel when you are asked to read your own writing to the class?*

*(continues)*

Q *What do you do best as a writer?*

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

**Other observations:**

# Unit 2

# The Writing Process

Class Assessment Records (CA1-CA3) .....	14
Conference Notes (CN1) .....	17
Student Self-assessment (SA1) .....	19
Individual Writing Assessment (IA1) .....	20

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Have the students selected drafts that lend themselves to revision?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Will most of the students have finished drafts that they can start revising tomorrow?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice that many students need more time to complete their first drafts, make time for them to do so before you go on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are pairs staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they discussing questions from the "Questions for My Partner About My Draft" chart?</li> </ul>			
<ul style="list-style-type: none"> <li>Are partners giving each other specific feedback?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving feedback in a helpful way?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any difficulties you observe so you can discuss them with the students in Step 4 of the lesson.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to find partners and begin conferring with minimal disruption to the class?</li> </ul>			
<ul style="list-style-type: none"> <li>Do conferring pairs seem to stay on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they return promptly to writing at the end of their conferences?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Notice if the noise level is such that students can continue to write if they wish. Note any problems that you observe and be ready to bring them up during the Reflection discussion.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to tell you about the part he or she is working on now and to read his or her draft aloud.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's writing communicate clearly? If not, what is unclear?				
▪ Do the ideas connect in a way that makes sense?				
▪ Do the revisions make sense and improve the piece?				
▪ <i>(Beginning Week 2, Day 2)</i> Does the student recognize misspelled words and correct them?				
▪ <i>(Beginning Week 2, Day 3)</i> Does the student proofread his or her writing using his or her proofreading notes?				

Help the student revise unclear writing by rereading those passages back to him or her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

*(continues)*

Other observations:

Next steps:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Story

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a story.			
▪ My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end.			
▪ My writing is fun and interesting.			
▪ I used many interesting words that describe how things look, feel, sound, taste, and smell.			
▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> <li>- punctuation (. ? ! "Hi!" said Adam.)</li> <li>- capital letters (<b>B</b>etty lives in <b>A</b>ustin, <b>T</b>exas.)</li> <li>- spelling</li> </ul>			

### Reflection:

- What did you do to make your writing fun and interesting to read?
  
  
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 28.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 22 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

## Hurt

Have you ever broken something in your body? My brother has. A few years ago we went to my cousin's birthday party. Logan, my brother, was on the trampoline by himself. He fell down while my mom was watching.

Can you believe it?! He broke his arm. It was a serious injury. He couldn't move his arm at all. We had to take him to the hospital right away.

A few hours after we got there my dad and I had to go home. My mom had to stay with Logan. The next morning we went to see Logan. We took him home after a while.

Poor Logan, he had to wear a cast. After a few weeks he got better. I'm just glad he is okay. I hope it won't happen again. Logan sure learned his lesson.

(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>Experience or event is fully explained.</li> </ul>	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>Overused words (<i>good, said, look</i>) have been replaced with interesting ones.</li> </ul>	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>20</b>	<b>6</b>	<b>2</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 28

**Commentary:** This piece makes its subject clear—the time the narrator’s brother broke his arm—and maintains this focus throughout, ending with a reflection that provides a sense of closure. The writing would benefit from more information (How old was Logan? What exactly did he learn?). The use of direct address (*Have you ever . . . ? Can you believe it?!*) and personal commentary (*Poor Logan; I’m just glad he is okay*) are indications of individual expression. For the most part, ideas connect logically, although the third paragraph, with its abrupt leaps forward in time (*A few hours after; The next morning; after a while*) and lack of causal explanations for the events it describes, causes some confusion. Much of the vocabulary is fairly basic, but words such as *trampoline* and *serious injury* add interest. The piece correctly capitalizes and punctuates sentences, possessives, and contractions, and is free from errors in spelling.

## Examples of Scored Writing: Sample 2

The first time I saw My brother.

During Summer vacation all week I was at my cousins house, waiting to get picked up. After I got picked up my mom and dad said "I was having a baby brother". I was surprised and so was my mom when she first knew she was going to have a baby. My mom and I made a party for my brother Justin. A lot of people were there like my cousins and aunts. The party was so loud it sounded like this, boom, crash, boom. After a week later Justin came out. I was very happy. Now I had someone to play with.

(continues)

## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Overused words ( <i>good, said, look</i> ) have been replaced with interesting ones.	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>12</b>	<b>6</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 22

**Commentary:** The title and narrative together make it clear that this piece is about the arrival of the author’s baby brother. The focus remains on this subject although the order of events is conveyed in a confusing way: was the baby brother born by the time the narrator was picked up, or later? The incorrect use of quotation marks (*my mom and dad said “I was having a baby brother”*), while an impressive attempt, contributes to this confusion. Individual expression is evident in the effort to set the scene and build drama. Many sentences are fluent though some of the language is awkward: *During Summervacation all week I was at my cousins house; My mom and I made a party; After a week later Justin came out.* Initial capitalization of the first words of sentences and end punctuation are correct, and there are few spelling errors. The vocabulary is relatively basic, and there is little evidence of the author’s individuality, although the creative use of the words *boom, crash, boom* add interest and help convey the sounds of a loud party.

## Examples of Scored Writing: Sample 3

The woods

I spent a weekend  
in the woods one. It  
smelled like pine. All we  
ate was meat and eggs.  
We were close to a creek  
with lots of sticks so  
we made a bridge.

We saw a snake  
when we were swimming.  
It was 106°F when we  
ate lunch. Later we went  
to Barry Springs. The  
water was so refreshing.  
In the morning we  
hit the road.

(continues)

### Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	④	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained.	4	3	2	①
One idea connects logically to the next.	4	3	②	1
Writing shows individual expression and/or creativity.	4	3	②	1
Writing contains varied and descriptive vocabulary. ▪ Overused words ( <i>good, said, look</i> ) have been replaced with interesting ones.	4	3	②	1
Sentences are fluent when read aloud.	4	3	②	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and have the appropriate end marks.	4	③	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	④	3	2	1
<b>Subtotal</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>1</b>

Published Writing total (sum of 4 subtotals): 20

**Commentary:** The subject of this piece, a weekend in the woods, is clear from the outset, and every sentence provides more information about the event. Most sentences introduce new subject matter without further elaboration (*We saw a snake when we were swimming. It was 106°F when we ate lunch*), suggesting a lack of sustained thought and giving the piece a disjointed quality. Some individual expression is evident in sensory details such as *It smelled like pine* and *the water was so refreshing* and the colloquial expression *hit the road*. Much of the piece is punctuated and capitalized correctly, but missing end punctuation in some places interferes with sentence fluency. Nearly all of the spelling is correct with the exception of the homophone *two* used instead of *to*.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Unit 1</b>					
<b>Week 1</b>	<b>Notebook writing:</b> 4 days	4	3	2	1
<b>Week 2</b>	<b>Quick-write:</b> Ideas from the students' lives <b>Quick-write:</b> Start writing with a sentence from an earlier piece <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 3</b>	<b>Quick-write:</b> Use / to write as an animal <b>Quick-write:</b> Nonfiction topics <b>Quick-write:</b> Questions about a nonfiction topic <b>Quick-write:</b> List things they know about <b>Notebook writing:</b> 4 days	4	3	2	1
<b>Unit 2</b>					
<b>Week 1</b>	<b>Analyzing and Revising Drafts:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise for extra or confusing information.</li> <li>▪ Revise based on partner feedback.</li> <li>▪ Revise for overused words.</li> <li>▪ Revise opening sentences.</li> </ul>	4	3	2	1
<b>Week 2</b>	<b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Revise draft.</li> <li>▪ Proofread for spelling.</li> <li>▪ Proofread for punctuation and capitalization.</li> <li>▪ Write final version.</li> <li>▪ Make final version into book.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

*(continues)*

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Overused words ( <i>good, said, look</i> ) have been replaced with interesting ones.	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

**Totals:**

Part A: Non-published Writing total: \_\_\_\_\_/20 = \_\_\_\_\_ %

Part B: Published Writing total: \_\_\_\_\_/32 = \_\_\_\_\_ %

Writing score (Part A + Part B): \_\_\_\_\_/52 = \_\_\_\_\_ %

*Student Skill Practice Book (SSPB)* page(s)\* total: \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_ %

Overall unit score (Total points earned/Total points possible): \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_ %

\*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)



# Genre

## Personal Narrative

Class Assessment Records (CA1-CA6) .....	32
Conference Notes (CN1-CN2) .....	38
Student Self-assessment (SA1) .....	41
Individual Writing Assessment (IA1) .....	42

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students staying in their seats and writing silently?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they write readily about themselves?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they double-spacing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Do the students who have difficulty getting started eventually do so?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class, and then have them resume silent writing. If necessary, remind students to double-space their writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students write with engagement about their own lives?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they include sensory details in their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Will all of the students have personal narrative drafts that they can start to develop for publication next week?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If necessary, work with individual students to ensure that all students will have drafts that they can develop for publication beginning on Day 1 of next week.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Have the students selected drafts that lend themselves to revision?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Will the students have finished drafts that they can start revising tomorrow?</li> </ul>			
Other observations:			

**Considerations:**

If you notice that many students need more time to finish their drafts, make time for them to finish before going on to the Day 2 lesson. Students who have finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to add sensory details to their drafts?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they seem engaged in thinking of ways to develop their drafts?</li> </ul>			
Other observations:			

**Considerations:**

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader imagine what's happening?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to revise their opening sentences so they grab the reader's attention?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they seem engaged in thinking of ways to develop their drafts?</li> </ul>			
Other observations:			

**Considerations:**

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you wrote this opening sentence?*
- Q *How could you revise this sentence to grab your reader's attention and make him or her want to keep reading?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are pairs staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students asking each other questions about their own drafts?</li> </ul>			
<ul style="list-style-type: none"> <li>Are partners giving each other specific feedback?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving feedback in a helpful way?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any difficulties you observe to discuss with the students in Step 4 of the lesson.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you his or her writing and read some of it aloud to you. Help the student extend his or her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q (Beginning Week 2, Day 5) *What transitional words and phrases are you using to help readers connect ideas and events?*
- Q *What other experiences from your own life might you want to write about?*

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to tell you about the part he or she is working on now and to read his or her draft aloud.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's writing communicate clearly? If not, what is unclear?				
▪ Does this student's piece describe an interesting personal experience?				
▪ Does the student use sensory details?				
▪ Does the student use transitional words and phrases?				
▪ Does the piece have a strong opening and a closing that wraps it up?				
▪ Do the revisions make sense and improve the piece?				
▪ ( <i>Beginning Week 4, Day 2</i> ) Does the student recognize and correct the commonly misused words <i>to/too/two</i> and <i>it's/its</i> ?				

(continues)

Help the student revise unclear writing by rereading those passages back to him or her and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

**Other observations:**

**Next steps:**



## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 50.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 44 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

The Painful Party

Have you ever had a friend burn you? I have. Every year my mom puts together a party for the block called a block party.

The 2011 block party is a party I will never forget. It all started when my mom had lit the warm cozy red fire. The party had been going on for quite a while and it was starting to get dark out.

My friends and I were playing board games on the grass when my mom said, "S'mores." My friends and I jumped up to get sticks and marshmallows. When our marshmallows were done we put them in crackers with Hershey chocolate and let them melt in our mouths. After we were done we made a few more. When we were all done we went back to playing board games.

1

About a half hour past when we finished the board games we put the games back in the boxes and started to run around. Soon I found a juicy red ripe tomato on the ground.

My friends were putting their sticks in blazing fire to see if the fire would stay on the sticks when I picked up the juicy, red tomato and got a water bottle. I was trying to plant the tomato when my friends came over to see what I was doing. One of my friends Camryn came over with her stick on fire.

I was planting the tomato when she swung her stick and burnt me on the head right over my eye, it really hurt! Camryn started screaming, "Sorry, sorry" almost like she needed everyone in the world to hear her. Then I splashed the water from the bottle onto my head.

That day I learned that my friend does not go good with sticks and fire. Especially when the stick is on fire. I know for sure that I will never forget that day.

2

(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is about a single experience or event.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>Experience or event is fully explained.</li> <li>Sequence of events and their importance are evident to the reader.</li> </ul>	4	3	2	1
Writing shows elements of the personal narrative genre. <ul style="list-style-type: none"> <li>Focus is on a single event or experience in the writer’s life.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect events in a sequence (<i>then, next, after</i>).</li> <li>Transitional words and phrases connect ideas (<i>but, since, so</i>).</li> </ul>	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong opening engages readers.</li> <li>An effective ending draws the narrative to a close.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>Sensory details make the writing come alive.</li> </ul>	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Run-on sentences have been corrected.</li> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> <li>Commonly misused words are spelled correctly (<i>to/too/two</i>).</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>20</b>	<b>9</b>	<b>2</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 31

**Commentary:** This piece clearly and engagingly describes an unfortunate accident in the narrator’s past. There is some confusion in the first two paragraphs about the sequence of events, although the confusion is due to the narrator’s ambitious attempt to provide context. For the most part, however, the sequence is clear, due in part to effective use of transitional words and phrases such as *It all started when, for quite a while, and that day*. The question at the beginning and the humorous commentary about the friend in the closing paragraphs, as well as the quirky behavior described (trying to plant a ripe tomato during a party) reveal an original mind, while sensory details such as *juicy red ripe tomato* and *blazing fire* further enliven the piece. Although sentences are correctly capitalized, many lack end punctuation, creating numerous run-ons. A handful of spelling errors and a fragment in the final paragraph create a few small bumps in a mostly smooth and enjoyable reading experience.

## Examples of Scored Writing: Sample 2

### *My Great Aunt*

*Every year when I would go to the Netherlands I would visit my great aunt.*

*We would visit her every year I thought she was very nice. Sometimes when we were in the Netherlands we would go to a restaurant that was near by we went there with my great aunt a few times at the restaurant I sometimes tried things my mom told me were good they were all tasty just like my mom had said some foods I thought tasted really good the odor smells very good as well those are some of my memories I had with her.*

*Then last year when it was five months before we were going to the Netherlands she died I was very sad. I had one time gotten a necklace from her it is purple and pink with leave shaped beads there are also round beads on it and it is very special to me.*

*This summer when I went to the Netherlands I was sad because I could not see my great aunt but I wish I could have seen her Sometimes I can hear her voice.*

*(continues)*

## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a single experience or event.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a single event or experience in the writer’s life.	4	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect events in a sequence ( <i>then, next, after</i> ). ▪ Transitional words and phrases connect ideas ( <i>but, since, so</i> ).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly ( <i>to/too/two</i> ).	4	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>18</b>	<b>2</b>	<b>1</b>

Published Writing total (sum of 4 subtotals): 25

**Commentary:** By the time the reader finishes reading this piece it is clear that its focus is the death of the narrator’s great-aunt. The piece makes an admirable attempt at laying a foundation for this revelation by using the first paragraph to establish the narrator’s relationship with the elder woman, although the description of the restaurant experiences drifts off course. Transitional words and phrases such as *Every year, a few times, and this summer* help the piece unfold logically, although the reader must infer connections between some of the sentences in the second paragraph. The opening sentence sets the scene, though it lacks dynamism; the final sentence creates a haunting ending. The author includes some sensory details—the description of the necklace is particularly evocative—but misses other opportunities to provide vivid description (the smell and taste of the food; the quality of the great-aunt’s voice). The lack of initial capitalization and end punctuation contributes to run-on sentences that mar the reading experience, although the spelling, with the exception of *leave* (instead of *leaf*) and *near by* (instead of *nearby*) is correct throughout.

### Examples of Scored Writing: Sample 3

My Trip

"Beep, beep, beep" my alarm clock. I got right up we had to go to Fresno. My mom and dad stayed for a couple days. When my mom and dad left me and my sister to stay with my auntie and uncle. We went to Santa Cruz to go to Monterey bay. My uncle got a new fast car and I got to ride in it. The tops went up and down. The beach was right down the street. So we went down the sand was soft. That night big waves came in. After a while they hit people. The waves sounded like lions. The next

morning there was a dead bird where our fire was. We threw in it. It made a popping sound

(continues)

### Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a single experience or event.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a single event or experience in the writer’s life.	4	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect events in a sequence ( <i>then, next, after</i> ). ▪ Transitional words and phrases connect ideas ( <i>but, since, so</i> ).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly ( <i>to/too/two</i> ).	4	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>6</b>	<b>12</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 22

**Commentary:** The title and lively opening sentences suggest that this personal narrative describes a trip to Fresno, although the reader must work to discern that the destination is an uncle and aunt’s house in Fresno, and that Santa Cruz and Monterey Bay represent part of the Fresno journey and not a separate trip. Transitional words and phrases (*When, So, After a while, The next morning*) demonstrate an effort to guide the reader’s attention, though omission of words and facts causes confusion (How much time elapsed between when the waves came in and when they hit people? Was the fire built in the morning or the previous night?) and detracts from the piece’s fluency, as do fragments and run-ons. Details (*Beep beep beep, the sand was soft, The waves sounded like lions, It made a popping sound*) enliven the piece, and the vocabulary, though limited, fits the topic. The writing shows good command of punctuation and capitalization, and most words are spelled correctly.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Quick-write:</b> Early memories <b>Quick-write:</b> Single interesting event <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 2</b>	<b>Quick-write:</b> Sensory details about breakfast <b>Quick-write:</b> Respect for older family member <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 3</b>	<b>Analyzing and Revising Drafts:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise for sensory details.</li> <li>▪ Revise for transitional words and phrases.</li> <li>▪ Revise opening sentences.</li> <li>▪ Revise closing sentences.</li> </ul>	4	3	2	1
<b>Week 4</b>	<b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Revise based on partner feedback.</li> <li>▪ Proofread for commonly misused words and sentence fragments.</li> <li>▪ Proofread for spelling, punctuation, and run-on sentences.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a single experience or event.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a single event or experience in the writer’s life.	4	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect events in a sequence ( <i>then, next, after</i> ). ▪ Transitional words and phrases connect ideas ( <i>but, since, so</i> ).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly ( <i>to/too/two</i> ).	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “The 6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)



# Genre

## Fiction

Class Assessment Records (CA1-CA13) . . . . .	54
Conference Notes (CN1-CN3) . . . . .	67
Student Self-assessment (SA1) . . . . .	71
Individual Writing Assessment (IA1) . . . . .	72

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students staying in their seats and writing silently?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they double-spacing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they seem to be writing with a relaxed and free attitude?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students staying in their seats and writing silently?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they double-spacing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they seem to be writing with a relaxed and free attitude?</li> </ul>			
Other observations:			

**Considerations:**

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ If they seem overly cautious or inhibited, do they eventually start writing freely?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any student who is still struggling to start after about 10 minutes by asking him or her questions such as:

- Q *Who is an interesting person you know who you can make up a story about?*
- Q *What makes this person happy? Unhappy?*
- Q *Let's say this person feels unhappy because of what you just described. What unusual thing could happen to help him or her feel better?*
- Q *Where do you imagine this story takes place? What is this place like? How does it [look/sound/smell/feel]?*

As the student responds to the questions, have the student write his or her responses in his or her notebook and continue to write what happens.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?</li> </ul>			
<ul style="list-style-type: none"> <li>If they seem overly cautious or inhibited, do they eventually start writing freely?</li> </ul>			
Other observations:			

**Considerations:**

Support any student who is still struggling to start after about 10 minutes by asking him or her questions such as:

- Q *Who is an interesting person you know who you can make up a story about?*
- Q *What makes this person happy? Unhappy?*
- Q *Let's say this person feels unhappy because of what you just described. What unusual thing could happen to help him or her feel better?*
- Q *Where do you imagine this story takes place? What is this place like? How does it [look/sound/smell/feel]?*

As the student responds to the questions, have him or her write the responses in his or her notebook and continue to write what happens.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Have the students selected drafts that lend themselves to revision?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Will the students have finished drafts that they can start revising tomorrow?</li> </ul>			
Other observations:			

**Considerations:**

If you notice that many students need more time to complete their drafts, make time for them to do so before going on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students seem engaged in thinking of ways to develop their drafts?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they focusing on developing their characters?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they have ideas for actions, speech, and thoughts they could write to reveal character?</li> </ul>			
Other observations:			

**Considerations:**

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What kind of personality does your character have?*
- Q *What could your character do or say at this point to show his or her personality?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are pairs staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving each other specific feedback about the questions related to character development and plot?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving feedback in a helpful way?</li> </ul>			
Other observations:			

**Considerations:**

Note any difficulties you observe to discuss with the students during the reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students incorporate their revisions into a second draft?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the second drafts improvements on their first drafts?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any student who is having difficulty by asking him or her questions such as:

- Q I notice that you marked this part of your draft for revision. What were you thinking about when you marked it?*
- Q Read this passage aloud with the new sentence you want to add. Does that make sense? If not, how can you change it so it does make sense?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to use adjectives to enrich their descriptions?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to incorporate their revisions into a second draft?</li> </ul>			
<ul style="list-style-type: none"> <li>Does their writing communicate clearly?</li> </ul>			
Other observations:			

**Considerations:**

Identify what, if anything, is unclear in the students' writing. Support students who are having difficulty by asking them to reread their writing and by asking questions and offering suggestions such as:

- Q *Does your story make sense? What part doesn't make sense? How can you rewrite it so it makes sense?*
- Q *Can you find a place in your story where you used an adjective you liked? Let's see whether we can find places in your story to add adjectives.*
- Q *What adjective could you add to help us imagine what the [snake] in your story is like?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to find a partner and begin pair conferences with minimal disruption to the class?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving each other feedback about the questions on the chart?</li> </ul>			
Other observations:			

**Considerations:**

Note what problems the students are having initiating pair conferences. Support any pair that is having difficulty by asking questions such as:

- Q *What difficulties are you having in your conference?*
- Q *What are you trying to accomplish during this conference? What is preventing you from accomplishing that?*
- Q *What can you do to solve that problem? If that doesn't work, what else can you try?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to correctly punctuate the speech in their stories?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they incorporate their revisions into a second draft?</li> </ul>			
<ul style="list-style-type: none"> <li>Does their writing communicate clearly?</li> </ul>			
Other observations:			

**Considerations:**

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

- Q *What are some of the things your character says in your story?*
- Q *Are the quotation marks and commas in the right places? How do you know?*
- Q *How can you change the word [said] to a more interesting word?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to correctly punctuate the speech in their stories?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to use punctuation for effect?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they incorporate their revisions into a second draft?</li> </ul>			
<ul style="list-style-type: none"> <li>Does their writing communicate clearly?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

- Q *What are some of the things your character says in your story?*
- Q *Are the quotation marks and commas in the right places? How do you know?*
- Q *How can you use punctuation to make this part more [suspenseful/exciting]?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Have most students had time to complete, or nearly complete, a fiction story for the class library?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Have I conferred with every student twice during this unit?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are the students bringing a relaxed, creative attitude to their writing?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Identify any students who would benefit from another conference and confer with them as they finish their stories. Notice what evidence you can see that the students have learned something about plot, setting, and the other elements of fiction covered in this unit.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you a piece of his or her writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student's ideas about the story he or she is writing. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What is interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *What speech or dialogue might you include in the story?*
- Q (Beginning Week 2, Day 1) *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Talk with the student about the piece he or she is developing for publication. Ask the student to tell you about the part he or she is working on now and to read some of his or her writing aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's story have a character with distinct traits that are shown through action, speech, or thought?				
▪ Does something interesting or important happen to the character?				
▪ Does the story make sense? Is it easy to follow what is happening, when, and to whom?				
▪ Does the student use transitional words and phrases?				
▪ <i>(Beginning Week 4, Day 4)</i> Does the ending draw the story's events to a close?				
▪ <i>(Beginning Week 5, Day 1)</i> Does the student use sensory details to convey the setting?				
▪ <i>(Beginning Week 5, Day 4)</i> Does the student use adjectives to make the writing more descriptive?				
▪ <i>(Beginning Week 5, Day 4)</i> Does the student use the first- or third-person point of view consistently?				

(continues)

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting or important thing happens to your character?*
- Q *What transitional words and phrases [did/could] you use to help connect events or ideas?*
- Q (Beginning Week 4, Day 4) *What [did/could] you write to bring the story to a close?*
- Q (Beginning Week 5, Day 1) *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*
- Q (Beginning Week 5, Day 4) *What adjective(s) could you add before the word [desert] to describe what it's like there?*
- Q (Beginning Week 5, Day 4) *Which point of view, first- or third-person, [did/could] you use in your story?*

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Provide extra support to the student as he or she prepares the second draft for publication. Consider:

- What does this student need to work on to be ready to publish his or her story?

Discuss questions such as:

**Q** *What are you working on right now?*

**Q** *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*

**Q** *What else do you need to do to be ready to write your final version?*

**Other observations:**

**Next steps:**



## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 80.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 74 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

*Dragon Riders***Chapter 1: The Museum**

"We're going to the science museum for our field trip!" moaned Ms. Melanie's 5<sup>th</sup> grade class.

Everyone hated science except for the Morimoto twins. Melody and Sean Morimoto loved to learn and were pretty much the only kids in their class who were looking forward to the field trip.

On the day of the field trip, Ms. Melanie's class clambered onto the school bus. The windows of the bus quickly fogged up because of the cold January air.

When they were halfway to the museum, Melody put down the book that she was reading and asked Sean if he thought that there would be dragons there.

"I don't think so," Sean said, who was shivering in the cold.

"Well, I heard that there was going to be a mythical creature exhibit."

"Really?" Sean asked.

"Yup!"

"Yeah, ok!" Sean replied, not really believing her.

When they arrived at the museum they saw a documentary about molecules and then they were allowed to explore the museum.

"Let's go look for that exhibit!" Melody exclaimed.

Melody and Sean rushed upstairs and ran over to the new exhibits. Then, they approached a sign that read: Mythical Creatures. They swung open the large, blue doors and slowly crept inside.

"Wow!" Sean gasped. The twins had entered a huge, dark room that was only lit by the colored spotlights that shown on the mythical animals. There were models of graceful unicorns, magical mermaids, and fierce dragons!

"BOO!!!" yelled Melody, breaking the still silence.

"AHH!!! WHAT THE HECK ARE YOU DOING!?!?" screamed Sean.

"Scaring you!" she smirked.

1

Well knock it off!"

"Fine," Melody replied, still smiling happily.

Sean and Melody walked around the dark room looking at all of the displays. Then, they looked at the dragons. In the display there were two crimson dragons with long necks arched over a red egg.

Sean and Melody soon became mesmerized by the terrific animals. The dragons had long wings, sparkling scales, and intelligent, mysterious eyes. It was almost... well, almost as if they were... real.

"I told you that there would be dragons here!" laughed Melody, as she stuck her tongue at Sean.

"Yeah, whatever!" said Sean.

"Aren't the dragons magnificent?" exclaimed Melody in admiration.

"Yes, they're brilliant," Sean replied.

"Hey! Did they just... BLINK!?!?" screamed Melody in surprise.

"Blink!" Sean laughed, who was still mad at Melody for scaring him. "They can't blink! They're made of wax! I must be the sane twin!"

Even though Sean said that it wasn't possible for the dragons in the display to blink, he could've sworn that he saw them blink, too!

"Must've been a trick of the light," Melody muttered.

Then, Sean walked over to the sign describing the dragons.

"Hey, Mel! Look at this sign!" he exclaimed, "It says that some scientists believe that dragons may have lived hundreds of years ago!"

"Wow!" gasped Melody.

"They say that they are descendants of the dinosaurs, and that's why they are said to be so big and scaly!"

Melody looked back at the powerful dragons.

"They really are wonderful, she said, "Hey! Where's the egg!"

"Huh?"

Sean & Melody ran over to the exhibit and saw that the dragon egg was missing!

2

"What' happened!?! It was there a second ago!" screamed Sean

"Maybe, someone took it!" suggested Melody.

"But no one has been in here except for us, and we didn't take it!"

"I don't know, let's just tell the manager. Perhaps she knows what happened."

"Alright! Let's go!" Sean agreed.

**Chapter 2: Mr. Talive**

"What egg?" the manager asked.

"The egg that was in the dragon exhibit!" the twins said in unison.

"There was never an egg in the dragon exhibit," she replied.

"We saw one! You have got to believe us!" Melody pleaded.

"Here, if it will make you feel better, you can ask Mr. Talive. He is the one who puts together all the exhibits."

"Where can we find him?" asked Sean.

"Across the hall from the robotics lab," she explained.

"Thank you," said the twins as they ran to the robotics lab. Across the hall from the lab was a dark grey door labeled, "Mr. Talive: Art director."

"Knock on the door," Melody whispered.

"No, you do it!" Sean muttered back.

"I don't want to!"

"Come on!"

Suddenly, the door swung open and the twins came face-to-face with a tall, middle-aged man wearing a black pinstripe suit.

"What do ya' want?" he asked ruffly.

"Oh, umm. Well, we were in the mythical creature exhibit & we saw an egg in the dragon display, but then it disappeared," Sean explained quickly. He knew that he was right about the dragons, but he couldn't help feeling stupid saying it.

"There was never an egg in that display," replied Mr. Talive, a hint of suspicion in his voice.

"But we saw one!" said Melody, who was getting sick of people telling that there wasn't an egg in the dragon exhibit.

3

"Well, I'm sorry, but I never put an egg there."

"It's alright. Let's just go, Sean," muttered Melody feeling both embarrassed and annoyed at the same time.

The twins said good-bye and then ran to the cafe where their class was having lunch, but as soon as they left, a happy grin spread across Mr. Talive's face.

"It's them," he muttered.

...

**Chapter 5: A Legacy Continued**

... "Our family only has a dragon rider in it every 500 years! You two are extremely lucky, but I'm afraid we won't be able to live in London anymore."

"WHAT!" Sean & Melody screamed.

"Did you think that we would be able to raise a dragon here?"

"Fine. Where are we moving?" Sean asked.

"The mountains," Ms. Morimoto replied. "What are you going to name your dragon?"

"Ember," the twins whispered in unison.

"Wow! How did we both know that!?!?" Melody gasped.

"Like I said, you're dragon riders, and every dragon rider instinctively knows their dragon's name."

"Maybe being a dragon rider isn't so bad after all," Melody whispered.

"It isn't bad at all, it's a miracle," Ms. Morimoto replied softly.

4

(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes setting conveyed through descriptive details and characters developed through speech and thoughts.	4	3	2	1
One idea or event connects logically to the next. ▪ Transitional words and phrases that connect events in a sequence ( <i>then, next, after</i> ) are used. ▪ Transitional words and phrases that connect ideas ( <i>but, since, so</i> ) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending brings the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Adjectives are used to enrich descriptions.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Consistent point of view is maintained. ▪ Speech is punctuated properly. ▪ Story includes punctuation for effect. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>32</b>	<b>3</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 35

**Commentary:** The first two chapters of this story (which continues on through another three chapters) and the ending demonstrate sophisticated control of the elements of fiction. The setup of a typical class trip to the museum with the possibility of a mythical creature exhibit and the clear contrast between the bored class and the studious, eager Morimoto twins create immediate interest. Details of setting (*The windows of the bus quickly fogged up because of the cold January air; who was shivering in the cold*), appropriate use of dialogue, and interesting words (such as *moaned, clambered, mythical, and mesmerized*) all serve to enrich the story and suggest an original imagination at work. Transitional phrases (*On the day of the field trip; When they were halfway to the museum*) help propel the story forward in time, while each chapter ends in a suspenseful way. The piece demonstrates excellent sentence fluency, spelling, and use of skills and conventions. All of these aspects of the piece combine to create an enthralling narrative, marred only slightly by an overreliance on exclamation points, the use of an ampersand at times instead of *and*, and a few misspelled words (*tounge, ruffly, anoyed*).

## Examples of Scored Writing: Sample 2

You think you know what your pet does when your not there, um... Well what if he can have his own pool, or car. Well, I found out. It was February 1st. It started in the morning. My cat usually comes in to get food, well I get ready for school. He was late. So I went outside and called his name. Guess what I saw. My own cat getting out of his own little car! He parked the car next door where a abandoned house is. He didnt see me look so I went inside and waffle (cat) came in, but I heard a loud noise like medal hit the floor. I looked at my cat and I see keys under him, he looked up at me and looked back down at the keys. I walked out to the car where my mom was waiting for me. She said, "this little car is that next door." I said "Kittys." She gave me a syco look then she laughed. Later I told some of my best friends (Vida, Marysot, Lizeth) what had happend. They didnt believe me. So when school was over I went home and I told my grandpa, granama and dad, They didnt believe me!

1

So I told my dad we should look for Pitty. We found him at the park. We walked to the park. We came up to a bush. There was a blinking light. We went behind the bush and there was a gate. There was a sentence saying "To activate, press paw against the paw mark on glass." Me and my dad hopped the fence and we found a garden and a huge house with fountains and flowers and green grass. Me and my dad walked to the house and knocked on it and a cat opened the door and yelled "They found us!" I explained to that cat why me and my dad were there. Simply because of Waffle. But then Waffle came to the door and said "How did you find me?" After, he showed us his house. "lets go home." I said. "OR," Waffle said,

2

(continues)

## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes setting conveyed through descriptive details and characters developed through speech and thoughts.	4	3	2	1
One idea or event connects logically to the next. ▪ Transitional words and phrases that connect events in a sequence ( <i>then, next, after</i> ) are used. ▪ Transitional words and phrases that connect ideas ( <i>but, since, so</i> ) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending brings the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Adjectives are used to enrich descriptions.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Consistent point of view is maintained. ▪ Speech is punctuated properly. ▪ Story includes punctuation for effect. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>18</b>	<b>4</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 26

**Commentary:** This fictional story features a narrator who discovers that his or her cat can drive. Lack of information about when or how the cat got lost, and about the confusing trip through the park (Where was the blinking light? Are the house and garden within the park?) diffuses the story line, and much of the piece lists actions without suggesting motives. Some attention to setting is shown in the scene involving the dropped keys and in the description of the huge house and garden, but the story would benefit from more sensory details and interesting adjectives. Sentences are for the most part fluent, although many have incorrect end marks. Several transitional words help move the story forward; in a couple of instances the incorrect use of transitions (for example, *So* at the beginning of the second page) further muddle the story line. There is some difficulty with homonyms (*your, medal, their*), but most words are spelled correctly. The use of dialogue and punctuation for effect energize the piece, which, despite a somewhat flat ending, exhibits a lively imagination.

## Examples of Scored Writing: Sample 3

### Rich, Rich Farmers

Once there were two rich farmers' that were spending their money on horses, chickens, pigs, sheep, and cows. The farmers were still rich so they bought a mansion and they bought a huge back yard so the animals could live with them too.

They wanted something else, so they bought a limonene and they were still rich. So they were thinking, what else could they buy so, one said "let's buy two pools one for us and one for the animals. We should because the animals like to get dirty all the time."

So then they had a little bit of money left so they went to a safe and they said, "Is this where you save and earn money?" The person that was helping them said "yes".

So they gave the money to the man and the man put the money in the safe. They left in the limonene and they had to wait for three long years. So they waited and waited and waited.

Then they got their money back and they were richer then the other time. They weren't famers any more they were stars they were rich stars. So they moved to Hollywood.

Then years passed and they enjoyed Hollywood because they got to be characters and they got more money and more money. Then they got the whole land for themselves, they were so happy.

Then they still have money so they saw a poor man under a tree with a tent so they gave him some money so he can have a house, a car, and everything else he needed.

Then, they still had a little bit of money so they spent all the money on food. So then they went back to being farmers and they really enjoyed it so they got married and lived happily ever after then they just woke up and said it was just all a dream well I have to go back to work.

*(continues)*

## Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes setting conveyed through descriptive details and characters developed through speech and thoughts.	4	3	2	1
One idea or event connects logically to the next. ▪ Transitional words and phrases that connect events in a sequence ( <i>then, next, after</i> ) are used. ▪ Transitional words and phrases that connect ideas ( <i>but, since, so</i> ) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending brings the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Adjectives are used to enrich descriptions.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Consistent point of view is maintained. ▪ Speech is punctuated properly. ▪ Story includes punctuation for effect. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>2</b>

Published Writing total (sum of 4 subtotals): 22

**Commentary:** From the first sentence (*Once there were two rich farmers' . . .*) it is clear that this is a fictional narrative. Lacking a central plot, the story unfolds as a series of events regarding cash flow, connected by plentiful use of the transitional words *then* and *so*. The ending clearly brings the narrative to a close, though it reads as a familiar strategy for ending a story that is otherwise difficult to bring to a close. No one episode is dwelt on long enough for details of setting and character to emerge, though the farmers' generosity and kindness is revealed in their treatment of farm animals and a poor man they encounter. Many of the sentences are fluent, but the lack of internal punctuation in some cases (*They weren't farmers any more they were stars they were rich stars*) and incorrect use in others (*Once there were two rich farmers' that were . . .*) forces the reader to slow down in order to infer intended meanings. The piece maintains a consistent third-person point of view and exhibits correct capitalization and end punctuation, and most words are spelled correctly. Speech punctuation, with some errors, is attempted.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Quick-write:</b> Interesting people <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 2</b>	<b>Quick-write:</b> A favorite place <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 3</b>	<b>Quick-write:</b> Another favorite place <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 4</b>	<b>Analyzing and Revising Drafts:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise to develop characters.</li> <li>▪ Revise for plot and transitional words and phrases.</li> <li>▪ Revise closing sentences.</li> <li>▪ Revise based on partner feedback.</li> </ul>	4	3	2	1
<b>Week 5</b>	<b>Writing Second Drafts:</b> <ul style="list-style-type: none"> <li>▪ Revise to develop setting.</li> <li>▪ Write second draft.</li> <li>▪ Revise to add adjectives.</li> <li>▪ Revise to use consistent point of view.</li> <li>▪ Revise based on self-assessment.</li> </ul>	4	3	2	1
<b>Week 6</b>	<b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Proofread for speech punctuation.</li> <li>▪ Proofread for run-in sentences and spelling.</li> <li>▪ Proofread for punctuation used for effect.</li> <li>▪ Revise based on partner feedback.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes setting conveyed through descriptive details and characters developed through speech and thoughts.	4	3	2	1
One idea or event connects logically to the next. ▪ Transitional words and phrases that connect events in a sequence ( <i>then, next, after</i> ) are used. ▪ Transitional words and phrases that connect ideas ( <i>but, since, so</i> ) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending brings the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Adjectives are used to enrich descriptions.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Consistent point of view is maintained. ▪ Speech is punctuated properly. ▪ Story includes punctuation for effect. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “The 6+1 Trait® Writing Model and the *Being a Writer Program*” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)



# Genre

## Expository Nonfiction

Class Assessment Records (CA1-CA10) .....	84
Conference Notes (CN1-CN2) .....	94
Student Self-assessment (SA1) .....	97
Individual Writing Assessment (IA1) .....	98

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to write about things they have learned or are curious about?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students struggling to write, call for their attention and model writing as a class. Call on a volunteer to report what he or she read about, interesting things he or she learned, and things he or she is curious about. Record this information where everyone can see it. After modeling, have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to write information they have learned about other countries?</li> </ul>			
Other observations:			

**Considerations:**

If you notice students struggling to write, call for the class’s attention and ask a few volunteers to read what they have written so far aloud. Then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are partners staying on task, using the resources and discussing the countries of interest to them?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are partners agreeing on countries to add to their lists?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to find information about the countries they have chosen?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What countries are you thinking about adding to your list?*
- Q *If you can't agree on whether or not to add [Portugal] to your list, what can you do?*
- Q *If you can't find information on the country you're thinking about, what other country could you consider?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students write freely and with interest about their countries?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice any student having difficulty writing, ask the student to tell you what he or she knows about the country. You might also ask whether he or she has written anything about this country in the past two weeks. If so, have the student review that writing. If not, ask the student to write what he or she is curious to know.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are partners agreeing on interesting facts to write about their country?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they writing notes in their own words?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they writing just one piece of information per card?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they sharing the work?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If necessary, stop the class to remind the students of the procedures to follow when taking their notes. If you notice partners having difficulty sharing the work, stop them and discuss questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do partners seem able to categorize their notes in ways that make sense?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they categorize all their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to agree on how to categorize their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ If they do not agree at first, do they keep talking until they reach agreement?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What notes seem to belong together? Why do you think so?*
- Q *What other notes could go into your ["Food"] group? Why do you think so?*

Be aware that categorizing information can be challenging for some students; this is to be expected. They may have difficulty defining subtopics or consistently sorting their notes into those subtopics. They may want to discard notes that do not fit, or become preoccupied with having the same number of notes in each subtopic. Encourage them to try their best to organize all their notes in a way that makes sense (perhaps creating an "Other Interesting Facts" category for outliers).

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners able to decide on an order of the subtopics for their report?</li> </ul>			
<ul style="list-style-type: none"> <li>Does the order make sense?</li> </ul>			
<ul style="list-style-type: none"> <li>Are both partners writing sections of their report?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students able to use their notes to write coherently about their topics?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they double-spacing their drafts?</li> </ul>			
Other observations:			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What do you want to write about first to grab your reader's attention?*
- Q *What do you want to write about next?*
- Q *What part is each partner working on? Is that a fair way to share the work? Why or why not? [What will you do differently to share the work fairly?]*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are groups staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are group members asking one another questions about their drafts?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they giving feedback in a helpful and respectful way?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Make note of any problems you want to bring up during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are partners working together fairly to write a final version of their informational report?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they catching and correcting spelling, grammar, and punctuation errors?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are partners working together fairly to write a final version of their informational report?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they including a table of contents?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to make it so you are sharing the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask partners to tell you the country they are researching and what they are learning about that country. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What country are the two of you researching? What question about that country is each of you researching now?*
- Q *What have you found out about your question? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
  
- Q *What questions did you originally write that you will answer in your draft?*
  
- Q *How did you group and order your notes? What made you decide to organize them that way?*
  
- Q *What is a fact, detail, definition, or other piece of information that would help your reader learn about [the languages spoken in India]?*
  
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
  
- Q *(Ask through Week 4, Day 5) What else do you want to know? What sources might you use to find information about that?*
  
- Q *(Beginning Week 5, Day 1) What can you write in your introduction to make your reader want to keep reading?*
  
- Q *(Beginning Week 5, Day 2) What closing sentences can you write to wrap up your report?*
  
- Q *(Beginning Week 5, Day 3) How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*
  
- Q *(Beginning Week 5, Day 5) What might you write in an "About the Author" section to introduce yourself to your reader?*

(continues)

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Informational Report

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> <li>▪ I wrote an informational report about a topic.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My writing is fun and interesting.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I included many facts, details, definitions, and other information.</li> </ul>			
<p>I have proofread my writing. I checked for:</p> <ul style="list-style-type: none"> <li>- punctuation (. ? ! "Hi!" said Adam.)</li> <li>- capital letters (Betty lives in Austin, Texas.)</li> <li>- spelling</li> </ul>			

### Reflection:

- What did you do to make your writing fun and interesting to read?
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 111.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 100 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

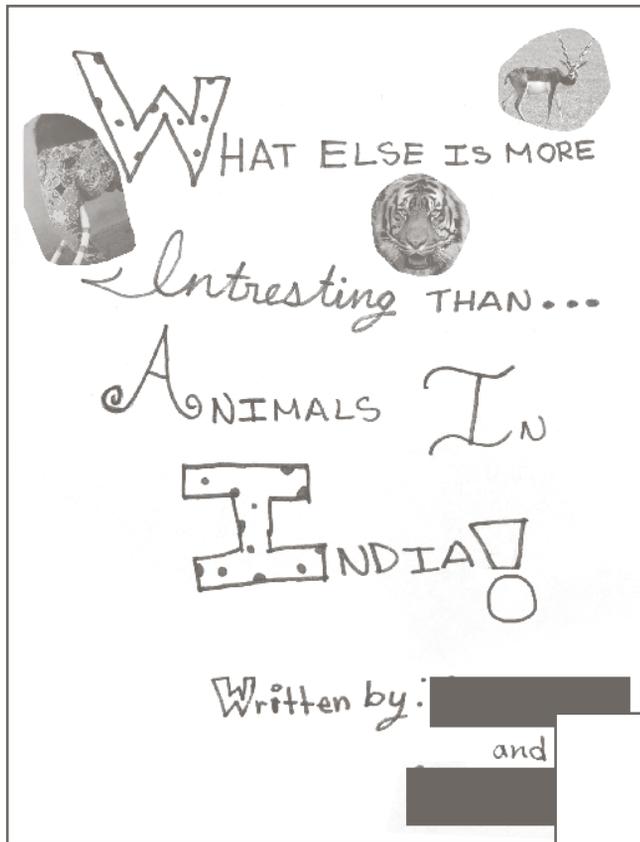
For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

# Examples of Scored Writing: Sample 1



**~Table of Contents~**

Famous Animals of India	pg. 2
Extinct!	pg. 2
Amazing Body facts	pg. 2
Humans have hands, but animals have	pg. 3
Home Sweet Home	pg. 3
About the Authors	pg. 3

1

(continues)

Examples of Scored Writing: Sample 1 *(continued)***Famous Animals of India**

People have shot animals for years... not knowing that we should respect them. Animals have been around for many years and some of them are famous in India. For example the Indian Elephant, which is the most famous animal in India, has been used for holidays and other important festivals. Usually, Indians respect the Bengal Tiger because it is India's national animal. Have you ever saw a Black Buck? Probably not! Because it is becoming extinct in India so now we need to save it for future generations!

**Extinct!**

Extinction causes a lot of problems. A lot of animals are disappearing in India. Could you believe that the Indian government has to set up nature preserves just to prevent the animals from disappearing. Thanks to the Indian government in 1969 we had about 2,000 Bengal Tigers and in 2005 we had about 4,500. This means in the future we won't need nature preserves because there will be about 10,000 Bengal Tigers!

Even though India contains 60% of the world's tigers, they are still disappearing. People usually kill them because they believe that the Bengal tigers' whiskers are very poisonous. They also kill them because people say that the tigers provide good medicine which gives good strength to people. Farmers kill the Bengal Tigers because the tigers mess with the farmers' cattle. But sometimes animals can use their body to help them survive.

**Amazing Body Facts**

Indian animals have body parts like us but different. An Indian Elephant can weigh up to 11,000 (about 6 tons!) they are also one of the largest animals on land. Can you believe that the Bengal Tigers' tail is 1 yard (36 inches), and is one of the largest cats in the world. Elephant tusks are made out of ivory, so it can bite into hard material. The tallest flying bird is the Sarus Crane. The King Cobra which is the longest animal in India is also capable of killing a human! Some adaptations like this one can help a person live.

2

**Humans have hands, but animals have. . .**

Indian animals have adaptations to help them live. Without their abilities most wouldn't be here. For example, the Bengal Tiger has excellent vision to help it hunt its prey. Another adaptation is that the White Rhino just looks like it has armor because of its skin. One more is that the white spots on the Bengal Tigers' ears help it see each other at night. All these help the animal live. But live where?

**Home Sweet Home**

You have a home and so do Indian animals. Most of them live in a 60 degree climate where it is dry and grassy. Camels usually roam around the deserts. These are the animals that make India very special!

**About the Authors**

■■■■ loves animals and she loves traveling. When she grows up she will travel to India and see the amazing animals she learned about when writing this report. She hopes to help save endangered species as a job. ■■■■ likes nonfiction better than fiction because he likes to read and write about facts. He learned a lot of interesting facts while he and ■■■■ were working on this paper.

3

*(continues)*

## Examples of Scored Writing: Sample 1 (continued)

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this report is about. ▪ The piece is an informational report about a topic.	④	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Information about the topic is fully explained. ▪ Sequence of subtopics and their importance are evident to readers.	④	3	2	1
Writing shows elements of the expository nonfiction genre. ▪ Focus is on a topic the student has researched. ▪ Facts, details, definitions, and other information related to the topic are included. ▪ The facts are accurate. ▪ A table of contents directs readers to subtopics. ▪ Subtopics are introduced with headings. ▪ A section about the authors introduces them to readers.	④	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect ideas in a sequence ( <i>another, for example, also</i> ).	4	③	2	1
Writing shows individual expression and/or creativity. ▪ A strong introduction engages readers. ▪ An effective ending draws the report to a close.	④	3	2	1
Writing contains varied and descriptive vocabulary.	④	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	④	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	③	2	1
<b>Subtotal</b>	<b>28</b>	<b>6</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 34

**Commentary:** From its provocative opening to its clearly delineated subtopics and brief but thoughtful ending, this piece shows an excellent grasp of the genre of expository fiction while revealing the authors' creativity and commitment to their subject. The report focuses not on the country of India but on Indian animals—arguably a sensible resizing of an enormous topic. The authors keep the reader engaged through direct address (*Could you believe ...*) and the linking of one subtopic to the next. The latter strategy backfires in a couple of cases (see the last sentences in the "Extinct!" and "Amazing Body Facts" sections) when, in the process of laying the groundwork for the next section, the authors sacrifice logical connections with the preceding sentences. However, for the most part the piece develops in a logical way, thanks in part to skilled use of transitional words and phrases (*For example; Usually; because*). Facts are generally accurate. Most sentences are fluent,

(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

and the vocabulary is varied and appropriate to the subject (*nature preserves; prevent; adaptations*). Some possessives (*worlds tigers; farmers cattle*) lack punctuation or are punctuated incorrectly, although contractions (*won't; wouldn't*) are used properly. A few spelling errors (including the word *Intresting* in the title), a sentence fragment, a run-on sentence, and subject-verb agreement problems somewhat mar an overall impressive piece of writing.

# Examples of Scored Writing: Sample 2

# Spain

### Table of Contents

Introduction	pg 2
Spain's History	pg 2
Spain's Land and Population	pg 2
Spain's Education	pg 2
Spain's Food	pg 3
Spain's Insane Facts	pg 3
About the Authors	pg 3

### SPAIN'S EDUCATION TIMELINE

<p><b>1967</b> Only 5 out of every 100 students who started primary school would continue all the way through to University studies.</p>	<p><b>1975 to 1997</b> Cost of preschool increases in 1997.</p>	<p><b>1999</b> As of 1999, 64% of 3 yr olds attend preschool, 39% of 4 yr olds attend, 100% of 5 yr olds were attending preschool. Only 4.5% of children under the age of 4 were attending preschool.</p>	<p><b>2002</b> In 2002, Spain's literacy rate was 97.9% of those ages 15 were literate.</p>
--	---	---	---

### FOOD

The country old custom is taking a siesta (nap) after lunch and dinner is served around 9 p.m. Spanish like seafood, which is plentiful and inexpensive. That is why the fishing industry is very important to Spain. A popular food in Spain is called the Paella, a dish with rice, vegetables, beef, chicken and seafood. A bunch of tapas, which are snacks and finger foods, can also be a full meal. Grapes are used for making wine and olives are used for making olive oil.

### Spain's Insane Facts

- Spain's State Flag, or Coat of Arms was adopted in 1931. It features the red & gold snakes of the civil war which dates to 1936.
- The official language of Spain is Castilian Spanish.
- The official song of Spain is Marcha Real.
- Spain is near a body of water, which is the Mediterranean Sea & Atlantic Ocean.
- Prado is the best known museum in Spain.
- Spain is really poor in natural resources.
- The animals are wolves, bears, grouse, ducks, partridges, rabbits, cooers, wild pigs, and Spanish ibex.

### ABOUT THE AUTHORS

[Redacted] didn't know anything about Spain before, she just thought it would be fun to learn. And it was. She loves basketball and singing along to her favorite music stars. [Redacted] is a fourth grader. She is lucky because she speaks two languages, Spanish, and English. Spain sounds like a great country to visit. Especially the tapas, yum! Her favorite activities are cooking, soccer, and just hanging with her friends.

### Introduction

Get ready, you're going to SPAIN!! We have been finding out a lot about this country and we're going to tell you everything we found out because Spain is a great country! It's got history, a big land and a lot of population, interesting education, and of course yummy food. So buckle your seat belt, here we go. To SPAIN!

### SPAIN'S HISTORY

The year 1492 was the year that Ferdinand and Isabella sent the Italian explorer Christopher Columbus across the Atlantic Ocean in search of a new trade route to Asia. Napoleon Bonaparte takes over Madrid, but the third of May 1808, Francisco Goya, showing Spain's resistors begin executing Napoleon troops. Spain's democratic form of government is called a parliamentary monarchy. The main people are the king prime minister, member of a cabinet, and a parliament. Most Spaniards are Roman Catholics, Protestants and Muslims. Spain is famous for there beautiful, historic castles built in the middle ages. History of also Spain can be shown in art. Spain has a lot of History doesn't it?

### Spain's Land and Population

Spain has a big land and a lot of population. Guess what. The size of Spain is 54,886 sq. mi. Did you know! The population of Spain is more than 38 million. Spain is the second largest country in Western Europe. Madrid, Spain's capital, and Barcelona, a city, are the biggest cities in Spain. Guess what? Spain is one of the leading tourist countries. Spain borders Portugal and France. Spain also borders the Mediterranean Sea. 65% of land is used for farming in Spain. Moana, Teide, a mountain, is the highest point in Spain, 12,162. Spain has seventeen land regions, but we only list seven just to explain: (1) the Basque (2) the Northern Mountains (3) the Ebro Basin (4) the Coastal Plains (5) the Guadalquivir Basin (6) the Balearic Islands and (7) the Canary Island. The Beach at Torremolinos a west of Malaga and is on Coastal, de Sol. That beach attracts thousands of foreign and Spanish visitors every year.

### SPAIN'S EDUCATION

When France ruled Spain from 1596 to 1795, its level of education and enrollment were behind the rest of Western Europe, especially France and Italy. Did you know that in 1967 only 3 out of every 100 students in primary school would make it all the way to college? That is not a lot. There was also very little space in public schools. When Spain became a democratic nation after the end of Franco's rule in 1975, children began to catch up with other progressive countries. They also got better grades. By 2002, Spain's literacy rate was 97.9% of those ages 15 were literate.

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this report is about. ▪ The piece is an informational report about a topic.	④	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Information about the topic is fully explained. ▪ Sequence of subtopics and their importance are evident to readers.	4	③	2	1
Writing shows elements of the expository nonfiction genre. ▪ Focus is on a topic the student has researched. ▪ Facts, details, definitions, and other information related to the topic are included. ▪ The facts are accurate. ▪ A table of contents directs readers to subtopics. ▪ Subtopics are introduced with headings. ▪ A section about the authors introduces them to readers.	④	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect ideas in a sequence ( <i>another, for example, also</i> ).	4	3	②	1
Writing shows individual expression and/or creativity. ▪ A strong introduction engages readers. ▪ An effective ending draws the report to a close.	4	③	2	1
Writing contains varied and descriptive vocabulary.	④	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	③	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	②	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	④	3	2	1
<b>Subtotal</b>	<b>16</b>	<b>9</b>	<b>4</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 29

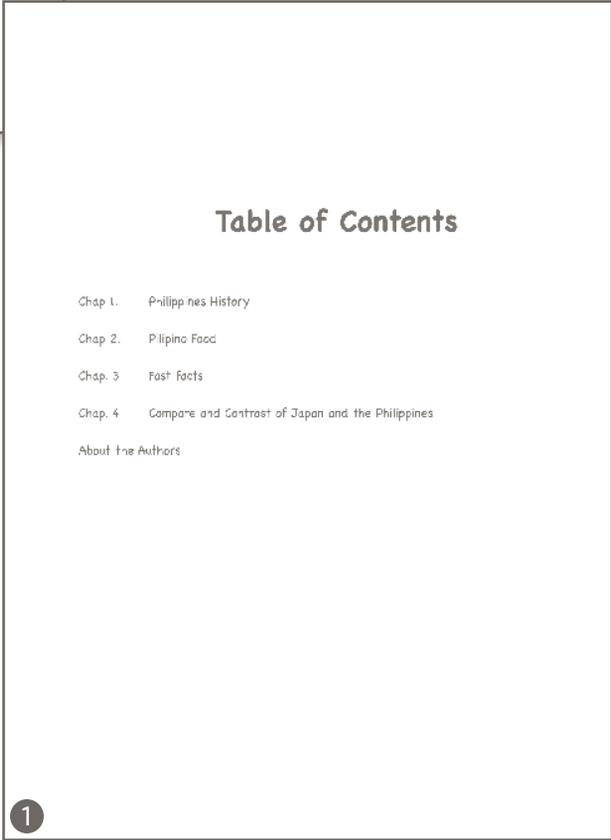
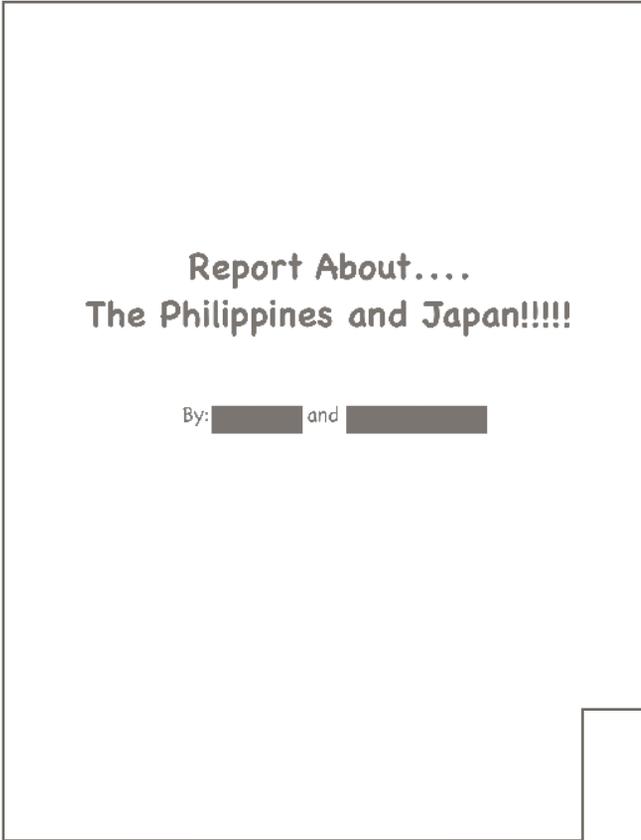
**Commentary:** This report is focused throughout on informing the reader about Spain. A table of contents guides the reader through several clearly delineated sections that include many interesting facts and details, and a helpful introduction previews what will be covered. The use of text features such as a map, phrases such as *Did you know!* and *Guess what?* and the playful subtitle *Spain's Insane Facts* reveal the authors' effort to keep the reader engaged. The history section confusingly includes information about Spain's government system and dominant religions, whereas needed information (who were Ferdinand and Isabella?) is omitted. In that section, the reader must puzzle over some of the grammar to determine intended meanings, such as the drifting second sentence with its disconcerting inclusion of what is apparently a reference to a Goya painting. The majority of

*(continues)*

## Examples of Scored Writing: Sample 2 *(continued)*

the information presented is accurate, although some statistics and details (such as the total given for Spain's population) appear to be from outdated sources. Most of the sentences in the rest of the report, however, are grammatically correct and clear, with a few lapses such as the reference to the mysterious *red & gold shapes of the civil war* and the agreement problem in the factoid about Spain's proximity to bodies of water. The lack of a conclusion leaves the reader hanging a bit, though the About the Authors section provides a sense of the authors' investment in their work. The piece exhibits few spelling errors.

# Examples of Scored Writing: Sample 3



(continues)

Examples of Scored Writing: Sample 3 *(continued)*

**The Philippines is a beautiful country with beautiful traits. Here tips about the Philippines.**

### History

Here some interesting history about what happened in World War 2 Philippines vs. Japan. During this time the Philippines needed help from the U.S., so they can defeat Japan. Japan wanted was, for the Philippines to share their land with them but the Philippines denied it so they started war on the Philippines after Pearl Harbor in Hawaii. On July 26, 1941 General Douglas MacArthur sent 12,000 Philippine scouts and 16,000 American Soldiers were under MacArthur's command. On January 2, 1942 Japan invaded Manila. MacArthur their commander was being sent to jail by the U.S. because he was helping the Philippines.

Eventually he hid and escaped from them but didn't get caught. In 1945 World War 2 was almost over. After the war was over the U.S. Army Military Police arrested MacArthur. The year of Jose Rizal Spain wanted the Filipino people to become slaves to Spain. Someone had to fight, but who? He was a doctor at the time the Philippines really needed help. So Dr. Jose Rizal stood up and fought against the Spaniards. When one of the Spaniards tried to hurt one of the Filipinos Jose Rizal would stop them. After a few years the Philippines was freed from Spain. Now to celebrate Jose Rizal, we honor him every year on Dec 30. Here's last part of history. During Marcos times most of the Filipinos were being treated very badly, also most of the Filipinos wanted Ninoy Aquino as President of the Philippines. Marcos was very angry at Ninoy. So Marcos decided to put Ninoy in jail for nine months. After nine months Ninoy was freed from jail, and went to America with his family to get away from Marcos. After a few years when Ninoy came back to the Philippines, just after he got off the plane Ninoy was shot behind his back by one of Marcos's troops. Ninoy was buried in the hero's section with Jose Rizal. Now we honor them to be our heroes.

### Food

Most Filipinos make their food. Here's the food: pancit, palabok, leche flan, ube, adobo, longganisa, tocino, lechon, chocolate rice, rice, chocolate meat, and most of you know this Filipino food Lumpia. Pancit is mostly what Filipinos eat for special occasions. Pancit has noodles, vegetables, sometimes shrimp, and hotdogs. The desserts of the Philippines are: Halohalo, sumang (sweet rice), ube, leche flan, and many more. We hope you try these foods and like it.

2

### Fast Facts

The three main islands of the Philippines are Luzon (the largest island), Visayas, and Mindanao.

Philippine Population: 105,720,644 million- estimated in the year 2013.

Types of Currency: Pesos

Official Languages: Tagalog or Filipino. English is widely spoken.

Major Religions: Roman Catholic- 92%

Filipinos celebrate the world's longest religious holiday. The Christmas season begins Sept. 15, Christmas Carols start filling the air, a very cold winds and ends on Jan. After the Three Kings. About 5% are Muslims. The rest are made up of Christian denominations and Buddhist.

### Compare and Contrast of the Philippines and Japan

The Philippines has school Monday-Friday 7a.m.-1p.m.

Japan has school on Saturday. But the Philippines doesn't.

Japanese people eat sushi, Filipinos don't.

Filipinos speak Tagalog, Japanese people speak Japanese.

### Comparisons

The Philippines was in world war 2 Japan was also.

Japan has many interesting imports so does the Philippines.

They are both in Asia.

Japan wear uniforms to private schools, the Philippines also wear uniforms.

Both Countries believe in certain religions.

We hope you learned something about The Philippines and Japan.

### About the Authors

█ is in fourth grade at Bingham Elementary School. She knows a lot about the Philippines because she was born there. Her Mom and Dad speak Tagalog to her all the time. Her favorite food is adobo, sumang, and Lumpia.

█ goes to Bingham. She loves Philippine food, plus everyone in her family. Especially chocolate rice. She's going back there to visit when she's older.

3

*(continues)*

### Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this report is about. <ul style="list-style-type: none"> <li>The piece is an informational report about a topic.</li> </ul>	4	③	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>Information about the topic is fully explained.</li> <li>Sequence of subtopics and their importance are evident to readers.</li> </ul>	4	3	②	1
Writing shows elements of the expository nonfiction genre. <ul style="list-style-type: none"> <li>Focus is on a topic the student has researched.</li> <li>Facts, details, definitions, and other information related to the topic are included.</li> <li>The facts are accurate.</li> <li>A table of contents directs readers to subtopics.</li> <li>Subtopics are introduced with headings.</li> <li>A section about the authors introduces them to readers.</li> </ul>	4	③	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect ideas in a sequence (<i>another, for example, also</i>).</li> </ul>	4	3	②	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong introduction engages readers.</li> <li>An effective ending draws the report to a close.</li> </ul>	4	3	2	①
Writing contains varied and descriptive vocabulary.	4	③	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Run-on sentences have been corrected.</li> <li>Every sentence is clear in meaning.</li> </ul>	4	3	②	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	③	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	④	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>12</b>	<b>6</b>	<b>1</b>

Published Writing total (sum of 4 subtotals): 23

**Commentary:** This report ambitiously attempts to report on not just one but two countries. The greater emphasis on the Philippines gives the piece a lopsided quality. Also uneven are the weights given to the different chapters: the lengthy history chapter contrasts awkwardly with the brevity of the food chapter, and two of the four chapters are lists. The table of contents outlines what is included, and headings clearly delineate subtopics. The piece is loaded with interesting facts and details, but the connections between sentences are often unclear. Particularly in the history chapter, information is jumbled together without regard to chronology, and there are few dates. Some facts are vague or presented inaccurately, and major factual errors occur in the discussion of General Douglas MacArthur’s role in World War II. Although the introduction

*(continues)*

## Examples of Scored Writing: Sample 3 *(continued)*

and conclusion come across as perfunctory, the report gives an air of authority in its intimate use of Aquino's first name and its knowledgeable list of foods, and demonstrates an awareness of the reader (in phrases like *Here's last part of history; most of you know this Filipino food Lumpia; and We hope you try these foods and like it.*). Sentence fragments (*Here tips about the Philippines; Because he was helping the Philippines; After the Three Kings*), missing words (*Here's last part of history; Japan wear uniforms to private schools*), and agreement problems (*try these foods and like it*) harm fluency and cause confusion. Some of these errors suggest second language issues. Most words are spelled correctly although more careful proofreading would catch inconsistencies.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Quick-write:</b> Questions about countries <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 2</b>	<b>Quick-write:</b> What I want to know about a country <b>List:</b> Countries of interest <b>Notebook writing:</b> 4 days	4	3	2	1
<b>Week 3</b>	<b>Topic Selection and Research:</b> <ul style="list-style-type: none"> <li>▪ Pre-research writing</li> <li>▪ List questions about a country.</li> <li>▪ Turn research questions into queries.</li> <li>▪ Take notes.</li> </ul> <b>Notebook writing:</b> 2 days	4	3	2	1
<b>Week 4</b>	<b>Research and Drafting:</b> <ul style="list-style-type: none"> <li>▪ Take notes.</li> <li>▪ Organize notes.</li> <li>▪ Begin drafts.</li> <li>▪ Include information and transitions.</li> </ul>	4	3	2	1
<b>Week 5</b>	<b>Revising:</b> <ul style="list-style-type: none"> <li>▪ Write introduction.</li> <li>▪ Write closing sentences.</li> <li>▪ Revise for interest, order, and completeness.</li> <li>▪ Revise based on group feedback.</li> <li>▪ Write part of an "About the Authors" section.</li> </ul>	4	3	2	1
<b>Week 6</b>	<b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Proofread for spelling, punctuation, and run-on sentences.</li> <li>▪ Proofread for sentence fragments.</li> <li>▪ Write final version.</li> <li>▪ Write table of contents.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50% of the writing)	Some (<50% of the writing)	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is an informational report about a topic.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>Information about the topic is fully explained.</li> <li>Sequence of subtopics and their importance are evident to readers.</li> </ul>	4	3	2	1
Writing shows elements of the expository nonfiction genre. <ul style="list-style-type: none"> <li>Focus is on a topic the student has researched.</li> <li>Facts, details, definitions, and other information related to the topic are included.</li> <li>The facts are accurate.</li> <li>A table of contents directs readers to subtopics.</li> <li>Subtopics are introduced with headings.</li> <li>A section about the authors introduces them to readers.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect ideas in a sequence (<i>another, for example, also</i>).</li> </ul>	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong introduction engages readers.</li> <li>An effective ending draws the report to a close.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Run-on sentences have been corrected.</li> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)



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# Genre

## Functional Writing

Class Assessment Records (CA1-CA3) .....	116
Conference Notes (CN1-CN2) .....	119
Student Self-assessment (SA1) .....	121
Individual Writing Assessment (IA1) .....	122

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students each able to draw a simple character and write directions for how to draw it?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to write directions that others can follow?</li> </ul>			
Other observations:			

**Considerations:**

Support struggling students by having each describe his or her cartoon character to you (without your looking at it) and by asking:

**Q** *What is the first thing you do to draw your character? How can you write that as a sentence?*

**Q** *What do you do next?*

If you notice many students struggling to write directions, call the class together and model another example as you did in Step 1 of the lesson; then have the students resume their own writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are partners working together in a productive way?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they sharing the work fairly?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they writing directions that are clear and easy to follow?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are the directions complete and in an order that makes sense?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What is the object of this game? How will you write that?*
- Q *What do players need to do to get ready? How will you write that?*
- Q *How will the players know when the game is over?*

If partners have picked a game that you feel is too complex for this writing activity, help them pick a simpler game to write about.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students give one another useful feedback?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they give and receive the feedback respectfully?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do the students discuss possible revisions?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any difficulties that you observe groups having and prepare to discuss them later as a class.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you a piece of his or her functional writing and read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Are the directions clear and easy to follow?				
▪ Does the sequence of the directions make sense?				
▪ (Beginning Week 2, Day 2) Does the reader have all of the information needed?				

If possible, try following the student's directions. Then probe his or her thinking by asking questions such as:

- Q *I'm not clear about how to [draw the eye]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *I could [put the curved line] here or here. Where should it go? How will you write that in your directions?*
- Q *I'm confused about the order of what I'm to do. Do I [finish the legs] before I [draw the arms]? How can you make that clear in your directions?*
- Q *(Beginning Week 2, Day 2) How should I [draw the feet]? I don't see anything about that in the directions. Does that information need to be included? How might you write that?*

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Have partners show and read you their directions.

As you listen to the partners, ask yourself:	Yes	No	Not evident	Evidence:
▪ Are the directions clear and easy to follow?				
▪ Are the directions in an order that makes sense?				
▪ Are the directions complete and accurate?				
▪ <i>(Beginning Week 3, Day 2)</i> Have partners used <i>can, may, or must</i> to make the directions clearer and easier to understand?				

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What is the object of this game? How will you write that?*
- Q *What do players need to do to get ready? How will you write that?*
- Q *I'm confused by this direction. What does a player do? How can you rewrite the direction so it says that?*
- Q *How will the players know when the game is over?*
- Q *(Beginning Week 3, Day 2) Where is a place you might use can, may, or must to make your directions clearer and easier to understand?*

If partners have picked a game that you feel is too complex for this writing activity, help them pick a simpler game to write about.

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Game Directions

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> <li>▪ I wrote directions for a game I know.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I wrote my directions in an order that makes sense.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I included all the information that readers need to play the game.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My directions are accurate and written clearly.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I have proofread my writing. I checked for:                             <ul style="list-style-type: none"> <li>- punctuation (. ? ! "Hi!" said Adam.)</li> <li>- capital letters (<b>B</b>etty lives in <b>A</b>ustin, <b>T</b>exas.)</li> <li>- spelling</li> </ul> </li> </ul>			

### Reflection:

- What did you do to make your game directions fun, interesting, and easy to follow?
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 130.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 124 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

# BOWLING

(HOW TO KNOCK THOSE PINS DOWN!!!!)

### Materials:

A ball

10 empty water bottles

Somewhere to place materials

### Directions:

1. SET THE PINS UP LIKE AN UPSIDE DOWN TRIANGLE.
2. PICK UP THE BALL.
3. THEN, AIM YOUR BALL AT THE PINS.
4. SLOWLY AND CAREFULLY, PULL THE HAND THAT HOLDS THE BALL BACK.
5. QUICKLY, SWING YOUR HAND FORWARD AND RELEASE THE BALL.
6. THE GOAL IS TO TRY TO KNOCK ALL OF THE PINS DOWN.
7. NOW YOU HAVE ACHIEVED HOMEMADE BOWLING!!!!

(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece gives directions for playing a game.</li> <li>The purpose and audience for the directions are evident to the reader.</li> </ul>	④	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The object of the game is fully explained.</li> <li>Any preparation for playing the game is included in the directions.</li> </ul>	4	③	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> <li>The directions include all the information necessary for readers to play the game.</li> <li>The directions are accurate.</li> <li>The directions are written clearly.</li> </ul>	4	③	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>The directions are written in a sequence that makes sense.</li> </ul>	④	3	2	1
Writing contains varied and descriptive vocabulary.	④	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	④	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	④	3	2	1
<b>Subtotal</b>	<b>24</b>	<b>6</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 30

**Commentary:** The title and subtitle of these directions make the game (*Bowling*) and its object (*How to knock those pins down!!!!*) clear immediately and convey a sense of fun. The materials list includes the items necessary to play the game, although readers must make the inference that the “10 empty water bottles” will serve as the bowling pins. Readers might also wish for additional information about the number of players, the game’s scoring system, and a description of the type of space best suited to play the game. The directions themselves are accurate, fairly detailed, and in a numbered sequence that makes sense. Although the writer does not explain where the player should stand while bowling, this does not detract from the overall clarity. The use of adverbs enlivens the directions and increases their precision (*Slowly and carefully, pull the hand that holds the ball back; Quickly, swing your hand forward and release the ball*). Sentences are fluent when read aloud, with correct punctuation, capitalization, and spelling.

## Examples of Scored Writing: Sample 2

### How to hit down Pins

Things you need

A bowling ball, 10 pins

1. There are three holes, look for them on the bowling ball.
2. Put three fingers in the holes.
3. Put your hand with the ball back.
4. Swing and let go.
5. Try to nock the pins down.
6. Have fun bowling.

*(continues)*

## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece gives directions for playing a game.</li> <li>The purpose and audience for the directions are evident to the reader.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The object of the game is fully explained.</li> <li>Any preparation for playing the game is included in the directions.</li> </ul>	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> <li>The directions include all the information necessary for readers to play the game.</li> <li>The directions are accurate.</li> <li>The directions are written clearly.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>The directions are written in a sequence that makes sense.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>8</b>	<b>12</b>	<b>2</b>	<b>1</b>

Published Writing total (sum of 4 subtotals): 23

**Commentary:** Although the title of these directions, “How to hit down Pins,” describes the object but not the name of the game, the materials list quickly makes it clear that the game is bowling. The most important items appear in the materials list, but additional preparatory information about the type of space required for bowling, the number of players, and the scoring system would have been helpful. The directions begin with a useful explanation of exactly how to grip the bowling ball, and the numbered sequence of directions is accurate. However, after the first step, the directions become vague and brief, and the vocabulary is basic (*Put your hand with the ball back; Swing and let go; Try to nock the pins down*). Although the sentences are fluent when read aloud, missing information (about the placement of the pins; exactly where the player should stand while bowling) makes it difficult to discern the precise meaning. With the exception of the first sentence, which is a run-on, the writing displays correct capitalization and punctuation. Spelling is mostly correct (with the exception of *nock* instead of *knock*).

## Examples of Scored Writing: Sample 3

### How to play catch

First grab a football it should be pumped up.

next put your fingers by the laces

then put your shoulders back and release the football.

try to throw it to the person your trying to throw it to.

now your playing catch. **have fun!**

*(continues)*

## Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece gives directions for playing a game.</li> <li>The purpose and audience for the directions are evident to the reader.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The object of the game is fully explained.</li> <li>Any preparation for playing the game is included in the directions.</li> </ul>	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> <li>The directions include all the information necessary for readers to play the game.</li> <li>The directions are accurate.</li> <li>The directions are written clearly.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>The directions are written in a sequence that makes sense.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>0</b>	<b>9</b>	<b>6</b>	<b>2</b>

Published Writing total (sum of 4 subtotals): 17

**Commentary:** These directions, titled “How to play catch,” accurately describe the game and its object, although the absence of a materials list and any preparatory information (type of ball, where to play, number of players) might leave readers adrift. Although the directions are unnumbered, their order makes sense, and the use of *First*, *next*, *then*, and *now* demonstrate the writer’s awareness of sequence. The first step in the directions identifies the type of ball (a football) and helpfully reminds readers that it should be pumped up; the second step tells how to hold the ball, which is also helpful, although a brief description of football laces and their placement on the ball would make this step even more useful. More detail and description are needed in the remaining steps. Inconsistent capitalization and punctuation distract from the reading experience, but spelling is mostly correct (with the exception of *your* instead of *you’re*).

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Writing task:</b> Writing directions for drawing a cartoon character <b>Notebook writing:</b> 1 day	4	3	2	1
<b>Week 2</b>	<b>Quick-write:</b> Games we know how to play <b>Writing task:</b> Drafting game directions <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 3</b>	<b>Revision, Proofreading, and Publication:</b> <ul style="list-style-type: none"> <li>▪ Revise based on feedback from partner and group conferring.</li> <li>▪ Revise for sequence, completeness, accuracy, and clarity.</li> <li>▪ Revise for the modal auxiliaries <i>can</i>, <i>may</i>, and <i>must</i>.</li> <li>▪ Proofread for spelling, punctuation, and grammar.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece gives directions for playing a game.</li> <li>The purpose and audience for the directions are evident to the reader.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The object of the game is fully explained.</li> <li>Any preparation for playing the game is included in the directions.</li> </ul>	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> <li>The directions include all the information necessary for readers to play the game.</li> <li>The directions are accurate.</li> <li>The directions are written clearly.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>The directions are written in a sequence that makes sense.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

**Totals:**

Part A: Non-published Writing total: \_\_\_\_\_/12 = \_\_\_\_\_%

Part B: Published Writing total: \_\_\_\_\_/32 = \_\_\_\_\_%

Writing score (Part A + Part B): \_\_\_\_\_/44 = \_\_\_\_\_%

*Student Skill Practice Book (SSPB)* page(s)\* total: \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

Overall unit score (Total points earned/Total points possible): \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

\*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)



# Genre

## Opinion Writing

Class Assessment Records (CA1-CA3) .....	134
Conference Notes (CN1) .....	137
Student Self-assessment (SA1) .....	139
Individual Writing Assessment (IA1) .....	140

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify opinions to write about?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they state their opinions clearly in their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they give reasons that support their opinions?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice many students struggling to write after 10-15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to identify opinions to write about?</li> </ul>			
<ul style="list-style-type: none"> <li>Can they state their opinions clearly in their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Can they give reasons that support their opinions?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are pairs staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they giving each other specific feedback about the charted questions?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they giving feedback in a helpful and respectful way?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Make note of productive ways you see pairs interacting, as well as any problems, to bring up during Step 4.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Have each student tell you about his or her piece and read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
<ul style="list-style-type: none"> <li>▪ Is this student able to identify an opinion to write about?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <i>(Beginning Week 2, Day 2)</i> Is the student able to write an opening that gets the reader interested?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Does the student state his or her opinion clearly in the opening paragraph?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Does the student give several different reasons that support his or her opinion?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <i>(Beginning Week 2, Day 3)</i> Are the reasons supported by facts and details?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <i>(Beginning Week 2, Day 4)</i> Does the student use transitional words and phrases?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <i>(Beginning Week 2, Day 5)</i> Does the student conclude the essay by restating his or her opinion?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <i>(Beginning Week 3, Day 2)</i> Has the student corrected any run-on sentences?</li> </ul>				

(continues)

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
<ul style="list-style-type: none"> <li>▪ (Beginning Week 3, Day 3) Has the student organized the essay into paragraphs that are correctly indented?</li> </ul>				

Help the student extend his or her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q (Beginning Week 2, Day 2) *What [question/sentence] might you write as your opening to get your reader interested in your piece?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second? Third?*
- Q (Beginning Week 2, Day 3) *What other facts and details can you write about your reasons?*
- Q (Beginning Week 2, Day 4) *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q (Beginning Week 2, Day 5) *How can you restate your opinion at the end of your essay?*
- Q (Beginning Week 3, Day 2) *Have you read your essay aloud to listen for any run-on sentences?*
- Q (Beginning Week 3, Day 3) *Have you organized your essay into paragraphs? Are they indented?*

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Persuasive Essay

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> <li>▪ I wrote a persuasive essay about an opinion that I feel strongly about.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My writing is clear. It is easy to tell what my essay is about and who the audience for my essay is.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My opinion is clearly stated in the opening paragraph.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I included reasons that support my opinion.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My concluding paragraph restates my opinion.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I have proofread my writing. I checked for:                             <ul style="list-style-type: none"> <li>- punctuation (. ? ! "Hi!" said Adam.)</li> <li>- capital letters (Betty lives in Austin, Texas.)</li> <li>- spelling</li> </ul> </li> </ul>			

**Reflection:**

- What did you do to make your writing persuasive and interesting to read?
  
  
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub ([cccllearninghub.org](http://cccllearninghub.org)) or from page 148.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 142 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

NO Smoking

I think there should be no smoking.

It is bad for your health. It makes your teeth yellow. I can hurt your lungs.

People can die from smoking. I am not going to smoke when I grow up. I don't like the smell of smoking. Sometimes when people smoke they just throw it on the ground. I don't like when people do that because it is polluting. Polluting is bad to do. One big thing I don't want to smoke is that you get lung cancer. When you have lung cancer sometimes die and that is sad. That's why I want people to stop smoking.

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is a persuasive essay about an opinion the writer feels strongly about.</li> <li>The purpose of the essay and the audience that the writer has in mind are evident.</li> </ul>	④	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The opinion is clearly stated early in the essay.</li> <li>The opinion is supported with reasons.</li> <li>The opinion is restated at the end of the essay.</li> </ul>	④	3	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> <li>The writer states an opinion and tries to persuade the reader to agree.</li> </ul>	④	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect the opinion and supporting reasons.</li> <li>Facts and details strengthen supporting reasons.</li> </ul>	4	3	②	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong opening engages the reader.</li> <li>An effective ending brings the essay to a close.</li> </ul>	④	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	②	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	④	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments and run-ons have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> <li>Paragraphs have been correctly indented.</li> </ul>	4	③	2	1
<b>Subtotal</b>	<b>24</b>	<b>3</b>	<b>4</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 31

**Commentary:** In the opening sentence of this persuasive essay, the author clearly states an opinion (*I think there should be no smoking*). The author supports the opinion with multiple reasons (*It is bad for your health; I don't like the smell of smoking; it is polluting*) and includes details (*It makes your teeth yellow. I can hurt your lungs*), all of which support an impassioned and thoughtful stance on the issue addressed. While the reasons are individually compelling, they are not organized logically; the essay jumps from one reason to another without transitions, and only one transitional word (*because*) is employed. The single-paragraph structure further impairs the logical flow; reorganizing the piece into distinct paragraphs would help to organize the author's argument. There is some interesting vocabulary (*polluting; lung cancer*), although the few adjectives that appear are generic (*bad; sad*), and more descriptive language could be used. A clear, direct conclusion restates the opinion. Capitalization and end punctuation are correct, although the author omits apostrophes in contractions. A few proofreading errors persist, and the essay's single paragraph is not indented, but most of the spelling is correct.

## Examples of Scored Writing: Sample 2

	Why, in we should have a mini basketball court my basement
	I think we should have a
	mini basketball court in our
	basement. Because whenever
	you're bored you can just go
	down to the basement and
	play the best sport ever
	invented and it's basketball.
	And by the way playing
	basketball helps your muscles
	get more bigger and more
	stronger. And Dad I know
	you really like basketball.
	Dad I will do my chores

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is a persuasive essay about an opinion the writer feels strongly about.</li> <li>The purpose of the essay and the audience that the writer has in mind are evident.</li> </ul>	④	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The opinion is clearly stated early in the essay.</li> <li>The opinion is supported with reasons.</li> <li>The opinion is restated at the end of the essay.</li> </ul>	4	③	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> <li>The writer states an opinion and tries to persuade the reader to agree.</li> </ul>	④	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect the opinion and supporting reasons.</li> <li>Facts and details strengthen supporting reasons.</li> </ul>	4	3	②	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong opening engages the reader.</li> <li>An effective ending brings the essay to a close.</li> </ul>	4	③	2	1
Writing contains varied and descriptive vocabulary.	4	③	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	③	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments and run-ons have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	②	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> <li>Paragraphs have been correctly indented.</li> </ul>	4	3	②	1
<b>Subtotal</b>	<b>8</b>	<b>12</b>	<b>6</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 26

**Commentary:** The author's opinion and its intended audience are quickly apparent in the title and opening sentences of this persuasive essay (*I think we should have a mini basketball court in our basement*). Supporting reasons are given, and the author's personal engagement is clear (*whenever you're board you can just go down to the basement and play the best sport ever invented and it's basketball*). In one instance, a fact about muscles makes a reason stronger (*playing basketball helps your muscles get more bigger and more stronger*). The persuasive power of the essay is further enhanced by two direct appeals to the author's father. A few transitional words and phrases are used (*Because; And by the way*), although *Because* begins a lengthy sentence fragment. Descriptive language is limited to basic adjectives (*bigger, stronger*). The essay lacks a conclusion and there is no paragraphing or indentation. However, individual sentences are mostly fluent when read aloud, and there are only a few spelling or proofreading errors.

## Examples of Scored Writing: Sample 3

	No Homework
	I want to convince people for no homework. Kids need time to play and burn off energy. We shouldn't have paper homework because it kills trees. If we don't have trees we won't have oxygen. If there is no oxygen no one will survive.

(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is a persuasive essay about an opinion the writer feels strongly about.</li> <li>The purpose of the essay and the audience that the writer has in mind are evident.</li> </ul>	4	③	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The opinion is clearly stated early in the essay.</li> <li>The opinion is supported with reasons.</li> <li>The opinion is restated at the end of the essay.</li> </ul>	4	3	②	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> <li>The writer states an opinion and tries to persuade the reader to agree.</li> </ul>	4	③	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect the opinion and supporting reasons.</li> <li>Facts and details strengthen supporting reasons.</li> </ul>	4	3	②	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong opening engages the reader.</li> <li>An effective ending brings the essay to a close.</li> </ul>	4	3	②	1
Writing contains varied and descriptive vocabulary.	4	3	②	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	③	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments and run-ons have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	③	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> <li>Paragraphs have been correctly indented.</li> </ul>	4	③	2	1
<b>Subtotal</b>	<b>0</b>	<b>15</b>	<b>8</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 23

**Commentary:** The opinion stated in the opening sentence of this persuasive essay is clear but not entirely fluent (*I want to convince people for no homework*). The piece seems to be aimed at a general audience. The first supporting reason given is valid and well-expressed (*Kids need time to play and burn off energy*). The rest of this brief, single-paragraph essay is devoted to an ambitious, if somewhat dubious, chain of reasoning about the environmental consequences of assigning homework on trees, oxygen, and the survival of all living things. Only one transitional word is used (*because*), and there are no adjectives or other descriptive words. Although the essay makes a strong impression on the reader, the absence of a conclusion or any restatement of the author's opinion weakens its overall persuasiveness. Correct capitalization is used, although two sentences are missing end punctuation. While spelling is conventional, there is an absence of indentation or paragraphing.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Quick-write:</b> Opinions <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 2</b>	<b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 3</b>	<b>Revision, Proofreading, and Publication:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise based on partner feedback.</li> <li>▪ Proofread for grammar and spelling errors and correct run-on sentences.</li> <li>▪ Identify and indent paragraphs.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50% of the writing)	Some (<50% of the writing)	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is a persuasive essay about an opinion the writer feels strongly about.</li> <li>The purpose of the essay and the audience that the writer has in mind are evident.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The opinion is clearly stated early in the essay.</li> <li>The opinion is supported with reasons.</li> <li>The opinion is restated at the end of the essay.</li> </ul>	4	3	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> <li>The writer states an opinion and tries to persuade the reader to agree.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect the opinion and supporting reasons.</li> <li>Facts and details strengthen supporting reasons.</li> </ul>	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong opening engages the reader.</li> <li>An effective ending brings the essay to a close.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Run-on sentences have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks and other punctuation.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> <li>Paragraphs have been correctly indented.</li> </ul>	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)



# Genre

## Poetry

Class Assessment Records (CA1-CA2) . . . . .	152
Conference Notes (CN1) . . . . .	154
Student Self-assessment (SA1) . . . . .	155
Individual Writing Assessment (IA1) . . . . .	156

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students seem to be writing freely and creatively?			
▪ Are they engaged in their writing?			
▪ Do they seem overly cautious or inhibited about what they put on paper?			
Other observations:			

**Considerations:**

After about 10 minutes, support any student who struggles to start by asking questions such as:

- Q *What kind of weather could you write about?*
- Q *What sensory details can you write to describe what [a windy day] sounds like? Looks like? Feels like?*
- Q *What does [wind] sound like? What words make you think of the sound of [wind]?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to revise their drafts to include sensory details and/or sounds?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they thinking about what their poems look like on the page?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they seem engaged in revising their poems?</li> </ul>			
Other observations:			

**Considerations:**

Support any student who struggles by asking questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader [see/hear/smell/taste/feel] what you're writing about?*
- Q *Read your poem aloud. What sounds do you hear? Do those sounds help to communicate what your poem is about? If not, what words might have the sounds that would make sense in your poem?*
- Q *What do you want your poem to look like on the page? How can you arrange the words so it looks like that?*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask each student to show you a draft of a poem and to read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student attempting to write a poem, rather than a story?				
▪ Does this student include sensory details in his or her poem?				
▪ Does the student include other elements of poetry?				

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What can you tell me about the lines and stanzas in your poem?*
- Q *What sounds are you thinking about as you write your poem?*
- Q (Beginning Week 1, Day 5) *Where might you use repetition? How might that help a reader understand your poem? What other sounds are you including?*
- Q (Beginning Week 2, Day 4) *Have you decided to punctuate your poem with periods and to use capital letters? If you decided to follow the rules, are you doing this all the way through your poem? If not, what are you doing instead?*

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Poem

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a poem instead of a story.			
▪ My writing is fun and interesting.			
▪ I used interesting words to describe how things look, feel, sound, taste, and smell.			
▪ The sound and shape of my poem help readers know what it is about.			
▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> <li>- spelling</li> <li>- following or not following the rules of punctuation and capitalization throughout my poem</li> </ul>			

**Reflection:**

- What did you do to make your writing fun and interesting to read?
  
  
  
  
  
  
  
  
  
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 164.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 158 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

### Pencil

Long thin  
yellow stick  
writing  
thoughts

Along a thin  
blue line  
it travels  
across  
smooth paper  
pointing to  
where each  
sentence ends.

Tap Tap!  
Tap Tap!  
It waits  
to do its  
happy dance

*(continues)*

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ Sound, imagery, and form help convey what the poem is about.	④	3	2	1
Writing shows elements of the poetry genre. ▪ Personification and similes help the reader visualize things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	④	3	2	1
Writing shows individual expression and/or creativity.	④	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	④	3	2	1
<b>Subtotal</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 20

**Commentary:** It is clear from the title and content of the piece that this is a poem about a pencil. The long, narrow form of the poem further supports the content. The poet does a particularly good job of writing about the pencil as if it were alive by describing it writing, traveling, pointing, and waiting to do its *happy dance*. The poem contains many sensory details, most of which describe how the pencil looks and sounds (*long thin; yellow; Tap Tap*). The poet also incorporates some sound by using onomatopoeia and repetition (*Tap Tap! Tap Tap!*). The vocabulary is both interesting and effective in making pictures in the reader's mind. The poet's decision to leave the poem mostly unpunctuated calls attention to the exclamation marks (*Tap Tap!*) and the period at the end of the second stanza (*where each sentence ends.*), which also stands out because it is referring to sentence endings. The poet's creativity is evident throughout the poem, particularly in the interesting opening stanza and the energizing ending.

## Examples of Scored Writing: Sample 2

It's big and metal,  
green and red,  
stuffed with knowledge.  
The bookshelf is never board,  
it's always reading book,  
by book.  
Each night it goes to the library,  
and steals books,  
and reads them book,  
by book,  
by book.

*(continues)*

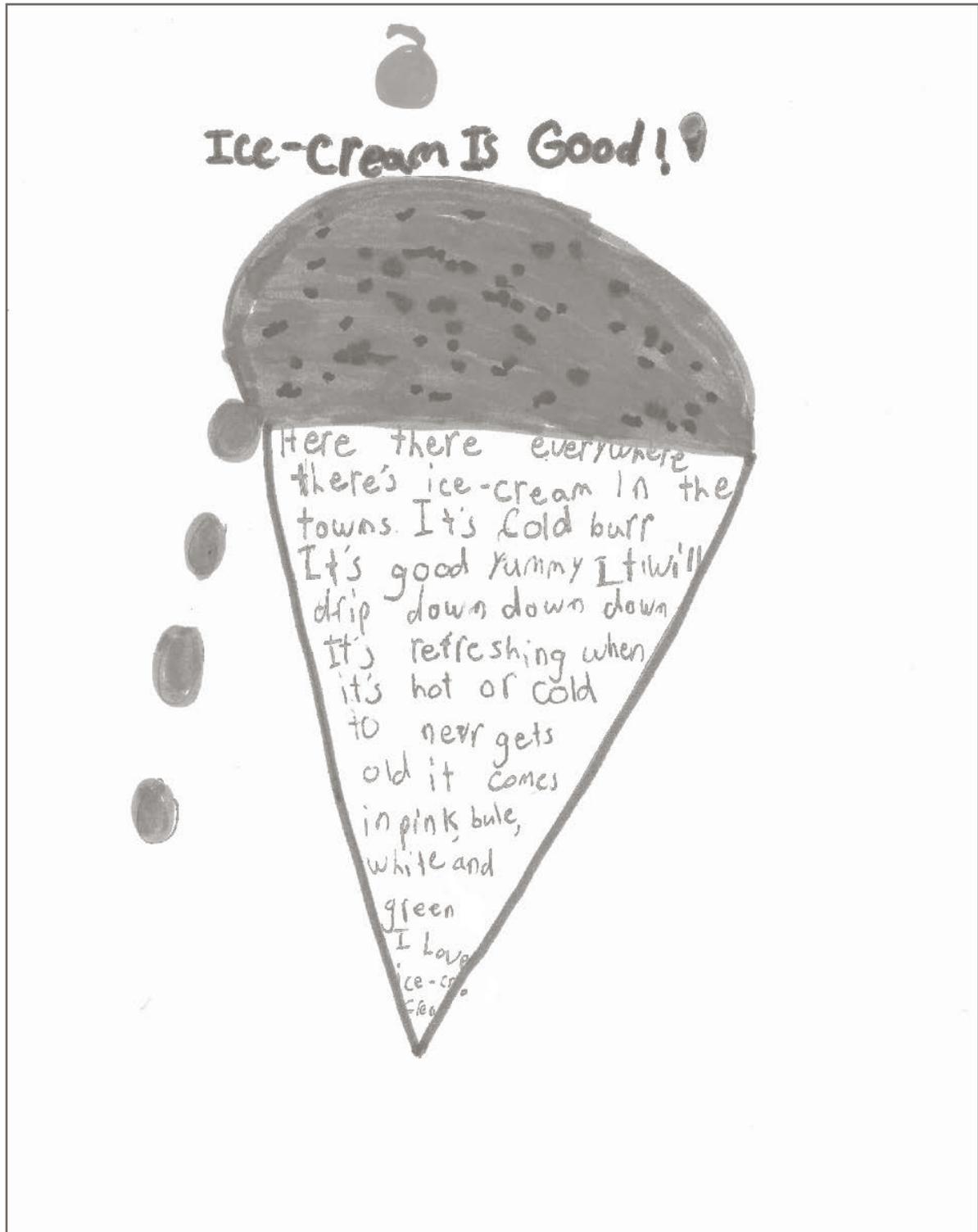
Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ Sound, imagery, and form help convey what the poem is about.	④	3	2	1
Writing shows elements of the poetry genre. ▪ Personification and similes help the reader visualize things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	4	③	2	1
Writing shows individual expression and/or creativity.	4	③	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	4	③	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	④	3	2	1
<b>Subtotal</b>	<b>8</b>	<b>9</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 17

**Commentary:** This poem about a bibliophile bookshelf features sensory details describing the bookshelf's appearance (*big and metal, green and red, stuffed with knowledge*). The poet's originality is revealed in the portrayal of the bookshelf as if it were alive—never being bored, always reading, and going to the library and stealing books. The phrase *stuffed with knowledge* is vivid and leaves a reader wishing for more such imaginative uses of language. The poet incorporates sound into the poem by using repetition and alliteration (*book, by book, by book*), underscoring the methodical, determined approach of many a voracious reader. Sentences are capitalized and punctuated correctly, and almost all of the words are spelled conventionally (with the exception of *board* instead of *bored*).

## Examples of Scored Writing: Sample 3



(continues)

## Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ Sound, imagery, and form help convey what the poem is about.	④	3	2	1
Writing shows elements of the poetry genre. ▪ Personification and similes help the reader visualize things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	4	③	2	1
Writing shows individual expression and/or creativity.	4	3	②	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	4	3	②	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	③	2	1
<b>Subtotal</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 14

**Commentary:** The title, shape, and content of this poem make its enticing subject clear. The catchy introduction (*Here there everywhere there's ice-cream in the towns*) shows creativity, while setting the reader up for a consistent rhyming pattern throughout the poem. The poem contains some sensory details that evoke the taste, color, and feel of ice cream (*It's cold burr; It's good yummy; It's refreshing; pink, bule, white and green*). The poet incorporates sound by using both repetition and alliteration (*drip down down down*). The vocabulary is reasonably effective in making pictures in the reader's mind, although some of the words (for example *good* and *yummy*) could be replaced by more original choices. The poet chose not to use end punctuation; commas are used but not consistently, and the lack of consistency does not support a discernable purpose. Some of the spelling is approximated (*to* for *too* and *nevr* for *never*); this and a couple of other errors (*bule* for *blue*, the hyphen in *ice-cream*) detract somewhat from the poem's overall effectiveness.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Quick-write:</b> Ideas for a “feeling” poem <b>Quick-write:</b> Ideas for poems about objects <b>Quick-write:</b> Animals or things that make noise <b>Ideas for poems</b> <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 2</b>	<b>Notebook writing:</b> 2 days <b>Analyzing and Revising Drafts:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise for sensory details.</li> <li>▪ Revise for sound.</li> <li>▪ Revise for form.</li> </ul> <b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Proofread for punctuation.</li> <li>▪ Proofread for spelling and conventions.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

*(continues)*

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bullets listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50% of the writing)	Some (<50% of the writing)	Almost none of the writing
It is clear what this piece is about. ▪ Sound, imagery, and form help convey what the poem is about.	4	3	2	1
Writing shows elements of the poetry genre. ▪ Personification and similes help the reader visualize things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer Program*" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

### Totals:

Part A: Non-published Writing total: \_\_\_\_\_/8 = \_\_\_\_\_%

Part B: Published Writing total: \_\_\_\_\_/20 = \_\_\_\_\_%

Writing score (Part A + Part B): \_\_\_\_\_/28 = \_\_\_\_\_%

*Student Skill Practice Book (SSPB)* page(s)\* total: \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

Overall unit score (Total points earned/Total points possible): \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

\*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)



# Unit 9

## Revisiting The Writing Community

End-of-year Writing Sample (WS2) .....	168
Class Assessment Records (CA1-CA2) .....	172
Conference Notes (CN1) .....	174

## Obtaining an End-of-year Writing Sample

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “End-of-year Writing Sample Record” sheet (WS2) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 170. Review the questions on the record sheet to help you prepare to analyze each student’s work.
- ✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district’s requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.
- ✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.
- ✓ Write the following prompt where everyone can see it: *All of us enjoy having fun. Tell about a time when you did something fun.*

### CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece that shows what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students’ attention to the prompt and explain that they will all write about this topic. Give the students a few moments to read the prompt.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students’ writing.

(continues)

## ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the “End-of-year Writing Sample Record” sheet (WS2) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Review the student's beginning- and end-of-year writing samples. Compare your comments on the student's “Beginning-of-year Writing Sample Record” sheet (WS1) from Unit 1 with those on the “End-of-year Writing Sample Record” sheet (WS2) to see how the student's writing has improved over the year.
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder. Consider passing the folder along to the student's teacher for next year.





Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to explain why they marked a piece as their best, most fun, or most challenging?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they refer to their first drafts or other steps in the writing process in talking about their pieces?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they listen carefully to each other?</li> </ul>			
<p>Other observations:</p>			

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students write confidently about ways to be a good writer?</li> </ul>			
<ul style="list-style-type: none"> <li>Do students who seemed cautious or inhibited about their writing early in the year write more freely now?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they confidently use their word banks and proofreading notes to proofread their writing?</li> </ul>			
<p>Other observations:</p>			

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you his or her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how he or she has grown as a writer this year. Ask the student questions such as the following and record his or her responses:

Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*

Q *What do you remember about working on this piece?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What did you like writing about this year?*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

**Other observations:**

# Social Skills Assessment Record

# Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

- 1 = does not implement
- 2 = implements with support
- 3 = implements independently

STUDENT NAMES

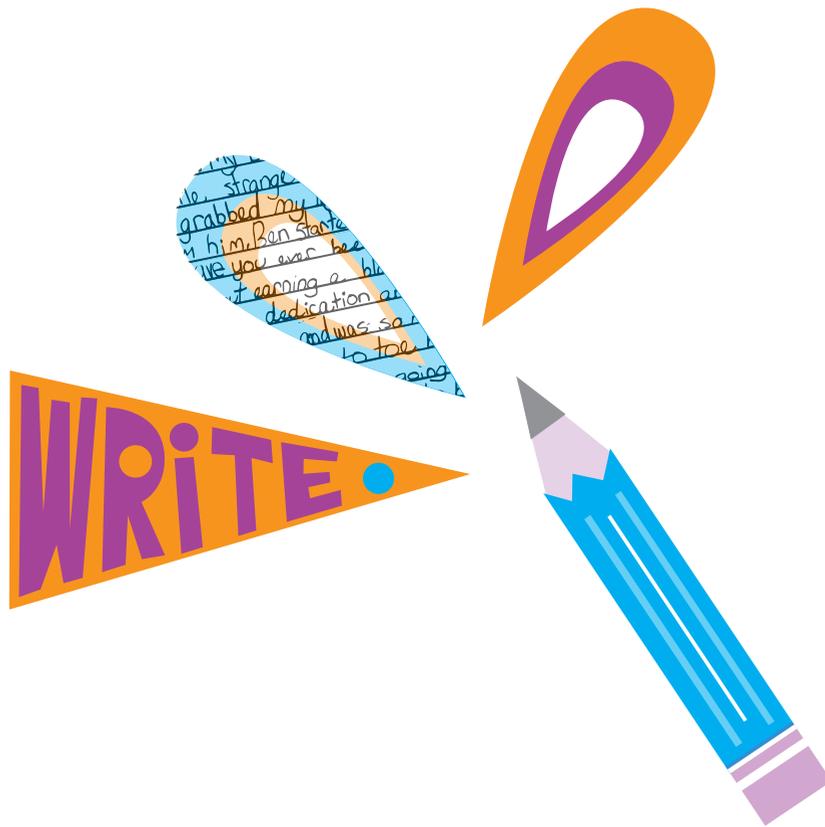
	Fall																	
<b>Participates in partner work and class discussions</b>	Fall																	
	Winter																	
	Spring																	
<b>Follows classroom procedures</b> (e.g., when gathering, during Writing Time or Author's Chair sharing)	Fall																	
	Winter																	
	Spring																	
<b>Uses "Turn to Your Partner" and "Think, Pair, Share"</b> (e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)	Fall																	
	Winter																	
	Spring																	
<b>Speaks clearly</b> (e.g., during Author's Chair sharing)	Fall																	
	Winter																	
	Spring																	
<b>Listens to others</b>	Fall																	
	Winter																	
	Spring																	
<b>Reflects on own behavior</b>	Fall																	
	Winter																	
	Spring																	
<b>Takes responsibility for learning and behavior</b> (e.g., during Writing Time or Author's Chair sharing)	Fall																	
	Winter																	
	Spring																	
<b>Acts considerately toward others</b>	Fall																	
	Winter																	
	Spring																	
<b>Gives full attention to people who are speaking</b>	Fall																	
	Winter																	
	Spring																	
<b>Uses discussion prompts</b> (e.g., to build on one another's thinking)	Fall																	
	Winter																	
	Spring																	
<b>Asks others questions about their writing</b>	Fall																	
	Winter																	
	Spring																	
<b>Shares partner's thinking with the class</b>	Fall																	
	Winter																	
	Spring																	
<b>Agrees and disagrees in a caring way</b>	Fall																	
	Winter																	
	Spring																	
<b>Reaches agreement before making decisions</b>	Fall																	
	Winter																	
	Spring																	
<b>Discusses and solves problems that arise while working with others</b>	Fall																	
	Winter																	
	Spring																	
<b>Handles materials responsibly</b>	Fall																	
	Winter																	
	Spring																	
<b>Shares materials fairly</b>	Fall																	
	Winter																	
	Spring																	
<b>Asks for and receives feedback about own writing</b>	Fall																	
	Winter																	
	Spring																	
<b>Gives feedback in a helpful way</b>	Fall																	
	Winter																	
	Spring																	



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# Individual Writing Assessment Class Record






 Center for the  
**Collaborative  
 Classroom™**  
 1001 Marina Village Parkway, Suite 110  
 Alameda, CA 94501  
 800.666.7270  
 collaborativeclassroom.org



Illustration by Michael Wertz

BW2-AB4

Grade 4

TEACHER'S MANUAL

# Guided Spelling™

Developing Thoughtful Spellers



DEVELOPMENTAL  
STUDIES CENTER™

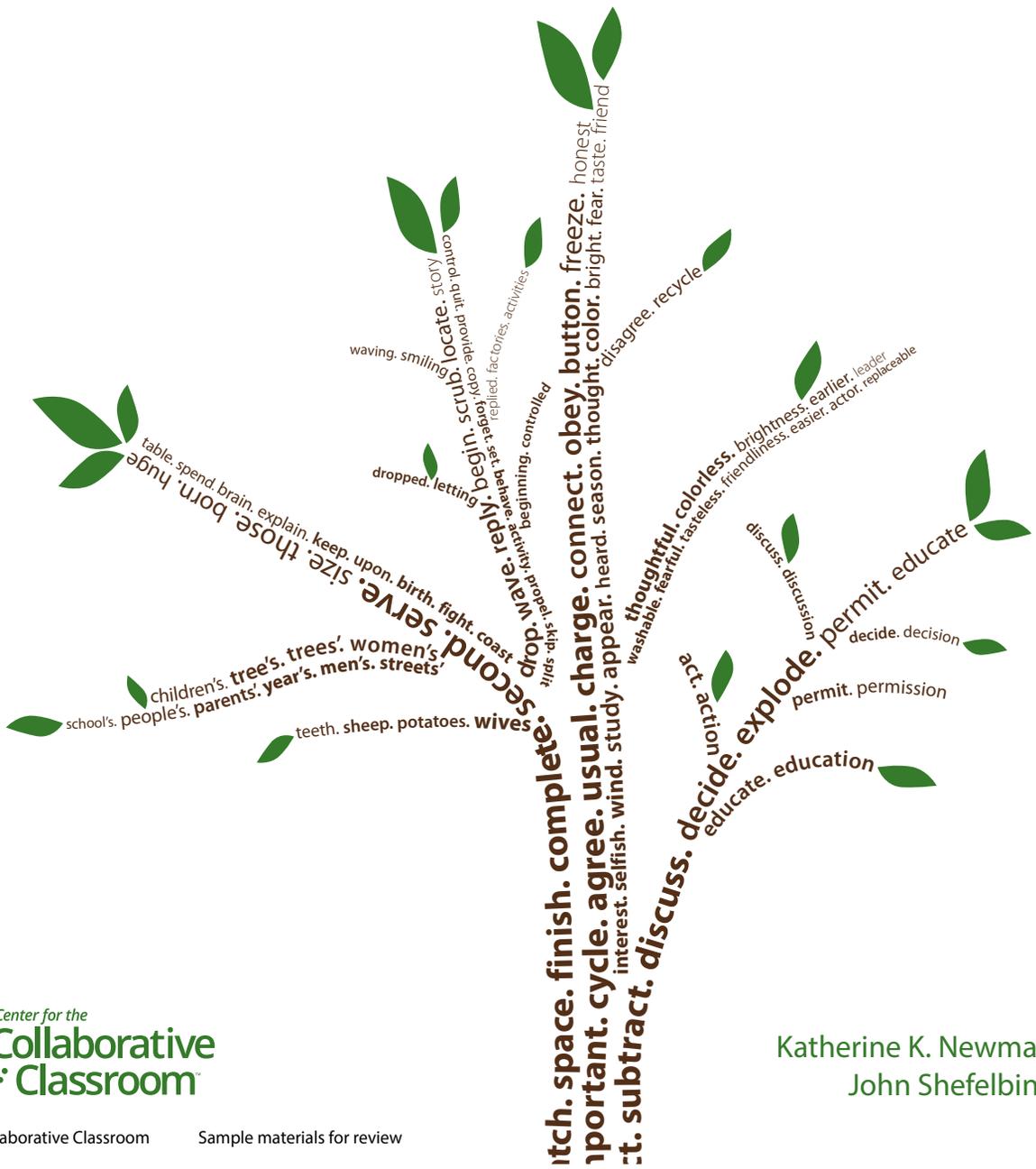
Katherine K. Newman  
John Shefelbine

Grade 4

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# Guided Spelling™

Developing Thoughtful Spellers



Katherine K. Newman  
John Shefelbine

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Center for the Collaborative Classroom  
1001 Marina Village Parkway, Suite 110  
Alameda, CA 94501  
(800) 666-7270; fax: (510) 464-3670  
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Valerie Ruud, *Managing Editor*

Laurie Stewart, *Managing Editor*

Krista Faries, *Senior Editor and Project Manager*

Charlotte MacLennan, *Contributing Editor*

Kimo Yancey, *Editorial Associate*

Melissa Moritz, *Editorial Assistant*

Joan D. Saunders, *Copyeditor and Proofreader*

Holly Hammond, *Proofreader*

Chuleenan Svetvilas, *Proofreader*

Roberta Morris, *Art Director*

Joslyn Hidalgo, *Production Manager*

Joan Keyes, *Designer and Composer*

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# Introduction

Becoming a good speller involves more than simply memorizing words and passing tests. Both in and out of school students will need to spell and write many more words than they can possibly memorize. It is critical for them to know how to approach words that they have not learned for spelling tests. Knowledge about spelling empowers students to spell independently.

The *Guided Spelling* program is a curriculum designed for grades 1–6 with the primary goal of developing knowledgeable, independent, and *thoughtful* spellers. Thoughtful spellers know the content of English spelling: they know how to segment and spell by sounds, recognize patterns within words, add inflections, spell by syllables, add prefixes and suffixes, and apply morphemic spelling knowledge.

- **Segmenting and spelling by sounds**, for example, segmenting /săt/ into its sounds for spelling—/s/+/ă/+/t/—and spelling the word *sat*
- **Recognizing patterns within words**, for example, knowing that the sound /ō/ can be spelled **o\_e** as in *home*, **oa** as in *loan*, or **ow** as in *glow*
- **Adding inflections**, for example, doubling the **p** in *hop* and adding *-ed* to get *hopped*, or dropping the **e** in *hope* and adding *-ing* to get *hoping*
- **Spelling by syllables**—breaking words like *Friday* and *middle* into syllables and pronouncing the syllables in ways that reflect their spelling
- **Adding prefixes and suffixes**, for example, adding *dis-* to *connect* to form *disconnect* or adding *-able* to *desire* to form *desirable*
- **Applying morphemic spelling knowledge**, for example, knowing that the word *construction* is related to the word *construct*, so the final syllable is spelled *-tion*

Thoughtful spellers have also memorized the spelling of many words, especially high-frequency words (such as *mother*, *toward*, and *laugh*) and spell them automatically in their writing.

Finally, thoughtful spellers use all of their spelling knowledge in a metacognitive and deliberate manner. They anticipate the pitfalls of English. They know which spelling strategies to use in particular situations. They know when they don't know how to spell a word, and they know what resources to consult for assistance.

There is no substitute for thoughtful spelling. Computer spell-checkers fail to recognize a significant portion of misspellings; they often fail to offer the correct spelling for the intended word; and a weak speller is frequently unable to select the right spelling from the list the spell-checker provides (MacArthur et al. 1996; Pedler 2001).

The *Guided Spelling* program is specifically designed to support the development of thoughtful spellers through 15-minute daily lessons that are teacher-directed, multisensory, and interactive.

---

## ► **How the Guided Spelling Program Works**

At the heart of the *Guided Spelling* program is the daily guided spelling activity in which the students apply the spelling strategies they are learning by writing words as the teacher provides support and guidance. For each word spelled, the teacher follows three steps: (1) first, the teacher introduces the word; (2) second, the teacher provides guidance while the students spell the word; and (3) finally, the teacher provides feedback and the students correct any misspellings.

When introducing each word, the teacher pronounces the word and uses it in a sentence so that the students hear the word in context. Then the class repeats the word. Speaking the word aloud makes students more aware of the sounds in the word.

The teacher then provides guidance to help the students think about how to spell each word correctly. Before and while the students write a word, the teacher provides information that helps them think about how to approach the most challenging parts of the word. For example, in grade 4, teacher guidance often focuses on how to change the base word when a suffix is added, such as changing *y* to *i* before adding *ness*. Teacher guidance encourages students to do the thinking as they become increasingly aware of the decisions they need to make when spelling a word. Extensive explanation and modeling by the teacher ensure that the students understand the principles they are applying.

Once the students have written the word, they read and spell it aloud as the teacher writes it correctly on the board. Students then check their own work and correct any misspellings.

In guided spelling, students respond in unison to questions. Choral responses are very important in the teaching of spelling because spelling is strongly influenced by the writer's pronunciation: as students repeat the teacher's pronunciation, they learn the pronunciation that helps them spell. Choral responses also elicit a high level of student engagement by encouraging the participation of students who lack confidence and would not take the risk of responding individually. Finally, choral responses give the teacher an opportunity to assess student understanding on an ongoing basis.

The *Guided Spelling* lessons follow a weekly pattern: The teacher introduces the week's words on the first day, leads the students in guided spelling on Days 1–4, and gives a spelling test on Day 5. Every sixth week is a review week, and includes a pretest, a proofreading exercise, partner study time, a whole-class spelling discussion, and an end-of-week test. A five-day week for spelling is strongly encouraged, especially for students who are struggling. If the school schedule or other factors prevent a five-day-per-week spelling program, Day 4 of each week may be omitted.

Students learn spelling strategies in a safe, noncompetitive atmosphere. Teacher guidance promotes thoughtfulness and accuracy, while the program's multisensory elements create links among hearing, seeing, saying, and writing word parts and words. Because it assures success, *Guided Spelling* leads to student self-confidence and enthusiasm for spelling.

---

## ► **Features of the Program**

### **Research-based Instruction**

The content and teaching methodology used in the *Guided Spelling* program are based on extensive research in spelling content and how students learn. For more information, refer to the section “Research Basis for *Guided Spelling*” on page 484.

### **Strategies for Morphemic Spelling**

In the *Guided Spelling* program, the students use the structure of words to help them spell. They learn the generalizations for adding suffixes (including inflectional endings), such as doubling the last consonant and dropping *e*. They spell common prefixes, base words, and suffixes. They learn to use related words as spelling

clues; for example, *colony* is a clue for *colonial*. In grades 5 and 6, the students spell words with Greek and Latin roots such as *uni*, *medic*, *soci*, and *gress*.

### **Strategies for Spelling Polysyllabic Words**

In grades 3–6 of the *Guided Spelling* program, the students learn strategies for spelling polysyllabic words. Polysyllabic words are difficult because the pronunciation of a word does not always reflect the written syllables. For example, we pronounce *happy* as /hă-pē/, but the written syllables are *hap-* and *-py*. Polysyllabic words usually have at least one unaccented syllable with a vowel that is often difficult to spell, as in *benefit* and *separate*. In the *Guided Spelling* program, students spell base words by syllables and learn to focus on schwas and other unaccented vowels. They gain extensive experience with syllable boundaries and syllable types. In grades 4–6 they spell common syllables and word parts such as *-ture*, *-ence*, and *-able*.

### **Strategies for Spelling Think Words, Pattern Words, and Sight Words**

In grades 1–3 of the *Guided Spelling* program, the students learn strategies for spelling three types of words: think words, pattern words, and sight words. For example, when the students know consonant and short vowel sounds, they can spell most short vowel words without memorizing them. After they learn the generalizations for inflectional endings, they can also spell hundreds of words like *stops*, *stopped*, *filled*, *ended*, and *dishes*. In the *Guided Spelling* program, words that can be spelled without memorization are referred to as “think words” in grades 1–3.

For words that include sounds that have more than one common spelling (called “pattern words” in grades 2 and 3), students must memorize which spelling to use. For example, *coat* has the common spelling **oa** for the sound /ō/, but **o\_e** and **ow** are also common spellings for the sound /ō/. The speller who knows all the common spellings of the sound /ō/ has an advantage in spelling, but still must memorize which spelling is correct for each word.

Students will also encounter irregular words, or “sight words,” that have letters or letter combinations that represent sounds in uncommon ways. When writing the word *been*, for example, spellers might be tempted to spell it *bin* or *ben* (depending on how they pronounce the word); they must learn that *been* is

an irregular word and remember that *been* is spelled **b-e-e-n**. Strategies for memorizing sight words are taught and practiced in grades 1–3.

## Support for Phonemic Segmentation

Grade 1 of the *Guided Spelling* program includes extensive instruction in phonemic segmentation. Many beginning spellers have a difficult time perceiving the sounds in a word. They don't realize, for example, that the word *sat* is made up of the sounds /s/ + /ă/ + /t/. Students receive a great deal of support in identifying each sound (phoneme) in a word and learning how to write the letters in sequence.

## Word History

Beginning in grade 4, the *Teacher's Manual* provides frequent notes on the history of the spelling words. For example, *crocodile* comes from Greek words that meant *pebble-worm*; the Greeks noticed that this worm-like creature would lie in the sun on the pebbles by the side of the water. Through the history notes, students learn that the spelling, meaning, and pronunciation of words often change over time, and that many English words have origins in other languages and cultures. When a history note refers to a country or region, you may want to point out the area on a map.

## Instruction in Memorization

Methods for memorizing words are taught explicitly in the *Guided Spelling* program through modeling, practice of memory steps, and instruction in how to study. In addition, the students learn to use mnemonics (memory aids) and also keep records of words they've missed so they'll know which words they particularly need to study.

## High-frequency Words

The high-frequency words the students memorize in the *Guided Spelling* program were selected from studies of high-frequency words in school reading material (Carroll, Davies, and Richman 1971; Zeno et al. 1995). About 90% of the base words that the students memorize are base words in the 3,000 most frequent words listed by Zeno et al. Most of the remaining 10% are base words in words ranked 3,000–5,000 in frequency. The challenge words in grades 4–6 also come from base words in the 3,000–5,000 frequency range in Zeno et al.

## Frequent Review

Spelling concepts and specific words are reviewed multiple times in the *Guided Spelling* program. Each new spelling concept is emphasized during guiding for two weeks and usually appears in future lessons as well. At grades 1–3, every word to be mastered is studied for two consecutive weeks and then again in the review week. Each week in grades 4–6, the students study 10 of the previous week’s words. Review weeks include 50 words. If your schedule does not allow time for your students to study all 50 review words, select several representative words from each week being reviewed.

## Frequently Misspelled Words

Grades 4, 5, and 6 include review of commonly misspelled words taught in previous grades, such as contractions, compound words, homophones, numbers, and abbreviations. A list of frequently misspelled words also appears in the *Student Spelling Book* for student reference.

## Differentiated Instruction

*Guided Spelling* is designed for whole-class instruction; the structure of the program allows students at different levels to learn together. Instruction may also be differentiated, beginning in grade 2, to meet the needs of students struggling with grade-level content and those who need an extra challenge. Such individual needs can be met by varying the number of words studied each week. In the “Words Used This Week” list at the beginning of each week, stars indicate words for below-grade-level spellers; students who are struggling can concentrate on studying just these words. “Challenge words” are also provided for advanced spellers who are able to study and learn additional words independently.

## Support for English Language Learners

English Language Learners (ELLs) face many challenges in spelling. The spelling strategies taught in the *Guided Spelling* program are particularly helpful to English Language Learners. The program provides students with the concepts underlying English spelling, including the inflectional endings (such as *-ed*, *-ing*, and possessive endings) that are so difficult for English Language Learners. Research suggests that English Language Learners benefit from systematic, explicit instruction such as that provided by *Guided Spelling* (see page 485). Interactive

instruction during the daily guided spelling activity offers many opportunities for students to apply the concepts they've learned and receive immediate feedback.

In addition, English Language Learners have many opportunities to hear and speak spelling words aloud. By stressing the relation between spelling and pronunciation, *Guided Spelling* helps students develop in both areas simultaneously.

## **Notes About Regional Dialect and Pronunciation**

Students realize early in their schooling that there is not an exact correspondence between words as pronounced and words as spelled. Speakers of some regional dialects face a challenge when the spelling curriculum does not reflect their pronunciation. For example, most spelling programs, including *Guided Spelling*, teach **w** and **wh** (as in *weather* and *whether*) as representing different sounds, but many American English speakers pronounce them identically. The same is true for short **e** and short **i** (as in *pen* and *pin*) and short **o** and **aw** (as in *lot* and *law*). Notes about regional variations are included throughout the *Guided Spelling* program in the “Teacher Background” sections at the beginning of each week’s lessons.

## **Support for Transferring Spelling Knowledge to Writing**

It is essential for students to be able to transfer their spelling knowledge to their writing. To do so, students must be able to apply the concepts they have learned in spelling lessons to words that they have not encountered in class. Every day in the *Guided Spelling* program, students practice a variety of different spelling strategies that prepare them to spell new words. During daily guiding, students use these strategies on words beyond the weekly words to be mastered. With teacher support, the students become increasingly self-sufficient. In grades 4–6, they write four items independently each day, deciding which strategies to use and developing the key metacognitive ability of knowing when they need to seek help.

In grades 4–6, the students also engage in frequent partner work to practice expressing the reasoning behind English spelling; for example, partners explain to each other why they dropped **e** before the suffix in the word they have just written.

Class discussions raise awareness of how to spell correctly when writing. Students are provided with a “dictionary and personal word list” at the back of the *Student Spelling Book*, which allows

them to look up words as they proofread their writing, and record words they have misspelled. The weekly tests include “application words”—words that the students have not been explicitly taught but that they can figure out by applying the spelling concepts they have learned.

## **Assessment**

Assessment occurs through weekly spelling tests and teacher observation of student work during the daily guided spelling period. The *Teacher’s Manual* supports teachers in interpreting student progress and test performance and adapting instruction for group and individual needs that may arise.

## **Detailed Teacher’s Manual**

The *Guided Spelling Teacher’s Manual* provides strong support for teachers. The guiding procedures are shown in detail for the first two weeks and throughout the year when new material is introduced. At the beginning of each week in the *Teacher’s Manual* is an introduction that summarizes the new content, provides background and advisory notes, and lists all the words in the week’s lessons. Lessons are easy to implement and are written in step-by-step detail to support both teachers and students.

A separate book of blackline masters supplies reproducible homework for each week and, in grades 4–6, optional partner activities. These optional activities reinforce spelling concepts and encourage the students to apply their knowledge beyond their guided spelling practice to activities such as word sorting.

## **Student Spelling Books**

The *Student Spelling Book* for grades 4–6 includes a section at the beginning of each week with the week’s 15 new words and a sentence for each, plus 10 review words from the previous week. There is also a page for each day’s guided spelling lesson, where the students write the words for that day. Student references are provided at the back of the *Student Spelling Book*, and include the generalizations for adding suffixes, a “dictionary and personal word list,” and a list of frequently misspelled words.

## **Spelling-Sound Chart**

The spelling-sound chart, provided with the *Guided Spelling* program at grades 3–6, plays a critical role in helping students organize the complexities of spelling and phonics. Most of the items on the chart represent spelling-sound correspondences,

with each item representing one sound and listing common spellings for that sound. The illustration serves as a mnemonic to help students easily locate the spelling or spellings they are looking for. For example, the item with the illustration of the bone represents long **o** and shows the common spellings for the sound /ō/: **o\_e**, **oa\_**, **ow**, and **o**. The blanks show where other letters occur when the sound has that spelling. For example, when the sound /ō/ is spelled **oa**, one or more consonants will usually follow. When we hear the sound /ō/ at the end of a word, in most cases it will not be spelled **oa**. Hence the spelling on the chart is **oa\_**.

There are also three items on the chart that represent possessives: “girl’s hat,” “cats’ dish,” and “men’s dog.”

The chart should be posted in a location where it is visible to all students and the teacher can conveniently point to each item on the chart.

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## ► Overview of Content in Grades 1–6

The *Guided Spelling* program content follows a developmental sequence, progressing from alphabetic spelling to patterns to morphemic spelling, as seen in the chart on the following page.

At each grade, the students also master the spelling of many high-frequency words: 30 irregular words at grade 1; 100 regular words and 100 irregular words at grade 2; 200 regular words and 100 irregular words at grade 3; and 375 words in each grade at grades 4, 5, and 6.

At grades 2 and 3, the students learn to spell homophones, compound words, contractions, and numbers. At grade 3, they are also introduced to spelling abbreviations, weekdays, and months. At grades 4–6, the students review contractions and other frequently misspelled words. At grades 4 and 5, they learn to spell unusual plurals. At grades 4–6, word history is frequently included in the guided spelling lessons.

## OVERVIEW OF GUIDED SPELLING, GRADES 1–6

PHONEMIC SPELLING KNOWLEDGE	1	2	3	4	5	6
Consonants	✓					
Short vowels	✓	✓	✓	✓	✓	✓
Consonant digraphs	✓	✓	✓			
Consonant clusters		✓	✓	✓	✓	✓
Long vowel-consonant-e		✓	✓	✓	✓	✓
Vowel digraphs		✓	✓	✓	✓	✓
r-controlled vowels		✓	✓	✓	✓	✓
Syllable types (constructions)			✓	✓	✓	✓
Syllable boundaries			✓	✓	✓	✓
Schwas				✓	✓	✓
MORPHEMIC SPELLING KNOWLEDGE	1	2	3	4	5	6
Adding s	✓	✓	✓			
Adding es		✓	✓	✓	✓	✓
Single-syllable doubling		✓	✓	✓	✓	✓
Dropping e		✓	✓	✓	✓	✓
Changing y to i			✓	✓	✓	✓
Polysyllabic doubling				✓	✓	✓
Spelling possessives			✓	✓	✓	✓
Prefixes and suffixes			✓	✓	✓	✓
Greek and Latin roots					✓	✓
SPELLING STRATEGIES	1	2	3	4	5	6
Phonemic segmentation	✓					
Spelling words that do not require memorization (called “think words” in grades 1–3)	✓	✓	✓	✓	✓	✓
Spelling words with common patterns (called “pattern words” in grades 2–3)		✓	✓	✓	✓	✓
Spelling irregular words	✓	✓	✓			
Polysyllabic spelling				✓	✓	✓
Using related words				✓	✓	✓

## ► Grade 4 Content

In grade 4 of the *Guided Spelling* program, the students learn strategies for spelling polysyllabic words that include various types of syllables, syllable boundaries, and schwas. They learn the generalizations for adding suffixes, and they spell words with common prefixes and suffixes. They spell possessives, unusual plurals, and frequently misspelled words. Word history is included in many lessons. The students master 375 words.

### Phonemic Spelling Knowledge

- Review of vowels, for example, *tracks*, *complete*, *corner*, *fright*, *drew*, *amount*, *destroy*
- Schwas and other unaccented vowels, for example, *second*, *open*, *thousand*, *button*
- Syllable boundaries, for example, *un.til*, *fin.ish*, *i.de.a*
- Syllable types (constructions), for example, *hundered*, *pilot*, *complete*, *better*, *approach*, *example*

### Morphemic Spelling Knowledge

- Generalizations for adding suffixes, including inflectional endings such as *-ed* and *-ing*:
  - Single-syllable doubling, for example, *dropped*, *quitting*
  - Dropping *e*, for example, *dividing*, *excited*, *believable*
  - Changing *y* to *i*, for example, *replied*, *activities*, *easiest*
  - Polysyllabic doubling, for example, *beginning*, *controlled*, *unforgettable*
- Spelling possessives, for example, *today's*, *nations'*, *women's*
- Common prefixes, for example, *un-*, *re-*, *dis-*, *non-*, *mis-*, *pre-*
- Common suffixes, for example, *-ful*, *-less*, *-ness*, *-er*, *-or*, *-est*

### Other Spelling Knowledge

- Frequently misspelled words, for example, *though*, *field*, *of course*
- Homophones, for example, *through/threw*
- Contractions, for example, *can't*, *won't*, *it's*
- Unusual plurals, for example, *halves*, *teeth*, *potatoes*
- Word history, for example, *squirrel* comes from words meaning *little shadow-tail*

## Spelling Strategies

- Polysyllabic spelling, for example, *remember* → *re-mem-ber*;  
*sudden* → *sud-den*
- Using related words, for example, *act* → *action*;  
*discuss* → *discussion*

## ► Using Guided Spelling with Other Programs from Center for the Collaborative Classroom

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The *Guided Spelling* program is the spelling component of a complete set of language arts curricula developed by Center for the Collaborative Classroom (CCC) and can be integrated with any of the programs described below. For complete information on Collaborative Classroom’s programs, visit our website at [collaborativeclassroom.org](http://collaborativeclassroom.org).

### **SIPPS**

The *Guided Spelling* program may be used in conjunction with CCC’s *SIPPS*® program (*Systematic Instruction in Phonological Awareness, Phonics, and Sight Words*). *SIPPS* is a decoding program that includes brief daily spelling instruction. When *SIPPS* is used with *Guided Spelling*, the spelling portion of the *SIPPS* lessons may be replaced with *Guided Spelling*.

### **Being a Writer**

The *Being a Writer*™ program is a yearlong curriculum for grades K–6 designed to help each student develop the creativity and skills of a writer. *Being a Writer* provides inspiration and motivation and a clear scope and sequence to develop students’ intrinsic desire to write regularly and to help students build a full understanding and appreciation of the craft and conventions of writing. The *Being a Writer* program provides students with ample opportunities to use their spelling skills while advocating teacher acceptance for “invented” spellings in the early grades.

### **Making Meaning**

The *Making Meaning*® program is a classroom-tested K–6 reading comprehension curriculum that combines the latest comprehension research with support for students’ social and ethical development. It uses read-aloud books to teach students nine different comprehension strategies while also developing their social values to create a supportive community of readers.

The *Vocabulary Teaching Guide* provides 30 weeks of vocabulary instruction that build students' word knowledge, supplementing and supporting the reading comprehension lessons in the *Making Meaning Teacher's Manual*. The students learn high-utility words found in or relating to the read-aloud texts. The lessons combine direct instruction in word meanings with activities that require the students to think about the words and use them as they talk with their partners and the class. Students also learn independent word-learning strategies, such as recognizing words with multiple meanings and using context and prefixes and suffixes to figure out word meanings.

## Short Vowels; Frequently Misspelled Words

### ► New Content

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The sound /ă/ as in *catch* is spelled **a**.

The sound /ĕ/ as in *spend* is spelled **e**.

The sound /ĭ/ as in *skill* is spelled **i**.

The sound /ŏ/ as in *pond* is spelled **o**.

The sound /ŭ/ as in *lunch* is spelled **u**.

### ► Teacher Background

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In Week 1 the students will review frequently misspelled words and short vowels taught in previous grades.

The first two weeks of the *Guided Spelling* program are structured to introduce the students gradually to the weekly and daily procedures for guided spelling. On Days 2, 3, and 4 of Week 1, the students will write fewer words than they will in later lessons so they can practice and get used to the basic steps for spelling and correcting words before doing a full lesson.

On Days 1 through 4 of each week, you will use the board or projector. Whichever you use, make sure all the students can see easily. If you are using a projector, you can make a transparency of the reusable form on *Blackline Masters* page 1. If you are using the board, you will need to write numbers on the board before each lesson (see the “Teacher Background” section at the beginning of each lesson). You will use the board or projector for two purposes:

- When the students read and spell each word aloud after writing it, you will write the correct word to help the students check their work.
- For some types of student questions you will write the answer for the students to read silently. This process is explained on page 12.

During the lessons, you will frequently ask the students questions to guide them through the steps to correct spelling. We recommend that the class give choral responses to your questions. The rationale for choral responses is given on page viii.

We suggest that you teach the lessons at a fairly quick pace. If some of the students make a mistake in a response, simply tell the class the correct answer and then repeat the question.

In addition to the main content of the spelling lessons (described in the “New Content” section each week), the *Guided Spelling* program includes additional “guiding points” (content in addition to the major focuses of each week). A comprehensive list of these guiding points appears in the “Scope and Sequence” chart on pages 489–494. Six guiding points are introduced this week: the sound /k/ directly after a short vowel in a one-syllable word is spelled **ck**, as in *tracks*; the sound /l/ at the end of a one-syllable short-vowel word is usually spelled **ll**, as in *skill*; the sound /ch/ directly after a short vowel in a single-syllable word is usually spelled **tch**, as in *catch*, though *which*, *much*, and *such* are common exceptions; the sound /j/ directly after a short vowel in a single-syllable word is spelled **dge**, as in *badge*; the suffix /əz/ is spelled **es**, as in *lunches*; preconsonantal nasals in consonant clusters, as in *pond*, are difficult.

The symbol /ə/ stands for an unaccented short **u** sound. It is called a “schwa.” It is used in the *Guided Spelling* program to indicate the unaccented vowel sound such as in the suffixes **es** and **ed** and in the words *second* and *ago*.

Compound words and homophones are introduced on Day 1.

Each day the students will write the last four words independently. You will continue to use the word in a sentence and have the students repeat it, but you will not provide further guiding unless the students request help. For a further explanation of independently written words, see page 4.

During this week’s pre-spelling activities, you will focus on using the spelling-sound chart to help spell short vowel sounds. For an explanation of the spelling-sound chart, see pages xiii–xiv.

An optional spelling activity for partners is provided each week. This enrichment activity reinforces spelling concepts, encourages the students to apply their knowledge beyond the words they write during guided spelling, and increases their interest in spelling. The activity for Week 1 can be found on *Blackline Masters* page 42.

In the introduction to each week, there is a chart entitled “Words Used This Week” (see below for an example). This chart contains a list of all words used in the week’s lessons for your reference:

<b>NEW WORDS</b>	Fifteen new words are introduced each week (except during review weeks). Weeks 1, 2, and 3 include several frequently misspelled words that were taught in previous grades. Beginning in Week 2, the students will be tested on the new words at the end of the week they are introduced.
<b>REVIEW WORDS</b>	These are ten words that were introduced in the previous week. The students will review these words and be tested on three of them at the end of the week.
<b>CHALLENGE WORDS</b>	These words are for your advanced spellers to memorize if you are differentiating instruction.
<b>APPLICATION WORDS ON THE TEST</b>	These are words on the test that have not been announced in advance. The purpose is to assess the students’ knowledge of the spelling concepts taught.
<b>ADDITIONAL WORDS IN DAILY GUIDED SPELLING</b>	These are words that the students will write during guided spelling to practice the concepts being taught in the week’s lessons. The students will not be tested on these words.
<b>FREQUENTLY MISPELLED WORDS</b>	Most weeks there will be some frequently misspelled words that the students will memorize and/or write in guided spelling. These have been taught in earlier grades but need periodic review because they are often missed in student writing.

## ► Words Used This Week

The stars indicate words for below-grade-level spellers in classes where spelling instruction is differentiated (see pages 29–30 for more information). Note that Week 1 does not have review words, challenge words, or application words.

<b>NEW WORDS</b>	*catch, *spend, *skills, *pond, *lunches, *tracks, *badge, *a lot, cannot, through, off, field, what, young, spread
<b>ADDITIONAL WORDS IN DAILY GUIDED SPELLING</b>	swept, badges, catches, spreads, fields, spends, stretches
<b>FREQUENTLY MISPELLED WORDS</b>	a lot, cannot, through, off, field, what

## ► Teacher Background

Each week on Day 1 you will use the following procedure to introduce the new words (see “Words Used This Week” on page 3):

- Read each word and sentence as the students follow along in their *Student Spelling Books*.
- Explain the spelling features in each word and have the students underline the parts that have to be memorized, for example, **ea** in *spread*.

During guided spelling in this day’s introductory lesson, the students will write eight of the new words. If you are using a projector, make a transparency of the reusable form (*Blackline Masters* page 1). If you are using the board, number from 1 to 8.

During guided spelling you will frequently tell your students that if they aren’t sure how to spell part of a word they should raise their hand to ask you. This encourages the students to *know when they don’t know* how to spell a word—an important metacognitive skill in spelling. Respond to their questions by writing the answers on the board or overhead to the left of the item number. For example, if a student asks how to spell the sound /j/ in *badge*, write **dge** to the left of number 7. This process is explained on page 481.

Each day the students will write the last four words independently. You will continue to use the word in a sentence and have the students repeat it, but you will not provide further guiding unless the students request help. Encourage the students to raise their hands and ask for help when they need it. You will respond by writing the answer on the board or overhead to the left of the item number. One major purpose of the independently written items is to develop the students’ willingness to seek spelling assistance when they need it. Knowing when to seek help is a key metacognitive ability among good spellers.

If you have not already done so, post the spelling-sound chart in your classroom where all the students can see it easily.

## ► Pre-spelling: Using the Spelling-Sound Chart

**ELPS 5.A.i**  
Pre-spelling Activities  
(all, beginning on page 5  
and continuing to the top  
of page 6)

► Point to the first picture on the top row of the spelling-sound chart.

This chart will help you in spelling. This is a cat “at the chair.” Let’s say you are spelling the word *splash*, and you’re not sure how to spell the sound /ă/. Look for the picture of the cat “at the chair” and see the spelling under the picture: **a**.

The top row shows the short vowels. The short vowels will be important this year in words that are polysyllabic. A *polysyllabic* word has more than one syllable.

► Point to each of the other four short vowel pictures and tell its name: “edge of the chair,” “in the chair,” “on the chair,” and “under the chair.”

a . . . . . ► Point to **a**\_ on the chart.

Where is the cat? (Students: at the chair) Sound? (Students: /ă/)

► Point to the blank in **a**\_.

This means that when the short vowel sound /ă/ is spelled **a**, there will be one or more letters after **a**.

i . . . . . ► Point to **i**\_ on the chart.

Where is the cat? (Students: in the chair) Sound? (Students: /ĭ/)

e . . . . . ► Point to **e**\_ on the chart.

Where is the cat? (Students: edge of the chair) Sound? (Students: /ĕ/)

o . . . . . ► Point to **o**\_ on the chart.

Where is the cat? (Students: on the chair) Sound? (Students: /ŏ/)

u . . . . . ► Point to **u**\_ on the chart.

Where is the cat? (Students: under the chair) Sound? (Students: /ŭ/)

still . . . . . I’ll write *still*.

► Write **st** on the board.

Which picture shows the sound /ĭ/? (Students: in the chair)

How do I spell the sound /ĭ/? (Students: i)

► Finish writing *still*.

stretch . . . . . I'll write *stretch*.

► Write **str** on the board.

Which picture shows the sound /ě/? (Students: edge of the chair)

How do I spell the sound /ě/? (Students: e)

► Finish writing *stretch*.

TEKS 2.A.i  
TEKS 2.A.xvii  
Student/Teacher Narrative  
Introduce This Week's Words  
section  
(skills, tracks, lunches)

► **Introduce This Week's Words**

TEKS 2.A.xv  
TEKS 2.A.xvi  
TEKS 2.A.xxxi  
TEKS 2.A.xxxii  
Student/Teacher Narrative  
Introduce This Week's Words  
section  
(through, off, field, what, young,  
spread)

► Distribute a *Student Spelling Book* to each student. Have the students write their name on the inside front cover. Have them open to page 3.

At the beginning of every week, you will see the words that you will learn. There is a sentence for each word. Follow along as I read the words and sentences.

1. catch . . . . . Number 1: catch. Catch the ball when I throw it to you.

► Point to the “at the chair” picture on the spelling-sound chart.

The “at the chair” picture is for the sound /ă/.

The sound /ch/ after a short vowel in a one-syllable word is usually spelled **t-c-h**.

2. spend . . . . . Number 2: spend. I spend at least 30 minutes every day reading for pleasure.

► Point to the “edge of the chair” picture.

The “edge of the chair” picture is for the sound /ě/.

*Spend* is easy when you think of the sounds, but it might be hard to hear the last two sounds: spend.

3. skills . . . . . Number 3: skills. My batting skills have improved since I've been practicing.

► Point to the “in the chair” picture.

The “in the chair” picture is for the sound /ĩ/.

I will have you underline the parts that need to be memorized.

The sound // after a short vowel in a one-syllable word is usually spelled **I-I**. Find the word *skills* that is next to number 3. Underline **I-I**.

4. pond . . . . . Number 4: pond. My friend and I like to catch and release frogs at the pond.

► Point to the “on the chair” picture.

The “on the chair” picture is for the sound /õ/.

*Pond* is easy when you think of the sounds, but it might be hard to hear /nd/ at the end.

5. lunches . . . . . Number 5: lunches. We carried our lunches in our backpacks.

► Point to the “under the chair” picture.

The “under the chair” picture is for the sound /ŭ/.

The base word is *lunch*. The suffix is /əz/.

6. tracks . . . . . Number 6: tracks. The train tracks went through the center of town.

It may be hard to hear **tr** in *tracks*.

The sound /k/ after a short vowel in a one-syllable word is spelled **c-k**.

7. badge . . . . . Number 7: badge. The police officer showed us her badge when we visited the police station.

The sound /j/ after a short vowel in a one-syllable word is spelled **d-g-e**.

8. a lot . . . . . Number 8: a lot. I see that a lot of leaves have fallen.

**FREQUENTLY MISPELLED WORDS** *A lot* is frequently misspelled. Many people write *a lot* incorrectly. In guided spelling we will often practice frequently misspelled words so that you will not be confused by them.

The expression *a lot* is two words. Underline the space between the two words.

9. cannot . . . . . Number 9: cannot. I cannot meet you after school.

**FREQUENTLY MISPELLED WORD** *Cannot* is a frequently misspelled word.

*Cannot* is a compound word made of *can* and *not*. A compound word is made of two smaller words with no space in between.

10. through . . . . . Number 10: through. The train slowed before going through the tunnel.

TEKS 3.D.ii  
TEKS 3.D.iii  
Student/Teacher Narrative  
(instruction relating to item #10: through)

**FREQUENTLY MISPELLED WORD** *Through* is a frequently misspelled word.

**HOMOPHONE** *Through* is a homophone. Homophones are words that sound the same but are spelled differently.

► Write on the board: through threw

*Through*, as in *Sunlight is coming through the window*, is spelled **t-h-r-o-u-g-h**.

*Threw*, as in *She threw the ball*, is spelled **t-h-r-e-w**.

Find the word *through* that is next to number 10. Underline **o-u-g-h**. We have to memorize **o-u-g-h**.

11. off . . . . . Number 11: off. Please turn off the lights before leaving the room.  
FREQUENTLY MISSPELLED WORD *Off* is a frequently misspelled word.  
Underline **f-f**. We have to memorize **f-f**.

12. field . . . . . Number 12: field. The owl flew over the field searching for mice.  
FREQUENTLY MISSPELLED WORD *Field* is a frequently misspelled word.  
Underline **i-e**. We have to memorize **i-e**.

13. what . . . . . Number 13: what. I wonder what time the movie starts.  
FREQUENTLY MISSPELLED WORD *What* is a frequently misspelled word.  
Underline **a**. We have to memorize **a**.

14. young . . . . . Number 14: young. The young deer stared at us.  
Underline **o-u**. We have to memorize **o-u**.

15. spread . . . . . Number 15: spread. We spread the blanket on the grass for the picnic.  
Underline **e-a**. We have to memorize **e-a**.

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 **Guided Spelling**

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**ELPS 5.C.i**  
Guided Spelling  
(first paragraph and numbers 1–8)

► Have your students turn to page 4.

Now you'll write eight of this week's words. I'm going to say each word and you will write it, but this is not a test. I will help you think about each word so that you write it correctly. If you're not sure how to spell a word, raise your hand to ask me for help. It is important to *know when you don't know*.

1. catch . . . . . Number 1: catch. Catch the ball when I throw it to you.  
*Say catch.* (Students: catch)

If you're not sure how to spell the short vowel sound /ă/, look for the cat at the chair. The sound /ch/ after a short vowel in a one-syllable word is spelled **t-c-h**. Write *catch*.

In guided spelling you will check each word after you write it. This is how you will check your work: Everyone will read and spell the word together. You will point under each letter as you spell.

► Tell the class how you want them to point to each letter (for example, with their finger, pencil point, or eraser).

Let's practice. Read and spell *catch*. (Students: catch, c-a-t-c-h) Let's practice again, and as you read and spell, I will write the word.

► At number 1, write *catch* as the students read and spell. (Students: catch, c-a-t-c-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. spend . . . . . Number 2: spend. I spend at least 30 minutes every day reading for pleasure. Say *spend*. (Students: spend)

Listen to the sounds: spend. If you're not sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. Write *spend*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *spend* as the students read and spell. (Students: spend, s-p-e-n-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. tracks . . . . . Number 3: tracks. The train tracks went through the center of town. Say *tracks*. (Students: tracks)

The base word is *track*. Listen to the sounds: track. If you're not sure how to spell the short vowel sound /ă/, look for the cat at the chair. The sound /k/ after a short vowel in a one-syllable word is spelled **c-k**. Write *tracks*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *tracks* as the students read and spell. (Students: tracks, t-r-a-c-k-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

4. lunches . . . . . Number 4: lunches. We carried our lunches in our backpacks. Say *lunches*. (Students: lunches)

The base word is *lunch*. If you're not sure how to spell the short vowel sound /ŭ/, look for the cat under the chair. Write *lunch*.

The suffix is /əz/. Add /əz/.

Now you will check your work. *Lunches* has two syllables.

Whenever we check a word with more than one syllable, read the word and then read and spell by syllables. Let's practice. Say "lunches, lunch-, l-u-n-c-h, -es, e-s." (Students: lunches, lunch-, l-u-n-c-h, -es, e-s) Everyone read the word again, and then read and spell by syllables as I write it. Point under each letter as you spell.

► At number 4, write *lunches* as the students read and spell. (Students: lunches, lunch-, l-u-n-c-h, -es, e-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. skills. . . . . Number 5: skills. My batting skills have improved since I've been practicing. Say *skills*. (Students: skills)

Write *skills*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *skills* as the students read and spell. (Students: skills, s-k-i-l-l-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

6. pond . . . . . Number 6: pond. My friend and I like to catch and release frogs at the pond. Say *pond*. (Students: pond)

Write *pond*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *pond* as the students read and spell. (Students: pond, p-o-n-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

7. badge . . . . . Number 7: badge. The police officer showed us her badge when we visited the police station. Say *badge*. (Students: badge)

Write *badge*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 7.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *badge* as the students read and spell. (Students: badge, b-a-d-g-e)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

8. a lot. . . . . Number 8: a lot. I see that a lot of leaves have fallen. Say *a lot*. (Students: a lot)

Write *a lot*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell as I write the word. Point under each letter as you spell. Say “new word” before you spell the second word.

► At number 8, write *a lot* as the students read and spell. (Students: a lot, a, new word, l-o-t)

Check your words. Are they spelled like what I wrote? If you made a mistake, draw a line through the words. Write the correct words above them.

## ► Teacher Background

The first few guided spelling lessons are designed to give the students detailed practice with the guided spelling procedures, and fewer words are introduced in these lessons. In guided spelling today, the students will spell eight words.

The development of the students' metacognitive abilities is an important goal of the *Guided Spelling* program. Strong spellers anticipate common pitfalls in English words, and they are aware when they do not know part of a word. In *Guided Spelling*, you will often alert your students to difficult word parts. You will encourage your students to ask questions and you will frequently offer help.

When students have a question, give the answer by writing the spelling on the board or overhead to the left of the number of the word. Don't answer aloud. Students who aren't sure of the spelling look at what you wrote, and the students who know the spelling write without being told.

In this lesson the students will write the homophone *through*. In the *Guided Spelling* program commonly confused homophones are identified, and you will guide the students in spelling the correct one in each case. If your students have an advanced vocabulary, you may want to mention additional homophones as they appear, such as *wrote/rote*.

If you are using the board instead of the reusable form (*Blackline Masters* page 1), number from 1 to 8.

## ► Pre-spelling: Using the Spelling-Sound Chart

We'll review the short vowel sounds and their pictures on the chart.

o. . . . . ► Point to **o**\_ on the chart.

**Where is the cat?** (Students: on the chair) **Sound?** (Students: /*ō*/)

e. . . . . ► Point to **e**\_ on the chart.

**Where is the cat?** (Students: edge of the chair) **Sound?**  
(Students: /*ě*/)

- i . . . . . ▶ Point to **i**\_ on the chart.  
Where is the cat? (Students: in the chair) Sound? (Students: /i/)
- a . . . . . ▶ Point to **a**\_ on the chart.  
Where is the cat? (Students: at the chair) Sound? (Students: /ă/)
- u . . . . . ▶ Point to **u**\_ on the chart.  
Where is the cat? (Students: under the chair) Sound?  
(Students: /ü/)
- splash . . . . . I'll write *splash*.  
▶ Write **spl** on the board.  
Which picture shows the sound /ă/? (Students: at the chair)  
How do I spell the sound /ă/? (Students: a)  
▶ Finish writing *splash*.
- strict . . . . . I'll write *strict*.  
▶ Write **str**.  
Which picture shows the sound /i/? (Students: in the chair)  
How do I spell the sound /i/? (Students: i)  
▶ Finish writing *strict*.

## ▶ Guided Spelling

▶ Have your students open their spelling books to page 5. They will write eight words in this lesson. Remind your students that guided spelling is not a test. You will help them think about each word so that they write it correctly. If they are not sure how to spell a word, they should raise their hand to ask for help.

1. cannot . . . . . Number 1: cannot. I cannot meet you after school. Say *cannot*.  
(Students: cannot)  
*Cannot* is a compound word. A compound word is a word made of two smaller words. When you write a compound word, do not leave a space between the two smaller words. Write *cannot*.  
Now you will check your work. *Cannot* has two syllables. Whenever we check a word with more than one syllable, read the word and then read and spell by syllables. Let's practice. Say "*cannot, can-, c-a-n, -not, n-o-t.*" (Students: cannot, can-, c-a-n, -not, n-o-t) Everyone read the word again and read and spell by syllables as I write it. Point under each letter as you spell.  
▶ At number 1, write *cannot* as the students read and spell.  
(Students: cannot, can-, c-a-n, -not, n-o-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

2. through . . . . . Number 2: through. The train slowed before going through the tunnel. Say *through*. (Students: through)

TEKS 2.B.xv  
TEKS 2.B.xvi  
Student/Teacher Narrative  
Guided Spelling section  
(Word: through)

HOMOPHONE *Through* is a homophone. It's not *threw*, as in *She threw the ball*. It's *through*, as in *through the window*.

Be careful here. The vowel sound in *through* has an unusual spelling. If you know the spelling, write *through*. If you're not sure how to spell it, raise your hand and look up here as I write it.

► If any students raise their hands, write **ough** to the left of number 2.

Write *through*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *through* as the students read and spell. (Students: through, t-h-r-o-u-g-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

3. spread . . . . . Number 3: spread. We spread the blanket on the grass for the picnic. Say *spread*. (Students: spread)

Be careful here. The vowel sound in *spread* has an unusual spelling. If you know the spelling, write *spread*. If you're not sure how to spell it, raise your hand and look up here as I write it.

► If any students raise their hands, write **ea** to the left of number 3.

Write *spread*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *spread* as the students read and spell. (Students: spread, s-p-r-e-a-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

4. field . . . . . Number 4: field. The owl flew over the field searching for mice. Say *field*. (Students: field)

Be careful here. The vowel sound in *field* has an unusual spelling. If you know the spelling, write *field*. If you're not sure how to spell it, raise your hand and look up here as I write it.

► If any students raise their hands, write **ie** to the left of number 4.

Write *field*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *field* as the students read and spell.  
(Students: field, f-i-e-l-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. what . . . . . Number 5: what. I wonder what time the movie starts. Say *what*.  
(Students: what)

Write *what*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *what* as the students read and spell.  
(Students: what, w-h-a-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

6. young . . . . . Number 6: young. The young deer stared at us. Say *young*.  
(Students: young)

Write *young*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *young* as the students read and spell.  
(Students: young, y-o-u-n-g)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

7. swept . . . . . Number 7: swept. He swept the classroom floor. Say *swept*.  
(Students: swept)

Write *swept*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 7.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *swept* as the students read and spell.  
(Students: swept, s-w-e-p-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

8. off . . . . . Number 8: off. Please turn off the lights before leaving the room.  
Say *off*. (Students: off)

Write *off*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *off* as the students read and spell.  
(Students: off, o-f-f)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

## ► Teacher Background

In guided spelling today, the students will write eight words. If you are using the board instead of the reusable form (*Blackline Masters* page 1), number from 1 to 8.

## ► Pre-spelling: Using the Spelling-Sound Chart

► If your students do not yet spell the short vowel sounds accurately, review all the short vowel sounds and pictures as in the Day 2 pre-spelling activity.

We'll use the spelling-sound chart to help us spell short vowels.

swift . . . . . I'll write *swift*.

► Write **sw**.

Which picture shows the sound /ɪ/? (Students: in the chair)

How do I spell the sound /ɪ/? (Students: i)

► Finish writing *swift*.

shelf . . . . . I'll write *shelf*.

► Write **sh**.

Which picture shows the sound /ɛ/? (Students: edge of the chair)

How do I spell the sound /ɛ/? (Students: e)

► Finish writing *shelf*.

## ► Guided Spelling

Open your spelling books to page 6.

1. young . . . . . Number 1: young. Young elephants are called *calves*. Say *young*. (Students: young)

Be careful here. The vowel sound in *young* has an unusual spelling. If you know the spelling, write *young*. If you're not sure how to spell it, raise your hand and look up here as I write it.

► If any students raise their hands, write **ou** to the left of number 1.

Write *young*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *young* as the students read and spell.  
(Students: young, y-o-u-n-g)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

2. off . . . . . Number 2: off. The diver dove off the highest diving platform.  
Say *off*. (Students: off)

If you're not sure how to spell the short vowel sound /ɔ/, look for the cat on the chair. Be careful here. If you're not sure how to spell the sound /f/ in *off*, raise your hand and look up here as I write it.

► If any students raise their hands, write **ff** to the left of number 2.

Write *off*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *off* as the students read and spell.  
(Students: off, o-f-f)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

3. skills. . . . . Number 3: skills. He practices piano so he can improve his skills.  
Say *skills*. (Students: skills)

If you're not sure how to spell the short vowel sound /i/, look for the cat in the chair. If you're not sure how to spell the sound /l/ after a short vowel in a one-syllable word, raise your hand and look up here as I write it.

► If any students raise their hands, write **ll** to the left of number 3.

Write *skills*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *skills* as the students read and spell.  
(Students: skills, s-k-i-l-l-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

4. badges . . . . . Number 4: badges. All of the park rangers wear badges.

Say *badges*. (Students: badges)

If you're not sure how to spell the short vowel sound /ă/, look for the cat at the chair. If you aren't sure how to spell the sound /j/ after a short vowel in a one-syllable word, raise your hand and look up here as I write it.

► If any students raise their hands, write **dge** to the left of number 4.

Write *badges*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *badges* as the students read and spell. (Students: badges, b-a-d-g-e-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. cannot . . . . . Number 5: cannot. We cannot talk during the performance.

Say *cannot*. (Students: cannot)

Write *cannot*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. When you check a word with more than one syllable, you will read the word first. Then you will read and spell the word by syllables. *Cannot*, *can-*, **c-a-n**, *-not*, **n-o-t**. Everyone read the word. (Students: cannot) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 5, write *cannot* as the students read and spell by syllables. (Students: can-, c-a-n, -not, n-o-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

6. catches . . . . . Number 6: catches. The bat catches moths in midair. Say *catches*.

(Students: catches)

Write *catches*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read the word.  
(Students: catches) *Catches* has two syllables: *catch-es*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 6, write *catches* as the students read and spell by syllables. (Students: catch-, c-a-t-c-h, -es, e-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

7. spreads . . . . . Number 7: spreads. She spreads butter on her toast. Say *spreads*.  
(Students: spreads)

Write *spreads*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 7.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *spreads* as the students read and spell.  
(Students: spreads, s-p-r-e-a-d-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

8. lunches . . . . . Number 8: lunches. We ordered lunches from the cafeteria for the field trip. Say *lunches*. (Students: lunches)

Write *lunches*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read the word.  
(Students: lunches) *Lunches* has two syllables: *lunch-es*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 8, write *lunches* as the students read and spell by syllables. (Students: lunch-, l-u-n-c-h, -es, e-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

# Week 1 Day 4

## ► Teacher Background

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In guided spelling today, the students will write eight words. If you are using the board instead of the reusable form (*Blackline Masters* page 1), number from 1 to 8.

## ► Pre-spelling: Using the Spelling-Sound Chart

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► If your students do not yet spell the short vowel sounds accurately, review all the short vowel sounds and pictures as in the Day 2 pre-spelling activity.

We'll use the spelling-sound chart to help us spell short vowels.

block. . . . . I'll write *block*.

► Write **bl** on the board.

Which picture shows the sound /ɒ/? (Students: on the chair)

How do I spell the sound /ɒ/? (Students: o)

► Finish writing *block*.

brush. . . . . I'll write *brush*.

► Write **br**.

Which picture shows the sound /ʊ/? (Students: under the chair)

How do I spell the sound /ʊ/? (Students: u)

► Finish writing *brush*.

## ► Guided Spelling

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► Have your students open their spelling books to page 7.

1. pond . . . . . Number 1: pond. We found many different types of plants at the pond. Say *pond*. (Students: pond)

Listen to the sounds: pond. If you're not sure how to spell the short vowel sound /ɒ/, look for the cat on the chair. Write *pond*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *pond* as the students read and spell. (Students: pond, p-o-n-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

2. a lot. . . . . Number 2: a lot. There were a lot of people watching the parade. Say *a lot*. (Students: a lot)

Be careful here. The expression *a lot* is two words. If you're not sure how to spell the short vowel sound /ɒ/, look for the cat on the chair. Write *a lot*.

Now you will check your work. Everyone read and spell as I write. Point under each letter as you spell. Say "new word" before you spell the second word.

► At number 2, write *a lot* as the students read and spell. (Students: a lot, a, new word, l-o-t)

Check your words. Are they spelled like what I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

3. fields . . . . . Number 3: fields. This time of year the wheat fields are golden. Say *fields*. (Students: fields)

Be careful here. The vowel sound in *fields* has an unusual spelling. If you know the spelling, write *fields*. If you're not sure how to spell it, raise your hand and look up here as I write it.

► If any students raise their hands, write **ie** to the left of number 3.

Write *fields*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *fields* as the students read and spell. (Students: fields, f-i-e-l-d-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

4. what . . . . . Number 4: what. What is making that terrible noise? Say *what*. (Students: what)

Be careful here. The vowel sound in *what* has an unusual spelling. If you know the spelling, write *what*. If you're not sure how to spell it, raise your hand and look up here as I write it.

► If any students raise their hands, write **a** to the left of number 4.

Write *what*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *what* as the students read and spell.  
(Students: what, w-h-a-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. spends . . . . . Number 5: spends. She spends a lot of time practicing piano.  
Say *spends*. (Students: spends)

Write *spends*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *spends* as the students read and spell.  
(Students: spends, s-p-e-n-d-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

6. stretches. . . . . Number 6: stretches. Elastic stretches. Say *stretches*.  
(Students: stretches)

Write *stretches*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 6.

Now you will check your work. Everyone read the word.

(Students: stretches) *Stretches* has two syllables: *stretch-es*.

Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 6, write *stretches* as the students read and spell by syllables. (Students: stretch-, s-t-r-e-t-c-h, -es, e-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

7. through. . . . . Number 7: through. On a hot day, I enjoy running through the sprinklers. Say *through*. (Students: through)

Write *through*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 7.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *through* as the students read and spell. (Students: through, t-h-r-o-u-g-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

8. tracks. . . . . Number 8: tracks. The railroad tracks are on the outskirts of town. Say *tracks*. (Students: tracks)

Write *tracks*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *tracks* as the students read and spell. (Students: tracks, t-r-a-c-k-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

## ► Teacher Background

Make a copy of the Week 1 homework practice page (*Blackline Masters* page 2) for each student, plus an extra copy for your own reference as you introduce the homework procedures to the students.

The lesson today will prepare the students for the weekly homework that begins in Week 2. Today's homework page will be used for in-class practice only; the students will not take homework home this week.

## ► Guided Spelling

**TEACHER NOTE** When several instructions are given one after another, a small square (■) indicates that you should pause to allow the students time to respond to a question or instruction.

- Hand out the Week 1 homework practice page.
- Tell the students that beginning next week they will have homework to help them memorize the spelling words. In this lesson they will practice the method for doing homework.
- Have the students follow along as you read the top of the homework practice page:

*Week 1 Homework Practice. Name.*

Write your name. ■ Let's continue reading:

*Practice the memory steps for each word.*

*Step 1: Read the word. Say the syllables to help you spell.*

*Step 2: Underline any hard parts.*

*Step 3: Cover the word. Say and write the word by syllables.  
Check.*

I. catch . . . . . Number 1: catch. We'll do the memory steps together.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.* Everyone read. (Students: catch) *Catch* has only one syllable.

STEP 2 . . . Step 2 is *Underline any hard parts.* If *catch* has any parts that are hard for you to remember, underline those parts.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check. Catch has only one syllable. Everyone cover catch. Find line number 1. Everyone say catch. ■ Write catch. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.*

2. spend . . . . . Number 2: spend. We'll do the memory steps together.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell. Everyone read. (Students: spend) Spend has only one syllable.*

STEP 2 . . . Step 2 is *Underline any hard parts. If spend has any parts that are hard for you to hear or remember, underline those parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check. Everyone cover the word. Find line number 2. Everyone say and write spend. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.*

3. skills. . . . . Number 3: skills. We'll do the memory steps together.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell. Everyone read. (Students: skills) Skills has only one syllable.*

STEP 2 . . . Step 2 is *Underline any hard parts. If skills has any parts that are hard for you to remember, underline those parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check. Everyone cover the word. Find line number 3. Everyone say and write skills. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.*

4. pond . . . . . ► Have a volunteer demonstrate the memory steps for *pond*. Then have all the students practice individually.

5. lunches . . . . . Number 5: lunches. We'll do the memory steps together.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell. Everyone read. (Students: lunches) The base word lunch is one syllable. The suffix /əz/ is one syllable. I'll say lunches by syllables: lunch-es. Say lunches by syllables. (Students: lunch-es)*

STEP 2 . . . Step 2 is *Underline any hard parts. If lunches has any parts that are hard for you to remember, underline those parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check. ► Demonstrate how to say and write the word one syllable at a time.*

Everyone cover the word. Find line number 5. Everyone say and write *lunches* by syllables. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

- 6. tracks . . . . . ► Have a volunteer demonstrate the memory steps for *tracks*. Then have all the students practice individually.
- 7. badge . . . . . ► Have a volunteer demonstrate the memory steps for *badge*. Then have all the students practice individually.
- 8–15 . . . . . ► Have the students practice the memory steps for numbers 8–15 individually.

## Doubling with Single-syllable Words; Frequently Misspelled Words

### ELPS 5.C.ii

New Content and Teacher Background sections (all, beginning on page 28 and continuing on to page 30)

### ► New Content

If the base word is one syllable, has one vowel, and ends with one consonant, and if the suffix begins with a vowel, we double the last consonant of the base word before the suffix, as in *hopped*, *stopping*, *reddish*, *sadder*, and *flatten*.

### ► Teacher Background

Make a copy of the Week 2 homework page (*Blackline Masters* page 3) for each student.

If you are using the board, number from 1 to 8 for Day 1 of this week.

Beginning this week, the students will frequently refer to the spelling generalizations in the back of their *Student Spelling Books* on pages 184 and 185. Have them attach a self-stick note to those pages so that they can turn to them quickly.

To help the students understand this week's generalization for doubling the last consonant, you will have them write first the base word, then the suffix, and then the whole word for three items each day this week. These items in the *Student Spelling Book* look like this:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

When the students check a word with more than one syllable, they will first read the word and then read and spell each syllable, for example, *letting*, *let-*, **l-e-t**, *-ting*, **t-i-n-g**. Note that many one-syllable words become two syllables when suffixes are added, such as *want*, *want-ed*, *cut*, *cut-ting*.

Contractions are introduced on Day 1.

Mnemonics are introduced on Day 1. A mnemonic is a memory aid. The word is pronounced nə-mŏn-ĭc (note the unusual silent **m**), and it comes from the same root as *mind*, *mental*, and *amnesia*. Mnemonics have an important place in subjects like spelling that require extensive memorization. The guided spelling lessons include frequent reminders of groups of words with parts that sound the same and are spelled the same, for example *don't* and *won't*.

Abbreviations are introduced on Day 4.

On Day 1 of each week, the students will write the first eight of this week's new words. On Day 2 they will write the other seven new words and three additional words that illustrate the week's new spelling concepts. On Days 3 and 4 they will write all of the week's new words, often with suffixes, plus several other words that demonstrate the week's new and review spelling concepts.

Beginning this week, the students will often work with a partner to analyze the hard parts of the tenth word on Days 2, 3, and 4. For example, you say, "Turn to your neighbor. Explain why you doubled **t** in *quitting*."

Also beginning this week, the students will practice memorizing the last word in guided spelling on Days 2, 3, and 4. They will use the memory steps that they are using in their spelling homework. You may want to have the partners spell the word aloud together after the third memory step.

Two additional guiding points are introduced this week: words that end in **x** are exceptions to the doubling generalization, such as *mix* (*mixed*); the sound /s/ at the end of a one-syllable short vowel word is often spelled **ss** (*dress*).

In the pre-spelling activities this week, you will model doubling the final consonant of a single-syllable word before adding a suffix that begins with a vowel.

An optional spelling activity for partners is provided each week in the *Blackline Masters* book. The activity for Week 2 can be found on page 43.

## **WEEKLY SPELLING TESTS**

The first weekly spelling test is on Day 5 of this week. It consists of all of the week's new words, three review words, and two application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance. The form of the weekly tests is traditional word dictation.

You may wish to differentiate instruction by having your below-grade-level, average, and advanced spellers memorize different

numbers of words for the test. If you do decide to do so, talk privately with each student to explain which words to study. Below-grade-level spellers will study just the words with stars in front of them on each week’s word list. Average spellers will study all words except the challenge words. Advanced spellers will study all words including the challenge words.

### WEEKLY HOMEWORK

In Week 2, the students begin doing weekly homework. On Day 1, hand out the homework duplicated from *Blackline Masters* page 3. Collect and check the homework using the same procedure you use for other homework.

The purpose of the homework is for the students to memorize the spelling of each new word and rememorize the review words. The memory steps will aid in learning the words. We recommend that the students write the words just once for homework during the week. Research indicates that merely writing words many times will not result in memorization (Schlagal 2002).

If you are differentiating spelling instruction, have the below-grade-level spellers do the homework just for the starred words. Have the average spellers study the 25 new and review words. Have the advanced spellers study those 25 words and then independently memorize the challenge words at the bottom of the homework page.

### ► Words Used This Week

NEW WORDS	*dropped, *letting, *cutting, *scrubbed, *quitting, *setting, *mixed, *dressed, can’t, don’t, won’t, wanted, touch, though, clue
REVIEW WORDS	*lunches, *badge, *pond, *tracks, *catch, field, young, cannot, spread, off
CHALLENGE WORDS	whizzing, throbbed, knitting, waxed, juice
APPLICATION WORDS ON THE TEST	splint, fetches
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	shopped, snapping, didn’t, chopped, clues, fudge, St., slipping, stringing
FREQUENTLY MISPELLED WORDS	can’t, don’t, won’t, wanted, touch, didn’t, St.

# Week 2 Day 1

## ► Teacher Background

In the pre-spelling activities this week, you will model doubling the final consonant of a single-syllable word before adding a suffix that begins with a vowel. If your students have difficulty distinguishing between vowels and consonants, have them first say whether each letter in the word is a vowel or a consonant.

## ► Pre-spelling: Doubling

This week I'll show you that you may have to change the base word when you add a suffix.

► Write on the board: hop hopped

Read these words with me: *hop, hopped*.

hopped . . . . . ► Point to *hopped*.

What is the base word in *hopped*? (Students: hop)

Look at *hopped*. I had to write another **p**. That is called *doubling*. I made two of them. Say "double."

Turn to page 184 in the back of your *Student Spelling Book*. We'll read the single-syllable doubling generalization together:

*IF the base word has*

*- one syllable,*

*- one vowel,*

*- and one consonant after the vowel*

*AND the suffix begins with a vowel,*

*THEN double the last consonant.*

ripped . . . . . I will write *ripped*. I *ripped* my jacket. *Ripped*. First I write the base word, *rip*.

► Write *rip* on the board. Point to **i**.

I see *one* vowel.

► Point to **p**.

I see *one* consonant after the vowel. The suffix **e-d** begins with a vowel.

► Point to **p**.

I need to double this last consonant. I add another **p**.

I add **e-d**. *Ripped*.



## Introduce This Week's Words

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► Have your students open their *Student Spelling Books* to page 8 and follow along as you read the words and sentences.

1. dropped . . . . . Number 1: dropped. I accidentally dropped the dish.  
The base word is *drop*. The **p** was doubled, and then the suffix **e-d** was added.
2. letting . . . . . Number 2: letting. Our teacher is letting us work together.  
The base word is *let*. The **t** was doubled, and then the suffix *-ing* was added.
3. cutting . . . . . Number 3: cutting. They were cutting up some paper for a collage.  
The base word is *cut*. The **t** was doubled, and then the suffix *-ing* was added.
4. scrubbed . . . . . Number 4: scrubbed. The doctor scrubbed her hands before surgery.  
The base word is *scrub*. The **b** was doubled, and then the suffix **e-d** was added.
5. quitting . . . . . Number 5: quitting. We will be quitting the game when it gets dark.  
The base word is *quit*. The **t** was doubled, and then the suffix *-ing* was added.
6. setting . . . . . Number 6: setting. I was setting the dishes on the table.  
The base word is *set*. The **t** was doubled, and then the suffix *-ing* was added.
7. mixed . . . . . Number 7: mixed. We mixed several colors to get the paint color we wanted.  
Words that end in **x** are exceptions to the doubling generalization. We never double **x**.
8. dressed . . . . . Number 8: dressed. My little sister dressed her dolls.  
The base word is *dress*. Underline **s-s**. We have to memorize **s-s**. The suffix is **e-d**.

9. can't . . . . . Number 9: can't. We can't walk against a red light.  
 FREQUENTLY MISPELLED WORD *Can't* is a frequently misspelled word.  
 CONTRACTION *Can't* is a contraction of the compound word *cannot*. Underline the entire word: **c-a-n-apostrophe-t**.
10. don't . . . . . Number 10: don't. I don't often get to stay up late.  
 FREQUENTLY MISPELLED WORD *Don't* is a frequently misspelled word.  
 CONTRACTION *Don't* is a contraction of the two words *do not*.  
 Underline the entire word: **d-o-n-apostrophe-t**.
11. won't . . . . . Number 11: won't. My parents won't let me stay up late on school nights.  
 FREQUENTLY MISPELLED WORD *Won't* is a frequently misspelled word.  
 CONTRACTION *Won't* is a contraction of the two words *will not*.  
 MNEMONIC Here is a mnemonic (nə-mŏn-ĭc) for *won't* and *don't*. They rhyme and they end the same way: **o-n-apostrophe-t**. A mnemonic is something that helps you remember.  
 Underline the entire word: **w-o-n-apostrophe-t**.
12. wanted . . . . . Number 12: wanted. I wanted a game for my birthday.  
 FREQUENTLY MISPELLED WORD *Wanted* is a frequently misspelled word.  
 The base word is *want*. The suffix is **e-d**. Underline **a**.
13. touch . . . . . Number 13: touch. This material is soft to the touch.  
 FREQUENTLY MISPELLED WORD *Touch* is a frequently misspelled word. Underline **o-u**.
14. though . . . . . Number 14: though. She went for a walk even though it was raining.  
 Underline **o-u-g-h**.
15. clue . . . . . Number 15: clue. The detective needed one more clue to solve the case.  
 Underline **u-e**.

## NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |            |
|--------------|------------|
| 16. *lunches | 21. field  |
| 17. *badge   | 22. young  |
| 18. *pond    | 23. cannot |
| 19. *tracks  | 24. spread |
| 20. *catch   | 25. off    |

## ► Guided Spelling

### TEKS 2.B.i

Student/Teacher Narrative

Guided Spelling section

(Words: dropped, letting, cutting)

► Have your students turn to page 10. They will write eight of this week’s new words.

I’m going to say each word and you will write it, but this is not a test. I will help you think about each word so that you write it correctly. If you’re not sure how to spell a word, raise your hand to ask me for help. It is important to *know when you don’t know*.

I. dropped . . . . . Number I: dropped. I accidentally dropped the dish. Say *dropped*. (Students: dropped)

Base word? (Students: drop) Listen to the sounds: drop. Write *drop* in the first space at number I.

Suffix? (Students: e-d) Write **e-d** in the second space.

*Dropped*. What do you have to decide? (Students: Do we double?)

Everyone turn to page 184. We’ll read the single-syllable doubling generalization together: “IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant.” Turn back to page 10, number I. Does *drop* have one syllable?

(Students: yes) Everyone point to **o**. Does *drop* have one vowel? (Students: yes) Everyone point to **p**. Does *drop* have one consonant after the vowel? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *drop*? (Students: yes) Write *dropped* in the third space.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *dropped* as the students read and spell. (Students: dropped, d-r-o-p-p-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

2. letting . . . . . Number 2: letting. Our teacher is letting us work together.

Say *letting*. (Students: letting)

Base word? (Students: let) Write *let* in the first space at number 2.

Suffix? (Students: -ing) Write *-ing* in the second space.

*Letting*. What do you have to decide? (Students: Do we double?) Everyone turn to page 184. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant." Turn back to page 10, number 2. Does *let* have one syllable?

(Students: yes) Everyone point to **e**. Does *let* have one vowel?

(Students: yes) Everyone point to **t**. Does *let* have one consonant after the vowel? (Students: yes) You're writing *letting*. Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *let*? (Students: yes) Write *letting* in the third space.

Now you will check your work. When you check a word with more than one syllable, you will read the word first. Then you will read and spell the word by syllables. *Letting*, *let-*, **l-e-t**, *-ting*, **t-i-n-g**. Everyone read the word. (Students: letting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 2, write *letting* as the students read and spell by syllables. (Students: let-, l-e-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

3. mixed . . . . . Number 3: mixed. We mixed several colors to get the paint color we wanted. Say *mixed*. (Students: mixed)

Base word? (Students: mix) Write *mix*.

*Mixed*. What do you have to decide? (Students: Do we double?) When a word ends with **x**, we do *not* double. Finish writing *mixed*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *mixed* as the students read and spell. (Students: mixed, m-i-x-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

4. scrubbed. . . . . Number 4: scrubbed. The doctor scrubbed her hands before surgery. Say *scrubbed*. (Students: scrubbed)

Base word? (Students: scrub) Write *scrub*.

*Scrubbed*. What do you have to decide? (Students: Do we double?)

Does *scrub* have one syllable? (Students: yes) Everyone point

to **u**. Does *scrub* have one vowel? (Students: yes) Everyone

point to **b**. Does *scrub* have one consonant after the vowel?

(Students: yes) You're writing *scrubbed*. Does the suffix begin

with a vowel? (Students: yes) Will you double the last consonant

of *scrub*? (Students: yes) Finish writing *scrubbed*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *scrubbed* as the students read and spell. (Students: scrubbed, s-c-r-u-b-b-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. quitting. . . . . Number 5: quitting. We will be quitting the game when it gets dark. Say *quitting*. (Students: quitting)

Reread page 184 if you need to. Write the base word, then the suffix, and then the whole word *quitting*.

Now you will check your work. Everyone read the word.

(Students: quitting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 5, write *quitting* as the students read and spell by syllables. (Students: quit-, q-u-i-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

6. setting . . . . . Number 6: setting. I was setting the dishes on the table. Say *setting*. (Students: setting)

Reread page 184 if you need to. Write *setting*.

Now you will check your work. Everyone read the word.

(Students: setting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 6, write *setting* as the students read and spell by syllables. (Students: set-, s-e-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

7. cutting . . . . . Number 7: cutting. They were cutting up some paper for a collage. Say *cutting*. (Students: cutting)

Reread page 184 if you need to. Write *cutting*.

Now you will check your work. Everyone read the word. (Students: cutting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 7, write *cutting* as the students read and spell by syllables. (Students: cut-, c-u-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

8. dressed. . . . . Number 8: dressed. My little sister dressed her dolls. Say *dressed*. (Students: dressed)

Reread page 184 if you need to. Write *dressed*.

► If any students raise their hands to ask how to spell the sound /s/, write s-s to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *dressed* as the students read and spell. (Students: dressed, d-r-e-s-s-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

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## ► Introduce the Homework

Hand out the Week 2 homework. Explain to the students that they will study by using the memory steps they practiced last week. Explain your procedure for collecting and checking homework.

Tell the students that the words on the homework page includes all of this week’s 15 new words and 10 review words from last week. All of the new words and some of the review words will be on the test on Day 5. The test will also have two “application” words that are not on the homework. The application words will show that the students understand what they have been learning in spelling.

If you are differentiating instruction, talk privately to each below-grade-level speller. Tell each one to study just the starred words. Tell the advanced spellers that they are responsible for memorizing all words including the challenge words at the bottom of the page, but they are not expected to write the challenge words for homework unless they feel they need to.

## ► Teacher Background

### 5.C.iii Teacher Background and Pre-spelling: Doubling sections

In the pre-spelling activities in this lesson, you will model doubling the final consonant of a single-syllable word before adding a suffix that begins with a vowel. If your students have difficulty distinguishing between vowels and consonants, have them first say whether each letter in the word is a vowel or a consonant.

If you are using the board, number from 1 to 10.

## ► Pre-spelling: Doubling

Turn to page 184 in the back of your *Student Spelling Book*. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant."

humming . . . . . Help me write *humming*. A *humming* sound came from the motor.

Base word? (Students: hum)

► Write *hum* on the board.

Is the base word one syllable? (Students: yes)

► Point to **u**.

Is there one vowel? (Students: yes)

► Point to **m**.

Is there one consonant after the vowel? (Students: yes)

*Humming*. Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes)

Will we double **m**? (Students: yes)

► Add *ming*.

Humming.

## ► Guided Spelling

► Have your students open their spelling books to page 11. They will write ten words in this lesson.

1. *shopped* . . . . . Number 1: *shopped*. They *shopped* for new school clothes. Say *shopped*. (Students: *shopped*)

Base word? (Students: *shop*) Write *shop* in the first space at number 1.

Suffix? (Students: *e-d*) Write **e-d** in the second space.

*Shopped*. What do you have to decide? (Students: Do we double?) Everyone turn to page 184. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant." Turn back to page 11, number 1. Does *shop* have one syllable? (Students: yes) Everyone point to **o**. Does *shop* have one vowel? (Students: yes) Everyone point to **p**. Does *shop* have one consonant after the vowel? (Students: yes) You're writing *shopped*. Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *shop*? (Students: yes) Write *shopped* in the third space.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *shopped* as the students read and spell. (Students: *shopped*, s-h-o-p-p-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

2. *wanted* . . . . . Number 2: *wanted*. I *wanted* a game for my birthday. Say *wanted*. (Students: *wanted*)

Base word? (Students: *want*) Be careful here. The vowel sound is spelled **a**. Write *want* in the first space at number 2.

Suffix? (Students: *e-d*) Write **e-d** in the second space.

*Wanted*. What do you have to decide? (Students: Do we double?) Does *want* have one syllable? (Students: yes) Everyone point to **a**. Does *want* have one vowel? (Students: yes) Everyone point to **n-t**. Does *want* have one consonant after the vowel? (Students: no) Will you double the last consonant of *want*? (Students: no) Write *wanted* in the third space.

Now you will check your work. Everyone read the word. (Students: *wanted*) *Wanted* has two syllables: *want-ed*. Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 2, write *wanted* as the students read and spell by syllables. (Students: *want-*, *w-a-n-t*, *-ed*, *e-d*)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

3. can't . . . . . Number 3: can't. We can't walk against a red light. Say *can't*.  
(Students: can't)

CONTRACTION *Can't* is a contraction of *cannot*. In *can't* the apostrophe stands for two letters left out: **n-o**.

If you know how to spell *can't*, write *can't*. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write *can't* to the left of number 3.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *can't* as the students read and spell.  
(Students: can't, c-a-n-apostrophe-t)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

4. clue . . . . . Number 4: clue. The detective needed one more clue to solve the case. Say *clue*. (Students: clue)

Be careful here. The vowel sound in *clue* has an unusual spelling. If you know the spelling, write *clue*. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write **ue** to the left of number 4.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *clue* as the students read and spell.  
(Students: clue, c-l-u-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

5. won't . . . . . Number 5: won't. My parents won't let me stay up late on school nights. Say *won't*. (Students: won't)

CONTRACTION *Won't* is an unusual contraction that comes from *will not*.

MNEMONIC Here is a mnemonic (nə-mŏn-ĭc) for *won't* and *don't*. They rhyme and they end the same way: **o-n-apostrophe-t**.

Write *won't*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *won't* as the students read and spell.  
(Students: won't, w-o-n-apostrophe-t)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

6. *though* . . . . . Number 6: *though*. She went for a walk even though it was raining. Say *though*. (Students: *though*)

Be careful here. The vowel sound in *though* has an unusual spelling. If you know the spelling, write *though*. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write **ough** to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *though* as the students read and spell. (Students: *though*, t-h-o-u-g-h)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. *snapping* . . . . . Number 7: *snapping*. Stay away from the snapping turtle. Say *snapping*. (Students: *snapping*)

Reread page 184 if you need to. Write the base word, then the suffix, and then the whole word *snapping*.

Now you will check your work. Everyone read the word. (Students: *snapping*) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 7, write *snapping* as the students read and spell by syllables. (Students: snap-, s-n-a-p, -ping, p-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

8. *don't* . . . . . Number 8: *don't*. I don't often get to stay up late. Say *don't*. (Students: *don't*)

Write *don't*.

► If any students raise their hands, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *don't* as the students read and spell. (Students: *don't*, d-o-n-apostrophe-t)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

9. didn't . . . . . Number 9: didn't. He didn't want to play with us at the park. Say *didn't*. (Students: didn't)

CONTRACTION *Didn't* is a contraction of *did not*.

Write *didn't*.

► If any students raise their hands, write the correct spelling to the left of number 9.

Now you will check your work. Everyone read the word. (Students: didn't) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 9, write *didn't* as the students read and spell by syllables. (Students: did-, d-i-d, -n't, n-apostrophe-t)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

10. touch . . . . . Number 10: touch. Don't touch the hot stove. Say *touch*. (Students: touch)

Write *touch*.

► If any students raise their hands, write the correct spelling to the left of number 10.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 10, write *touch* as the students read and spell. (Students: touch, t-o-u-c-h)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

MEMORY STEPS Every week on Days 2, 3, and 4, you will do the memory steps for word number 10.

STEP 1 . . . Step 1 is *Read the word*. (Students: touch)

STEP 2 . . . Step 2 is *Underline any hard parts*.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* Everyone cover the word. Find the line under number 10. Say and write *touch*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

# Week 2 Day 3

## ▶ Teacher Background

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If you are using the board, number from 1 to 10.

## ▶ Pre-spelling: Doubling

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▶ If your students have difficulty distinguishing between vowels and consonants, have them first say whether each letter in the word *hot* is a vowel or a consonant.

Turn to page 184 in the back of your *Student Spelling Book*. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant."

hotter . . . . . Help me write *hotter*. *It was much hotter today than yesterday.*

Base word? (Students: hot)

▶ Write *hot* on the board.

Is the base word one syllable? (Students: yes)

▶ Point to **o**.

Is there one vowel? (Students: yes)

▶ Point to **t**.

Is there one consonant after the vowel? (Students: yes)

*Hotter*. Suffix? (Students: -er) Does the suffix begin with a vowel? (Students: yes)

Will we double **t**? (Students: yes)

▶ Add *ter*.

Hotter.

## ▶ Guided Spelling

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▶ Have your students open their spelling books to page 12. They will write ten words in this lesson.

1. chopped . . . . . Number 1: chopped. They chopped wood to burn in their fireplace. Say *chopped*. (Students: chopped)

Base word? (Students: chop) Write *chop* in the first space at number 1.

Suffix? (Students: e-d) Write **e-d** in the second space.

*Chopped*. What do you have to decide? (Students: Do we double?) Does *chop* have one syllable? (Students: yes) Everyone point to **o**. Does *chop* have one vowel? (Students: yes) Everyone point to **p**. Does *chop* have one consonant after the vowel? (Students: yes) You're writing *chopped*. Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *chop*? (Students: yes) Write *chopped* in the third space.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *chopped* as the students read and spell. (Students: chopped, c-h-o-p-p-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

2. mixed. . . . . Number 2: mixed. The play got mixed reviews; some people liked it, some didn't. Say *mixed*. (Students: mixed)

Base word? (Students: mix) Write *mix* in the first space at number 2.

Suffix? (Students: e-d) Write **e-d** in the second space.

*Mixed*. What do you have to decide? (Students: Do we double?) When a word ends with **x**, we do *not* double. Write *mixed* in the third space.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *mixed* as the students read and spell. (Students: mixed, m-i-x-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

3. won't . . . . . Number 3: won't. I won't be going to your house after school today. Say *won't*. (Students: won't)

CONTRACTION *Won't* is an unusual contraction that comes from *will not*.

MNEMONIC Here is a mnemonic (nə-mŏn-ĭc) for *won't* and *don't*. They rhyme and they end the same way: **o-n-apostrophe-t**.

Write *won't*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *won't* as the students read and spell. (Students: won't, w-o-n-apostrophe-t)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

4. dropped . . . . . Number 4: dropped. The bird dropped a twig onto its nest. Say *dropped*. (Students: dropped)

Base word? (Students: drop) Listen to the sounds: drop. Write *drop*. *Dropped*. What do you have to decide? (Students: Do we double?) Does *drop* have one syllable? (Students: yes) Everyone point to **o**. Does *drop* have one vowel? (Students: yes) Everyone point to **p**. Does *drop* have one consonant after the vowel? (Students: yes) You're writing *dropped*. What is the suffix? (Students: e-d) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *drop*? (Students: yes) Finish writing *dropped*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *dropped* as the students read and spell. (Students: dropped, d-r-o-p-p-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

5. though . . . . . Number 5: though. She hiked to the top even though she was tired. Say *though*. (Students: though)

Be careful here. The vowel sound in *though* has an unusual spelling. If you know the spelling, write *though*. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write **ough** to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *though* as the students read and spell. (Students: though, t-h-o-u-g-h)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

6. clues . . . . . Number 6: clues. There were no clues as to who stole the money. Say *clues*. (Students: clues)

Be careful here. The vowel sound in *clue* has an unusual spelling. If you know the spelling, write *clues*. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write **ue** to the left of number 6.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *clues* as the students read and spell.  
(Students: clues, c-l-u-e-s)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. cutting . . . . . Number 7: cutting. We will be cutting the lower branches of the tree. Say *cutting*. (Students: cutting)

Reread page 184 if you need to. Write the base word, then the suffix, and then the whole word *cutting*.

Now you will check your work. Everyone read the word.  
(Students: cutting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 7, write *cutting* as the students read and spell by syllables. (Students: cut-, c-u-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

8. can't. . . . . Number 8: can't. I can't wait to see my grandparents. Say *can't*.  
(Students: can't)

Write *can't*.

► If any students raise their hands, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *can't* as the students read and spell.  
(Students: can't, c-a-n-apostrophe-t)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

9. fudge . . . . . Number 9: fudge. My aunt made a batch of delicious fudge for the party. Say *fudge*. (Students: fudge)

Write *fudge*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 9.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 9, write *fudge* as the students read and spell.  
(Students: fudge, f-u-d-g-e)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

10. quitting . . . . . Number 10: quitting. I'm quitting the basketball team because I injured my knee. Say *quitting*. (Students: quitting)

Reread page 184 if you need to. Write *quitting*.

Now you will check your work. Everyone read the word.  
(Students: quitting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 10, write *quitting* as the students read and spell by syllables. (Students: quit-, q-u-i-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

PARTNER STUDY On most days in guided spelling, I will ask you a question about word number 10. You and your neighbor will tell each other the answer. Now turn to your neighbor. Explain why you doubled **t** in *quitting*.

MEMORY STEPS Now we'll practice the memory steps for number 10, *quitting*.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.*  
(Students: quitting, quit-ting)

STEP 2 . . . Step 2 is *Underline any hard parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* Everyone cover the word. Find the line under number 10. Say and write *quitting* by syllables. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

► **Teacher Background**

If you are using the board, number from 1 to 10.

► **Pre-spelling: Doubling**

► If your students have difficulty distinguishing between vowels and consonants, have them first say whether each letter in the word *dot* is a vowel or a consonant.

Turn to page 184 in the back of your *Student Spelling Book*. We'll read the single-syllable doubling generalization together: "IF the base word has one syllable, one vowel, and one consonant after the vowel AND the suffix begins with a vowel, THEN double the last consonant."

dotted . . . . . Help me write *dotted*. She dotted every *i*.

Base word? (Students: dot)

► Write *dot* on the board.

Is the base word one syllable? (Students: yes)

► Point to **o**.

Is there one vowel? (Students: yes)

► Point to **t**.

Is there one consonant after the vowel? (Students: yes)

*Dotted*. Suffix? (Students: -ed) Does the suffix begin with a vowel? (Students: yes)

Will we double **t**? (Students: yes)

► Add *ted*.

Dotted.

► **Guided Spelling**

► Have your students open their spelling books to page 13. They will write ten words in this lesson.

1. dressed. . . . . Number 1: dressed. We all got dressed up for the party.

Say *dressed*. (Students: dressed)

Base word? (Students: dress) Write *dress* in the first space at number 1.

Suffix? (Students: e-d) Write **e-d** in the second space.

*Dressed*. What do you have to decide? (Students: Do we double?) Does *dress* have one syllable? (Students: yes) Everyone point to **e**. Does *dress* have one vowel? (Students: yes) Everyone point to **s-s**. Does *dress* have one consonant after the vowel? (Students: no) Will you double the last consonant of *dress*? (Students: no) You're writing *dressed*. Write *dressed* in the third space.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *dressed* as the students read and spell. (Students: dressed, d-r-e-s-s-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

2. setting . . . . . Number 2: setting. The setting for the mystery was at a haunted house. Say *setting*. (Students: setting)

Base word? (Students: set) Write *set* in the first space at number 2.

Suffix? (Students: -ing) Write *-ing* in the second space.

*Setting*. What do you have to decide? (Students: Do we double?) Does *set* have one syllable? (Students: yes) Everyone point to **e**. Does *set* have one vowel? (Students: yes) Everyone point to **t**. Does *set* have one consonant after the vowel? (Students: yes) You're writing *setting*. Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *set*? (Students: yes) Write *setting* in the third space.

Now you will check your work. Everyone read the word. (Students: setting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 2, write *setting* as the students read and spell by syllables. (Students: set-, s-e-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

3. don't . . . . . Number 3: don't. We don't have pets in my home. Say *don't*. (Students: don't)

CONTRACTION *Don't* is a contraction.

MNEMONIC Here is a mnemonic (nə-mŏn-ĭc) for *don't* and *won't*. They rhyme and they end the same way.

If you know the spelling, write *don't*. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write the correct spelling to the left of number 3.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *don't* as the students read and spell.  
(Students: don't, d-o-n-apostrophe-t)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

4. scrubbed . . . . . Number 4: scrubbed. The windows were dirty after the storm, so we scrubbed them. Say *scrubbed*. (Students: scrubbed)

Base word? (Students: scrub) Write *scrub*.

*Scrubbed*. What do you have to decide? (Students: Do we double?) Does *scrub* have one syllable? (Students: yes) Everyone point to **u**. Does *scrub* have one vowel? (Students: yes) Everyone point to **b**. Does *scrub* have one consonant after the vowel? (Students: yes) You're writing *scrubbed*. Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *scrub*? (Students: yes) Finish writing *scrubbed*.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *scrubbed* as the students read and spell.  
(Students: scrubbed, s-c-r-u-b-b-e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

5. touch . . . . . Number 5: touch. The baby likes to touch my nose. Say *touch*.  
(Students: touch)

Be careful here. The vowel sound in *touch* has an unusual spelling. If you know the spelling, write *touch*. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write **ou** to the left of number 5.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *touch* as the students read and spell.  
(Students: touch, t-o-u-c-h)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

6. St. . . . . Number 6: Street. The envelope was addressed to 555 Cornell St. Say *Street*. (Students: Street)

FREQUENTLY MISSPELLED WORD The abbreviation for *Street* is a frequently misspelled word. This abbreviation is also the abbreviation for *Saint*, as in *St. Louis*.

Write the abbreviation for *Street* as you would write it when addressing an envelope.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *St.* as the students read and spell. (Students: Street, capital S-t-period)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. slipping . . . . . Number 7: slipping. He was slipping on the ice as he tried to cross the frozen pond. Say *slipping*. (Students: slipping)

Reread page 184 if you need to. Write the base word, then the suffix, and then the whole word *slipping*.

Now you will check your work. Everyone read the word. (Students: slipping) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 7, write *slipping* as the students read and spell by syllables. (Students: slip-, s-l-i-p-, -ping, p-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

8. wanted . . . . . Number 8: wanted. I wanted to spend more time outside on my vacation. Say *wanted*. (Students: wanted)

Reread page 184 if you need to. Write *wanted*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 8.

Now you will check your work. Everyone read the word. (Students: wanted) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 8, write *wanted* as the students read and spell by syllables. (Students: want-, w-a-n-t-, -ed, e-d)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

9. stringing . . . . . Number 9: stringing. Kindergartners love stringing wooden beads. Say *stringing*. (Students: stringing)

Reread page 184 if you need to. Write *stringing*.

► If any students raise their hands to ask about part of the word, write the correct spelling to the left of number 9.

Now you will check your work. Everyone read the word. (Students: stringing) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 9, write *stringing* as the students read and spell by syllables. (Students: string-, s-t-r-i-n-g, -ing, i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

10. letting . . . . . Number 10: letting. I will be letting my sister borrow my tennis racket. Say *letting*. (Students: letting)

Reread page 184 if you need to. Write *letting*.

Now you will check your work. Everyone read the word. (Students: letting) Everyone read and spell the word by syllables as I write it. Point under each letter as you spell.

► At number 10, write *letting* as the students read and spell by syllables. (Students: let-, l-e-t, -ting, t-i-n-g)

Check your word. If you made a mistake, draw a line through the word. Write the correct word above it.

PARTNER STUDY Turn to your neighbor and explain why you doubled **t** in *letting*.

MEMORY STEPS Now we'll practice the memory steps for number 10, *letting*.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.* (Students: letting, let-ting)

STEP 2 . . . Step 2 is *Underline any hard parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* Everyone cover the word. Find the line under number 10. Say and write *letting* by syllables. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

## Weekly Test

### ► Teacher Background

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The first weekly spelling test is in this lesson. It consists of all 15 of the week's new words, 3 review words, and 2 application words. The form of the weekly tests is traditional word dictation.

The application words assess the students' knowledge of the spelling concepts and are not announced in advance. Tell your students that numbers 1 and 2 are not words that they have memorized for the test, but that they can easily spell the words if they think about what they have learned.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all students write the first 20 words. If you are differentiating instruction, have the below-grade-level spellers spell the first 13 words, the average spellers spell the first 20 words, and the advanced spellers spell all 22 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of the application words, numbers 1 and 2. Note that students with numerous errors on the test may not be ready for grade 4 spelling.

### ► Administer the Spelling Test

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Hand out test paper. Have the students put their names at the top and number from 1 to 20.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

### ALL STUDENTS

- |              |  |
|--------------|--|
| 1. splint    | The doctor put a splint on my broken leg. (application word) |
| 2. fetches   | My dog fetches the ball. (application word)                  |
| 3. dressed   | They got dressed for the party.                              |
| 4. letting   | I will be letting the cat into the house.                    |
| 5. lunches   | We eat our lunches at the picnic tables.                     |
| 6. scrubbed  | He scrubbed the door handle with a brush.                    |
| 7. dropped   | The outfielder dropped the fly ball.                         |
| 8. setting   | I was setting the table when the phone rang.                 |
| 9. badge     | The police officer showed us her badge.                      |
| 10. mixed    | I mixed red and white paint to make pink.                    |
| 11. quitting | He will be quitting his job at the end of the week.          |
| 12. tracks   | Sprinters run on tracks.                                     |
| 13. cutting  | I will be cutting the lawn this weekend.                     |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |   |
|------------|---|
| 14. wanted | They all wanted to participate.           |
| 15. don't  | Please don't touch the wet paint.         |
| 16. clue   | I need a clue to solve this problem.      |
| 17. won't  | I won't be attending the meeting.         |
| 18. though | It's cold outside even though it's sunny. |
| 19. can't  | My dog can't fetch.                       |
| 20. touch  | The baby wants to touch everything.       |

### ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 21. waxed    | The surfers waxed their surfboards.      |
| 22. knitting | My grandmother is knitting me a sweater. |

**ELPS 5.C.ii**  
New Content and Teacher  
Background sections (all,  
beginning on page 55 and  
continuing on to page 56)

## Words with Long a Spelled a-consonant-e, ai, and ay; Frequently Misspelled Words

### ► New Content

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Long **a** is often spelled **a-consonant-e**, **ai**, or **ay**, as in *relate*, *exclaim*, and *day*.

The sound /ā/ at the end of a word is usually spelled **ay**, as in *today*.

### ► Teacher Background

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Make a copy of the Week 3 homework (*Blackline Masters* page 4) for each student.

This week you will introduce the students to a routine for spelling sounds with multiple spellings. For example, if you dictate the word *brain*, some students may not know whether to spell *brane* or *brain*. In the spelling routine, you say, “Question?” meaning, “Ask me a question if you don’t know which spelling of the sound /ā/ to use for *brain*.” The students ask, “Which /ā/?” Then you will tell them to use the second spelling under the “cake” picture on the spelling-sound chart. Students who *do* know the correct spelling may write the word without asking “Which /ā/?” and without consulting the chart.

The letter **y** is sometimes a vowel. It is a vowel when it is part of the vowel spellings **ay**, **ey**, **oy**, and **uy**, as in *stay*, *key*, *boy*, and *buy*. It is also a vowel when it has the sound of long **i**, as in *style* or *supply*, short **i** as in *typical*, and long **e** as in *happy*. The letter **w** acting as a vowel will be introduced in Week 11. Recognizing that **y** and **w** are sometimes vowels will help the students apply the doubling generalization. For example, we do not double **y** or **w** in *staying* or *fewer*.

Two additional guiding points are introduced this week: the sound /j/ after a long vowel is spelled **g**, as in *page*; the sound /s/ after a long vowel is spelled **c** or **s**, as in *place* and *base*.

The first two weeks of lessons included detailed instructions to support you and your students in learning the basic procedures of guided spelling. Beginning with Week 3, the instructions are abbreviated.

- The cue “Careful” alerts you and the students to an unusual spelling in a word.
- The cue “Offer help” reminds you to ask your students to raise their hands if they don’t know how to spell part of a word. You write the spelling on the board or overhead to the left of the item number. See page 481 for an example of the procedure for offering help.
- The expected student responses are no longer written out in the lessons. When several instructions are given one after another, a small square (■) indicates that you pause while the students respond orally or in writing.
- The cue “Check” reminds you to do the entire checking procedure for each word. See page 478 for an example of the checking procedure. When checking a polysyllabic word, have the students read and spell each syllable.

On Day 1 of this week, you will show the students how to keep a record of words they missed on the spelling test. In their *Student Spelling Books* they will write **S**, for “need to study,” on the line next to each word they missed.

On Day 4, the students will study the words they missed on last week’s test. The students will do this on Day 4 of each week of the *Guided Spelling* program (except the review weeks).

In Week 3, there are two pre-spelling activities each day. The first focuses on the meaning of the terms “short vowel” and “long vowel.” If your students are confident identifying long and short vowel sounds, you may omit this activity. In the second pre-spelling activity, the students will practice the routine for asking for help when they spell a sound with multiple spellings.

An optional spelling activity for partners is provided each week in the *Blackline Masters* book. The activity for Week 3 can be found on page 44.

## ► Words Used This Week

NEW WORDS	*space, *brain, *clay, *age, *plain, *sprayed, *Ms., *Mr., Miss, Mrs., were, where, skipped, of course, won
REVIEW WORDS	*mixed, *scrubbed, *dressed, *quitting, *setting, though, touch, can't, clue, won't
CHALLENGE WORDS	fade, upstairs, spare, strain, deaf
APPLICATION WORDS ON THE TEST	stacking, ripped
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	cage, swaying, waist, fainted, flipped, spacecraft, ages, dripping, trays, their, brains
FREQUENTLY MISSPELLED WORDS	Ms., Mr., Miss, Mrs., were, where, their

► **Pre-spelling #1: Short and Long Vowels**

► Remind your students that in spelling it is important to know the name and sound of each short and long vowel.

short o . . . . . ► Point to **o** on the spelling-sound chart.

What is the sound of short **o**?

short a . . . . . ► Point to **a** on the spelling-sound chart.

What is the sound of short **a**?

short u . . . . . ► Point to **u** on the spelling-sound chart.

What is the sound of short **u**?

short e . . . . . ► Point to **e** on the spelling-sound chart.

What is the sound of short **e**?

short i . . . . . ► Point to **i** on the spelling-sound chart.

What is the sound of short **i**?

Now let's review the long vowel sounds.

long a . . . . . ► Point to the “cake” picture.

The “cake” picture reminds us where to look for the spellings of long **a**, /ā/. Sound? (Students: /ā/)

long e . . . . . ► Point to the “tree” picture.

The “tree” picture reminds us where to look for the spellings of long **e**, /ē/. Sound? (Students: /ē/)

long i . . . . . ► Point to the “kite” picture.

The “kite” picture reminds us where to look for the spellings of long **i**, /ī/. Sound? (Students: /ī/)

long o . . . . . ► Point to the “bone” picture.

The “bone” picture reminds us where to look for the spellings of long **o**, /ō/. Sound? (Students: /ō/)

long u . . . . . ▶ Point to the “mule” picture.

The “mule” picture reminds us where to look for the spellings of long **u**, /ū/. Sound? (Students: /ū/)

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▶ **Pre-spelling #2: Ask Which Spelling**

Today I’ll show you how I can help you spell long vowel sounds.

Look at the “cake” picture for long **a**. How many ways can we spell the sound /ā/? (Students: four)

When you spell long vowel sounds, you need to learn which spelling to use.

sprain . . . . . Let’s say you are writing the word *sprain*, *I don’t want to sprain my ankle*, but you aren’t sure which spelling of the sound /ā/ to use. I will say, “Question?” That means “Ask me a question if you aren’t sure how to spell this sound.” You will ask, “Which /ā/?” That means “Which spelling under the ‘cake’ picture is the right one for *sprain*?”

I will say, “Use the second spelling under the ‘cake’ picture.” Which is the second spelling under the “cake” picture? (Students: a-i-blank) The blank means that there is usually a letter after **a-i**. In *sprain* the letter is **n**. How do you spell the sound /ā/ in *sprain*? (Students: a-i)

▶ Write *sprain* on the board.

frame. . . . . Let’s practice. *Frame*. Question? You ask, “Which /ā/?” (Students: which /ā/?) Use the first spelling under the “cake” picture. How do you spell the sound /ā/ in *frame*? You say, “a-blank-e.” (Students: a-blank-e)

▶ Point to the blank in **a\_e**.

The blank means that there will be a letter here. In *frame* the letter is **m**.

sweep . . . . . *Sweep*. What vowel sound do you hear in *sweep*? (Students: /ē/) Question? (Students: which /ē/?) Use the second spelling under the “tree” picture. How do you spell the sound /ē/ in *sweep*? (Students: e-e)

stone. . . . . *Stone*. What vowel sound do you hear in *stone*? (Students: /ō/) Question? (Students: which /ō/?) Use the first spelling under the “bone” picture. How do you spell the sound /ō/ in *stone*? (Students: o-blank-e)

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 14 and follow along as you read the words and sentences.

1. space . . . . . Number 1: space. There is space on the shelf to store more books.

► Point to **a\_e** under the “cake” picture.

The “cake” picture has the long **a** spellings under it. The sound /ā/ in *space* is spelled **a-blank-e**. Underline **a** and **e**. Underline **c**.

2. brain . . . . . Number 2: brain. The orca whale has a large brain for a marine mammal.

► Point to **ai\_** under the “cake” picture.

The sound /ā/ in *brain* is spelled **a-i**. Underline **a-i**.

3. clay . . . . . Number 3: clay. We used clay to form animals for the jungle diorama.

► Point to **\_ay** under the “cake” picture.

The sound /ā/ in *clay* is spelled **a-y**. When we hear the sound /ā/ at the end of a word, we spell it **a-y**.

4. age. . . . . Number 4: age. We didn't know the dog's age.

Underline **a** and **e**.

5. plain. . . . . Number 5: plain. Several hundred buffalo were grazing on the plain.

**HOMOPHONE** *Plain* is a homophone. It's not *plane*, a plane that flies. It's *plain*, The buffalo were grazing on the plain.

Underline **a-i**.

6. sprayed. . . . . Number 6: sprayed. When the skunk sprayed, it smelled awful.

The base word is *spray*. When we hear the sound /ā/ at the end of a word, we spell it **a-y**. In the vowel spelling **a-y** the letter **y** is a vowel. The suffix **e-d** was added.

7. Ms. . . . . . Number 7: Ms. Ms. Holmes is our principal.

**FREQUENTLY MISSPELLED WORD** *Ms.* is a frequently misspelled word. Underline the whole word.

8. Mr. . . . . . Number 8: Mr. Mr. Childers teaches band to the fourth and fifth graders.

**FREQUENTLY MISSPELLED WORD** *Mr.* is a frequently misspelled word. Underline the whole word.

9. Miss . . . . . Number 9: Miss. I told Miss Stanton that I would return the book tomorrow.  
 FREQUENTLY MISPELLED WORD *Miss* is a frequently misspelled word. There is no period after *Miss*.
10. Mrs. . . . . . Number 10: Mrs. Mrs. Stewart had her class put on a play.  
 FREQUENTLY MISPELLED WORD *Mrs.* is a frequently misspelled word. Underline the whole word.
11. were . . . . . Number 11: were. I wish we were going to the amusement park together.  
 FREQUENTLY MISPELLED WORD *Were* is a frequently misspelled word. Underline **e** and **e**.
12. where. . . . . Number 12: where. I can never remember where I put my shoes.  
 FREQUENTLY MISPELLED WORD *Where* is a frequently misspelled word. Underline **e** and **e**.
13. skipped . . . . . Number 13: skipped. She skipped softball practice Tuesday.  
 The base word is *skip*. The **p** was doubled, and then the suffix **e-d** was added.
14. of course. . . . . Number 14: of course. I will help you study for the quiz, of course.  
 Underline *of*. Underline **o-u** and **s-e** in *course*.
15. won . . . . . Number 15: won. Our team won the game by one goal.  
 HOMOPHONE *Won* is a homophone. It's not the number *one*. It's *won*, *Our team won*.  
 Underline **o**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |               |            |
|---------------|------------|
| 16. *mixed    | 21. though |
| 17. *scrubbed | 22. touch  |
| 18. *dressed  | 23. can't  |
| 19. *quitting | 24. clue   |
| 20. *setting  | 25. won't  |

## ► Guided Spelling

► Have your students turn to page 16. They will write eight of this week's new words.

I'm going to say each word and you will write it, but this is not a test. I will help you think about each word so that you write it correctly. If you're not sure how to spell a word, raise your hand to ask me for help. It is important to *know when you don't know*.

1. space . . . . . Number 1: space. There is space on the shelf to store more books. Say *space*.

What are the first two sounds? (Students: /sp/) Write the first two letters.

What is the next sound? (Students: /ā/) Which picture shows the ways to spell the sound /ā/? (Students: cake)

► Point to **a\_e**.

For *space* we will use the first spelling. What is the first spelling? (Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

The sound /s/ in *space* is spelled **c**. Write **c**. ■ The spelling is **a-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

2. brain . . . . . Number 2: brain. The orca whale has a large brain for a marine mammal. Say *brain*.

What vowel sound do you hear in *brain*? (Students: /ā/) Which picture shows the ways to spell the sound /ā/? ■ If you're not sure how to spell the word, raise your hand. Question?

(Students with raised hands: which /ā/?) Use the second spelling under the "cake" picture. Write *brain*. (Check.)

3. clay . . . . . Number 3: clay. We used clay to form animals for the jungle diorama. Say *clay*.

When we hear the sound /ā/ at the end of a word, we spell it **a-y**. Write *clay*. (Check.)

4. age . . . . . Number 4: age. We didn't know the dog's age. Say *age*.

If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ā/?) Use the first spelling under the "cake" picture. The sound /j/ after a long vowel is spelled **g**. Write *age*. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. plain. . . . . Number 5: plain. Several hundred buffalo were grazing on the plain. Say *plain*.

Write *plain*. (Check.)

6. sprayed. . . . . Number 6: sprayed. When the skunk sprayed, it smelled awful. Say *sprayed*.

Write *sprayed*. (Check.)

7. Ms.. . . . . Number 7: Ms. Ms. Holmes is our principal. Say *Ms*.

Write *Ms*. (Check.)

8. Mr.. . . . . Number 8: Mr. Childers teaches band to the fourth and fifth graders. Say *Mr*.

Write *Mr*. (Check.)

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 **Introduce the Homework**

Hand out the Week 3 homework.

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 **Record Words Missed**

Return the students' spelling tests from Week 2. Have them turn to pages 8 and 9 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word.

If your students are accustomed to using highlighters, you may want to have them highlight the words they missed.

The application words, numbers 1 and 2 on the test, are not on pages 8 and 9.

► **Pre-spelling #1: Short and Long Vowels**

I'll say a short or long vowel sound and you tell me what it is called. For example, I'll say "/ā/" as in *take*" and you'll say "long a."  
 /ī/ as in *dime* ■ /ă/ as in *glad* ■ /ē/ as in *these* ■ /ā/ as in *game*

► **Pre-spelling #2: Ask Which Spelling**

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

wait. . . . . Let's practice. I will say, "Wait. Question?" You ask, "Which /ā/?"  
 (Students: which /ā/?) I will say, "Use the second spelling under the 'cake' picture."

blade . . . . . *Blade*. What vowel sound do you hear in *blade*? (Students: /ā/)  
 Question? (Students: which /ā/?) Use the first spelling under the "cake" picture. How do you spell the sound /ā/ in *blade*?  
 (Students: a-blank-e)

float . . . . . *Float*. What vowel sound do you hear in *float*? (Students: /ō/)  
 Question? (Students: which /ō/?) Use the second spelling under the "bone" picture. How do you spell the sound /ō/ in *float*?  
 (Students: o-a-blank)

throne . . . . . *Throne*. What vowel sound do you hear in *throne*? (Students: /ō/)  
 Question? (Students: which /ō/?) Use the first spelling under the "bone" picture. How do you spell the sound /ō/ in *throne*?  
 (Students: o-blank-e)

► **Guided Spelling**

► Have your students turn to page 17.

l. cage . . . . . Number l: cage. We often let my pet parrot out of its cage.  
 Say *cage*.  
 What vowel sound do you hear in *cage*? (Students: /ā/) Which picture shows the ways to spell the sound /ā/? ■ If you're not sure how to spell the word, raise your hand. Question?

(Students with raised hands: which /ā/?) Use the first spelling under the “cake” picture. The sound /j/ after a long vowel is spelled **g**. Write *cage*. (Check.)

2. *swaying*. . . . . Number 2: *swaying*. The palm trees were *swaying* in the breeze. Say *swaying*.

Base word? ■ When we hear the sound /ā/ at the end of a word, we spell it **a-y**. Write *sway*. ■ In the vowel spelling **a-y**, the **y** is a vowel. Add the suffix. (Check.)

3. *won* . . . . . Number 3: *won*. Our team *won* the game by one goal. Say *won*.

HOMOPHONE *Won* is a homophone. It’s not the number *one*. It’s *won*, *He won the prize*.

Careful. (Offer help.) Write *won*. (Check.)

4. *Miss* . . . . . Number 4: *Miss*. I told *Miss Stanton* that I would return the book tomorrow. Say *Miss*.

Write *Miss* now. (Check.)

5. *of course* . . . . . Number 5: *of course*. I will help you study for the quiz, *of course*. Say *of course*.

Careful. The expression *of course* is two words. (Offer help.) Write *of course*. (Check.)

6. *where*. . . . . Number 6: *where*. I can never remember where I put my shoes. Say *where*.

Careful. (Offer help.) Write *where*. (Check.)

**NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.**

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. *waist* . . . . . Number 7: *waist*. I tied a rope belt around my *waist* for my pirate costume. Say *waist*.

Write *waist*. (Check.)

8. *were* . . . . . Number 8: *were*. I wish we *were* going to the amusement park together. Say *were*.

Write *were*. (Check.)

9. *Mrs.* . . . . . Number 9: *Mrs.* *Mrs. Stewart* had her class put on a play. Say *Mrs.* Write *Mrs.* (Check.)

10. *skipped* . . . . . Number 10: *skipped*. She skipped softball practice Tuesday.  
Say *skipped*.

Write *skipped*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain why you doubled **p** in *skipped*.

**MEMORY STEPS** Now we'll practice the memory steps for *skipped*.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.*  
(Students: *skipped*)

STEP 2 . . . Step 2 is *Underline any hard parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.*  
Everyone cover the word. Find the line under number 10. Write *skipped*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

► **Teacher Background**

Remember to teach the lessons at a fairly quick pace; this will help sustain the students’ effort and interest. Each day’s lesson is intended to last about 15 minutes.

► **Pre-spelling #1: Short and Long Vowels**

I’ll tell you the name of a sound and you will tell me the sound. For example, I’ll say “long e” and you’ll say “/ē/.”

long o ■ short i ■ long a ■ short u

► **Pre-spelling #2: Ask Which Spelling**

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

knee . . . . . Let’s practice. I will say, “Knee. Question?” You ask, “Which /ē/?” (Students: which /ē/?) I will say, “Use the second spelling under the ‘tree’ picture.”

grown . . . . . *Grown. How he’s grown!* What vowel sound do you hear in *grown*? (Students: /ō/) Question? (Students: which /ō/?) Use the third spelling under the “bone” picture. How do you spell the sound /ō/ in *grown*? (Students: o-w)

drain . . . . . *Drain. What vowel sound do you hear in drain?* (Students: /ā/) Question? (Students: which /ā/?) Use the second spelling under the “cake” picture. How do you spell the sound /ā/ in *drain*? (Students: a-i)

treat . . . . . *Treat. What vowel sound do you hear in treat?* (Students: /ē/) Question? (Students: which /ē/?) Use the third spelling under the “tree” picture. How do you spell the sound /ē/ in *treat*? (Students: e-a)

## ► Guided Spelling

► Have your students turn to page 18.

1. fainted . . . . . Number 1: fainted. It was so hot today that I almost fainted.  
Say *fainted*.

Base word? ■ What vowel sound do you hear in *faint*?  
(Students: /ā/) Which picture shows the ways to spell the sound /ā/? ■ If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ā/?)  
Use the second spelling under the "cake" picture. Write *faint*.  
*Fainted*. Add the suffix. (Check.)

2. were . . . . . Number 2: were. We were all going to the store. Say *were*.  
Careful. (Offer help.) Write *were*. (Check.)

3. Ms. . . . . . Number 3: Ms. Ms. Shiramoto is our new science teacher.  
Say *Ms*.  
Careful. (Offer help.) Write *Ms*. (Check.)

4. of course . . . . . Number 4: of course. I will go to your band concert, of course.  
Say *of course*.  
Careful. The expression *of course* is two words. (Offer help.)  
Write *of course*. (Check.)

5. won . . . . . Number 5: won. He won the school spelling bee. Say *won*.  
HOMOPHONE *Won* is a homophone. It's not the number *one*.  
It's *won*, *He won a prize*.  
Careful. (Offer help.) Write *won*. (Check.)

6. Miss . . . . . Number 6: Miss. We received a wonderful gift from Miss Evans.  
Say *Miss*.  
Write *Miss* now. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. plain . . . . . Number 7: plain. I prefer plain, not fancy, clothes. Say *plain*.  
Write *plain*. (Check.)

8. flipped . . . . . Number 8: flipped. I flipped the coin and won the toss. Say *flipped*.  
Write *flipped*. (Check.)

9. spacecraft . . . . . Number 9: spacecraft. The spacecraft orbits the Earth.  
Say *spacecraft*.  
Write *spacecraft*. (Check.)

10. clay. . . . . Number 10: clay. There was a lot of clay in the garden soil.  
Say *clay*.  
Write *clay*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why the end of *clay* is spelled **a-y**.

MEMORY STEPS Now we'll practice the memory steps for *clay*.

STEP 1 . . . Step 1 is *Read the word. Say the syllables to help you spell.*  
(Students: *clay*)

STEP 2 . . . Step 2 is *Underline any hard parts.*

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables.*  
*Check.* Everyone cover the word. Find the line under number 10.  
Write *clay*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

► **Teacher Background**

After the guided spelling activity, have the students briefly study the words they missed on last week’s test.

► **Pre-spelling #1: Short and Long Vowels**

I’ll say a short or long vowel sound and you will tell me what it is called. For example, I’ll say “/ā/ as in *make*” and you’ll say “long a.”

/ā/ as in *fame* ■ /ī/ as in *side* ■ /ī/ as in *pitch* ■ /ū/ as in *mule*

► **Pre-spelling #2: Ask Which Spelling**

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

fright . . . . . Let’s practice. I will say, “*Fright*. Question?” You ask, “Which /ī/?” (Students: which /ī/?) I will say, “Use the second spelling under the ‘kite’ picture.”

shame . . . . . *Shame*. What vowel sound do you hear in *shame*? (Students: /ā/) Question? (Students: which /ā/?) Use the first spelling under the “cake” picture. How do you spell the sound /ā/ in *shame*? (Students: a-blank-e)

throat . . . . . *Throat*. What vowel sound do you hear in *throat*? (Students: /ō/) Question? (Students: which /ō/?) Use the second spelling under the “bone” picture. How do you spell the sound /ō/ in *throat*? (Students: o-a)

globe . . . . . *Globe*. What vowel sound do you hear in *globe*? (Students: /ō/) Question? (Students: which /ō/?) Use the first spelling under the “bone” picture. How do you spell the sound /ō/ in *globe*? (Students: o-blank-e)

## ► Guided Spelling

► Have your students turn to page 19.

1. ages . . . . . Number 1: ages. As cheese ages, it develops more flavor.  
Say *ages*.  
Base word? ■ What vowel sound do you hear in *age*?  
(Students: /ā/) Which picture shows the ways to spell the sound /ā/? ■ If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ā/?)  
Use the first spelling under the "cake" picture.  
Remember how to spell the sound /j/ after a long vowel. Finish writing *ages*. (Check.)
2. skipped. . . . . Number 2: skipped. I skipped over the introduction of the book.  
Say *skipped*.  
Base word? ■ Write *skip*.  
*Skipped*. What do you have to decide? (Students: Do we double?)  
Does *skip* have one syllable? (Students: yes) Everyone point to **i**.  
Does *skip* have one vowel? (Students: yes) Everyone point to **p**.  
Does *skip* have one consonant after the vowel? (Students: yes)  
*Skipped*. Does the suffix begin with a vowel? (Students: yes)  
Will you double the last consonant of *skip*? (Students: yes)  
Finish writing *skipped*. (Check.)
3. Mr. . . . . . Number 3: Mr. Mr. Johnson is our basketball coach. Say *Mr*.  
Careful. (Offer help.) Write *Mr*. (Check.)
4. where. . . . . Number 4: where. I know exactly where I placed my backpack.  
Say *where*.  
Careful. (Offer help.) Write *where*. (Check.)
5. sprayed. . . . . Number 5: sprayed. We sprayed the paint on the fence.  
Say *sprayed*.  
Base word? ■ When we hear the sound /ā/ at the end of a word, we spell it **a-y**. Write *spray*. ■ In the vowel spelling **a-y**, the letter **y** is a vowel. Add the suffix. (Check.)
6. Mrs. . . . . . Number 6: Mrs. Mrs. Sears will be our docent at the history museum. Say *Mrs*.  
Careful. (Offer help.) Write *Mrs*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. dripping . . . . . Number 7: dripping. She was dripping wet after the downpour.

Say *dripping*.

Write *dripping*. (Check.)

8. trays . . . . . Number 8: trays. Our lunch was served on trays. Say *trays*.

Write *trays*. (Check.)

9. their . . . . . Number 9: their. Did you see their science projects on display?

Say *their*.

FREQUENTLY MISSPELLED WORD *Their* is a frequently misspelled word.

Write *their*. (Check.)

10. brains . . . . . Number 10: brains. Our brains develop as we learn. Say *brains*.

Write *brains*. (Check.)

PARTNER STUDY Turn to your neighbor and explain what part of *brains* you have to remember.

MEMORY STEPS Now we'll practice the memory steps for *brains*.

STEP 1 . . . Step 1 is *Read the word*. (Students: brains)

STEP 2 . . . Step 2 is *Underline any hard parts*.

STEP 3 . . . Step 3 is *Cover the word. Say and write the word by syllables. Check.* Everyone cover the word. Find the line under number 10. Write *brains*. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

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► **Student Study**

Have the students turn to pages 8 and 9. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

### ► Teacher Background

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The weekly spelling test consists of all 15 of the week's new words, 3 review words, and 2 application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance. Tell your students that numbers 1 and 2 are not words that they have memorized for the test, but that they can easily spell the words if they think about what they have learned.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all students write the first 20 words. If you are differentiating instruction, have the below-grade-level spellers spell the first 13 words, the average spellers spell the first 20 words, and the advanced spellers spell all 22 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of the application words, numbers 1 and 2. Note that students with numerous errors on the test may not be ready for grade 4 spelling.

### ► Administer the Spelling Test

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Hand out test paper. Have the students put their names at the top and number from 1 to 20.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

## ALL STUDENTS

(application word)

(application word)

- |             |   |
|-------------|---|
| 3. brain    | He has a good brain for the job.                        |
| 4. quitting | They won't be quitting the baseball team.               |
| 5. sprayed  | She sprayed paint all over the chair.                   |
| 6. age      | She was the right age to get a driver's license.        |
| 7. scrubbed | The walls were filthy, so we scrubbed them clean.       |
| 8. Mr.      | Mr. Stewart delivered the new chairs to the classroom.  |
| 9. plain    | I want a plain dress, not a fancy one.                  |
| 10. mixed   | I mixed eggs and milk to make scrambled eggs.           |
| 11. clay    | There is a lot of clay in the soil.                     |
| 12. Ms.     | Ms. Wong conducted the orchestra.                       |
| 13. space   | There isn't enough space in the room for a large table. |

## AVERAGE AND ADVANCED SPELLERS CONTINUE

- |               |   |
|---------------|---|
| 14. Mrs.      | Mrs. Escobar is our computer teacher.       |
| 15. where     | Where did I leave my jacket?                |
| 16. won       | I won the race.                             |
| 17. of course | I'll come with you, of course.              |
| 18. Miss      | Miss Webb will be your guide at the museum. |
| 19. skipped   | We skipped rocks on the lake.               |
| 20. were      | All of the kittens were drinking milk.      |

## ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 21. upstairs | He left his shoes upstairs.                   |
| 22. deaf     | My dog is deaf, so it can't hear you whistle. |

## Polysyllabic Spelling

### ► New Content

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When writing a word that has more than one syllable, spell one syllable at a time.

The way we say a polysyllabic word does not always correspond to the way it is written. For example, the syllables in *puppy* sound like /pŭ-pĕ/ but they are written as *pup* and *py*.

### ► Teacher Background

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Make a copy of the Week 4 homework (*Blackline Masters* page 5) for each student.

On Day 2 of this week, you will introduce the “dictionary and personal word list” (found on pages 174–181 in the *Student Spelling Book*). The students will use the dictionary and personal word list during writing and not during guided spelling.

On Day 3 of this week, you will introduce the “frequently misspelled words” list (found on pages 186 and 187 in the *Student Spelling Book*). The students may consult this list during writing and not during guided spelling.

This week the students will practice the memory steps individually after word number 10 on Days 2, 3, and 4. You have led the students through the memory steps several times, so they should be familiar enough with them to practice without your support.

Three additional guiding points are introduced this week: when we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself, for example, *pa-per* and *pro-gram*; if the vowel sound after /s/ is spelled **e**, **i**, or **y**, the sound /s/ is often spelled **c**, as in *cent*, *city*, and *fancy*; the sound /k/ at the end of a syllable is usually spelled **c**, as in *picnic*.

The students will be introduced to two syllable constructions this week. A *closed syllable* contains a short vowel and ends with

one or more consonants, for example, both syllables in *district*. An *open syllable* ends with one long vowel, such as *pī* in *pilot*.

In the pre-spelling activities this week, you will model how to spell polysyllabic words by syllables.

An optional spelling activity for partners is provided each week in the *Blackline Masters* book. The activity for Week 4 can be found on page 45.

#### TEKS 2.A.xii

Student/Teacher Narrative  
Polysyllabic Spelling and  
Pronouncing Words by  
Syllables sections (all,  
beginning on page 76 and  
continuing on to page 77)

### POLYSYLLABIC SPELLING

Beginning this week, you will guide the students in spelling polysyllabic words. We read and spell polysyllabic words by syllables (for example, *ham-mer*) and by morphemic, or structural, units (for example, *refillable*), not sound by sound. Many students need explicit instruction in polysyllabic spelling because they are used to spelling by sounds. In *Guided Spelling* you support your students in polysyllabic spelling in several ways.

- In pre-spelling activities, you will model how to spell by syllables.
- When introducing the week's new words, you will show your students where to mark the syllable boundaries with a dot, for example, between the two f's in *traff-ic*. Syllable boundaries are also called *syllable divisions*.
- In guided spelling, the students will say each word by syllables before writing.
- You will pronounce each word so that the students can hear the individual syllables clearly, for example, *be-came*, *plas-tic*. Be sure to pause between syllables so that the division will be clear. For more information see the next section, "Pronouncing Polysyllabic Words by Syllables."
- The students will write the polysyllabic word one syllable at a time and pronounce each syllable before they write it.
- In the checking step of guided spelling, the students will read and spell each polysyllabic word by syllables.

### PRONOUNCING POLYSYLLABIC WORDS BY SYLLABLES

Whenever the written syllables of a word are different from the spoken syllables, you'll say, "I'll say the syllables for spelling." Then you will see the word divided into syllables as in a dictionary. In other words, the word is divided into written syllables (for example, *hap-py*), not syllables as spoken in conversation (*hă-py*). The *Teacher's Manual* gives the syllables, but not the pronunciation.

How will you pronounce each syllable? There two options:

- The first option is to pronounce each syllable with the same vowel sound that the word has in typical conversational speech. For example, for *about* you say *ə-bout*, for *collect* you say *cal-lect*, and for *second* you say *sĕc-and*. When a syllable is spelled differently from the way it sounds, offer help. Say, “If you’re not sure how to spell this syllable, look up here,” then write the syllable on the board or overhead for the students who are not sure enough to write it on their own.
- The second option is to pronounce each syllable in an exaggerated way to give the students clues about spelling. For example, saying *ā-bout* lets the students know that the schwa in the first syllable is spelled **a**. This exaggeration will help many students remember that *about* begins with **a**. Saying *Wed-nes-day* helps students with the troublesome part of *Wednesday*. Here are a few examples of exaggerated pronunciation: *īm-mē-dī-āte*, *ā-gō*, *hŭn-drĕd*, *tŭn-nĕl*, *hăb-ĭt*.

This exaggeration approach is fairly common; it seems to be second nature to teachers when they’re teaching spelling. It is a time-honored way of helping students spell. We recommend the exaggeration option because of the mnemonic value to the students. Teachers with a background in phonics will be comfortable with this approach. If your exaggeration confuses English Language Learners (ELLs) about the correct pronunciation of the word, have the students say the word one additional time after the checking process.

If you use exaggerated pronunciation, you do not need to offer as much help as is indicated in the lessons. For example, if you have said *ā-bout*, you do not need to offer help for the first syllable.

## ► Words Used This Week

NEW WORDS	*finish, *explain, *until, *became, *public, *unless, *plastic, *traffic, expect, insect, it’s, hitting, case, prove, blood
REVIEW WORDS	*sprayed, *Ms., *clay, *space, *plain, won, Miss, were, of course, skipped
CHALLENGE WORDS	insist, entertain, demonstrate, pace, soup
APPLICATION WORDS ON THE TEST	gray, switched
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	district, index, splendidly, concentrate, nails, finishes, expected, insects, explained, picnics, because, jays
FREQUENTLY MISSPELLED WORDS	it’s, because

► **Teacher Background**

When you and the students pronounce words by syllables, there should be a pause between syllables to indicate the syllable boundary clearly. For example, say *fin...ish*, not *finnish*.

In the checking step, the students will read and spell each word by syllables. For some words the pronunciation by syllables is quite different from the pronunciation of the whole word. You may want to have your students pronounce the whole word again at the end of the checking step. This may benefit the English Language Learners (ELLs) in particular. The reminder to have the students pronounce the whole word again is included in Weeks 4 and 5.

TEKS 2.A.xii  
TEKS 2.A.xxviii  
Student/Teacher Activity  
Pre-spelling: Spelling by Syllables and Introduce This Week's Words sections (all, beginning on page 78 and continuing on to page 79)

► **Pre-spelling: Spelling by Syllables**

This week we'll begin spelling polysyllabic base words. Say "polysyllabic." ■ *Polysyllabic* means *having more than one syllable*. We will spell every polysyllabic word by syllables. I will show you how.

intend . . . . . *Intend. I intend to finish my work. First I say intend by syllables: in-tend.*

Then I say and spell each syllable: *in-*, **i-n**, *-tend*, **t-e-n-d**.

► Write *intend* on the board as you spell by syllables.

detail . . . . . *Detail. I described it in detail. First I say detail by syllables: de-tail.*

The first syllable is *de-*.

► Point to **e** under the "tree" picture on the spelling-sound chart.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. In *detail* the first syllable is spelled **d-e**.

► Write *de*.

The second syllable is *-tail*, **t-a-i-l**.

► Add *tail*.

*Detail.*

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 20 and follow along as you read the words and sentences.

1. finish . . . . . Number 1: finish. I will finish my homework on time.

**TEKS 2.B.xix**  
Student/Teacher Narrative  
Introduce This Week's Words  
(Word: finish, explain, until,  
became, public, unless, plastic)

*Finish* has two syllables. I will tell you where each syllable begins and ends for spelling. In other words, I will tell you the syllable boundaries. When we know the syllable boundaries, we spell more correctly. You will put a dot to show the boundary. Listen to me say *finish* by syllables: *fin...ish*. Everyone put a dot after the **n**.

► Write *fin.ish* on the board.

2. explain . . . . . Number 2: explain. Our teacher will explain the rules for the science fair.

I will tell you the syllables for spelling: *ex...plain*. Put a dot at the syllable boundary. ■ Underline **a-i**.

3. until . . . . . Number 3: until. Don't cross the street until the light turns green.

*Un-til*. Put a dot at the syllable boundary.

4. became. . . . . Number 4: became. It became dark as the clouds covered the sun.

**TEKS 2.A.vi**  
Student /Teacher Narrative  
Introduce This Week's Words  
(Word: became)

*Be-came*. Put a dot at the syllable boundary. ■ The first syllable ends with a long **e** sound. When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Underline **a** and the last **e**. ■ The syllable *be-* is called an *open syllable*. An open syllable ends with one long vowel.

5. public . . . . . Number 5: public. The public library is open most Saturdays.

*Pub-lic*. Put a dot at the syllable boundary. ■ The second syllable is *-lic*. When a syllable in a polysyllabic word ends with the sound /k/, it is usually spelled **c**.

6. unless. . . . . Number 6: unless. I won't go to the game unless you join me.

*Un-less*. Put a dot at the syllable boundary. ■ Underline **s-s**.

7. plastic. . . . . Number 7: plastic. I put the plastic bottle in the recycling bin.

*Plas-tic*. Put a dot at the syllable boundary. ■ The second syllable is *-tic*. When a syllable in a polysyllabic word ends with the sound /k/, it is usually spelled **c**.

8. traffic . . . . . Number 8: traffic. There was a lot of traffic on the freeway this morning.  
When we say the syllables they sound like *tră-fic*, but the syllables for spelling are *traf-fic*. Put a dot at the syllable boundary. ■ When a syllable in a polysyllabic word ends with the sound /k/, it is usually spelled **c**.
9. expect . . . . . Number 9: expect. I expect to do well on the test because I studied hard.  
*Ex-pect*. Put a dot at the syllable boundary. ■ Both syllables in this word are called *closed syllables*. A closed syllable has a short vowel and ends with one or more consonants.
10. insect . . . . . Number 10: insect. The monarch butterfly is a beautiful insect.  
*In-sect*. Put a dot at the syllable boundary.
11. it's . . . . . Number 11: it's. It's going to be a warm and sunny day.  
FREQUENTLY MISSPELLED WORD *It's* is a frequently misspelled word.  
HOMOPHONE *It's* is a homophone. The word is not *its*, *The dog wagged its tail*. The word is *it's*, *It's cold outside*.  
CONTRACTION The word *it's* is a contraction for *it is*.
12. hitting . . . . . Number 12: hitting. I hope to be hitting the ball out of the baseball park!  
*Hit-ting*. Put a dot at the syllable boundary. The base word is *hit*. The **t** was doubled and **i-n-g** was added.
13. case . . . . . Number 13: case. In case you forgot, your book is due today.  
Underline **a** and **e**.
14. prove . . . . . Number 14: prove. The lawyer had to prove her case to the jury.  
Underline **o** and **e**.
15. blood . . . . . Number 15: blood. Mosquitoes suck blood.  
Underline **o-o**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |              |               |
|--------------|---------------|
| 16. *sprayed | 21. won       |
| 17. *Ms.     | 22. Miss      |
| 18. *clay    | 23. were      |
| 19. *space   | 24. of course |
| 20. *plain   | 25. skipped   |

## ► Guided Spelling

► Have your students turn to page 22.

1. finish . . . . . Number 1: finish. I will finish my homework on time. Say *finish*.  
TEKS 2.A.xii  
TEKS 2.A.xxviii  
Student/Teacher Activity  
Guided Spelling section  
(Words: finish, explain, until, became, public, unless, plastic, traffic)  
Before you write a polysyllabic word in guided spelling, you will pronounce the word by syllables. Say *finish* by syllables. (The students might say *fin-ish* or *fi-nish*.) I will often say the syllables in a way that will help you spell. *Fin-ish*. Repeat the syllables. (Students: *fin-ish*) First syllable? (Students: *fin-*) Write *fin-*.  
Second syllable? (Students: *-ish*) Write *-ish*.  
When we check a word with more than one syllable, you will read the word and then read and spell by syllables. Read the word. (Students: *finish*) Read and spell by syllables as I write the word.  
► At number 1, write *finish* as the students read and spell. (Students: *fin-*, *f-i-n*, *-ish*, *i-s-h*)
2. explain . . . . . Number 2: explain. Our teacher will explain the rules for the science fair. Say *explain*.  
Say *explain* by syllables. ■ First syllable? ■ Write *ex-*.  
Second syllable? ■ Question? (Students with raised hands: which /ā/?) Use the second spelling under the “cake” picture. Write *-plain*. (Check.)
3. until . . . . . Number 3: until. Don’t cross the street until the light turns green. Say *until*.  
Say *until* by syllables. ■ First syllable? ■ Write *un-*.  
Second syllable? ■ Write *-til*. (Check.)
4. became. . . . . Number 4: became. It became dark as the clouds covered the sun. Say *became*.  
TEKS 2.A.xxii  
TEKS 2.B.ii  
TEKS 2.B.ix  
Student/Teacher Narrative  
Guided Spelling section  
(Word: became)  
Say *became* by syllables. ■ First syllable? ■ When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *be-*.  
Second syllable? ■ Question? (Students with raised hands: which /ā/?) Use the first spelling under the “cake” picture. Write *-came*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. public . . . . . Number 5: public. The public library is open most Saturdays.

Say *public*.

Write *public*. (Check.)

6. unless . . . . . Number 6: unless. I won't go to the game unless you join me.

Say *unless*.

Write *unless*. (Check.)

7. plastic . . . . . Number 7: plastic. I put the plastic bottle in the recycling bin.

Say *plastic*.

Write *plastic*. (Check.)

8. traffic . . . . . Number 8: traffic. There was a lot of traffic on the freeway this morning. Say *traffic*.

I'll say the syllables in a way that will help you spell: *traf-fic*.

Write *traffic*. (Check.)

► To benefit your ELLs, have the class repeat the word: *traffic*.

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► **Introduce the Homework**

Hand out the Week 4 homework.

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► **Record Words Missed**

Return the students' spelling tests from Week 3. Have them turn to pages 14 and 15 and find any word they missed on the test. Have them write **S** on the line next to the number of the word. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on pages 14 and 15.

## ► Teacher Background

Pronounce each polysyllabic word so that the students can hear the individual syllables clearly. Be sure that both you and the students pause between syllables so that the division will be clear, for example, *dis...trict*, not *disstric*.

In this lesson, you will introduce the students to the dictionary and personal word list (found on pages 174–181 in the *Student Spelling Book*). The dictionary and personal word list consists of the words on the weekly lists excluding challenge words. The dictionary and personal word list may be used by the students in their classroom writing if they need help to accurately spell words studied in spelling this year.

## ► Pre-spelling: Spelling by Syllables

In this lesson we'll continue to spell polysyllabic base words. Say "polysyllabic." ■ What does *polysyllabic* mean?

conflict . . . . . *Conflict. The conflict was settled soon. First I say conflict by syllables: con-flict.*

Then I say and spell each syllable: *con-*, **c-o-n**, *-flict*, **f-l-i-c-t**.

► Write *conflict* on the board as you spell by syllables.

Both syllables in this word are closed syllables. A closed syllable has a short vowel and ends with one or more consonants.

program . . . . . *Program, pro-gram. The first syllable is pro-*

► Point to **o** under the "bone" picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. In *program* the first syllable is spelled **p-r-o**.

► Write *pro*.

The second syllable is *-gram*, **g-r-a-m**.

► Add *gram*.

*Program*. The syllable *pro-* is an open syllable. An open syllable ends with one long vowel.

## ► Guided Spelling

► Have your students turn to page 23.

1. expect . . . . . Number 1: expect. I expect to do well on the test because I studied hard. Say *expect*.

Say *expect* by syllables. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Write *-pect*.

When we check a word with more than one syllable, you will read the word and then read and spell by syllables. Read the word. (Students: expect) Read and spell by syllables as I write the word.

► At number 1, write *expect* as the students read and spell. (Students: ex-, e-x, -pect, p-e-c-t)

Check your word.

2. it's . . . . . Number 2: it's. It's going to be a warm and sunny day. Say *it's*.

HOMOPHONE *It's* is a homophone. The word is not *its*, *The dog wagged its tail*. The word is *it's*, *It's cold outside*.

CONTRACTION The word *it's* is a contraction for *it is*.

Write *it's*. (Check.)

3. prove . . . . . Number 3: prove. The lawyer had to prove her case to the jury. Say *prove*.

Careful. (Offer help.) Write *prove*. (Check.)

4. district . . . . . Number 4: district. The school district's office is located downtown. Say *district*.

Say *district* by syllables. ■ I'll say the syllables for spelling: *dis-tract*. Repeat the syllables. ■ First syllable? ■ Write *dis-*.

Second syllable? ■ Listen to the sounds: *tract*. Write *-tract*. (Check.)

5. hitting. . . . . Number 5: hitting. I hope to be hitting the ball out of the baseball park! Say *hitting*.

Base word? (Students: hit) Write *hit*.

*Hitting*. What do you have to decide? (Students: Do we double?)

Does *hit* have one syllable? (Students: yes) Everyone point

to **i**. Does *hit* have one vowel? (Students: yes) Everyone point to **t**.

Does *hit* have one consonant after the vowel? (Students: yes)

You're writing *hitting*. What is the suffix? (Students: -ing) Does the

suffix begin with a vowel? (Students: yes) Will you double the last

consonant of *hit*? (Students: yes) Finish writing *hitting*. (Check.)

6. blood . . . . . Number 6: blood. Mosquitoes suck blood. Say *blood*.  
Careful. (Offer help.) Write *blood*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. index . . . . . Number 7: index. I sprained my index finger. Say *index*.  
Write *index*. (Check.)

8. case . . . . . Number 8: case. In case you forgot, your book is due today.  
Say *case*.  
Write *case*. (Check.)

9. splendidly . . . . . Number 9: splendidly. You performed your scene splendidly.  
Say *splendidly*.  
I'll say the syllables for spelling: *splen-did-ly*. Write *splendidly*.  
(Check.)

10. insect . . . . . Number 10: insect. The monarch butterfly is a beautiful insect.  
Say *insect*.  
Write *insect*. (Check.)

MEMORY STEPS Now each of you do the memory steps for *insect* quietly by yourself.

## ► Introduce the Dictionary and Personal Word List

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Have the students turn to the dictionary and personal word list, beginning on *Student Spelling Book* page 174. Explain how they might use it during writing:

- As the students write, they may look up words that they have studied in spelling this year.
- Students may keep track of words they misspell in class writing. When they spell a word incorrectly, they find it on the list and write **S** in the space in front of the word. Remind the students that **S** means “I need to study this word.”
- Students may add words in the spaces below the words for each letter.

► **Teacher Background**

Pronounce each polysyllabic word so that the students can hear the individual syllables clearly. Be sure that both you and the students pause between syllables so that the division will be clear, for example, *plas...tic*, not *plassstic*.

Remember to teach the lessons at a fairly quick pace; this will help sustain the students' effort and interest. Each day's lesson is intended to last about 15 minutes.

In this lesson you will introduce the list of frequently misspelled words (found on pages 186 and 187 in the *Student Spelling Book*). The students may consult this list during their classroom writing.

► **Pre-spelling: Spelling by Syllables**

In this lesson we'll continue to spell polysyllabic base words. Say "polysyllabic." ■ What does *polysyllabic* mean?

finished . . . . . *Finished*. The base word is *finish*. First I say *finish* by syllables: *fin-ish*. Then I say and spell each syllable: *fin-*, **f-i-n**, *-ish*, **i-s-h**.

- Write *finish* on the board as you spell by syllables. Point to **sh**. I see two consonants at the end. I will not double.
  - Add *ed*.
- Finished.

tidy . . . . . *Tidy*. First I say *tidy* by syllables: *ti-dy*. The first syllable is *ti-*.

- Point to **i** under the "kite" picture.
- When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself.
- Write *ti* on the board.
- The next syllable is *-dy*. When we hear the sound /ē/ at the end of a word with more than one syllable, we usually spell it **y**.
- Add *dy*.

*Tidy*. The syllable *ti-* is an open syllable. An open syllable ends with one long vowel.

## ► Guided Spelling

► Have your students turn to page 24.

1. concentrate . . . . . Number 1: concentrate. I need to concentrate and study for the test. Say *concentrate*.  
Say *concentrate* by syllables. ■ I'll say the syllables for spelling: *con-cen-trate*. Repeat the syllables. ■ First syllable? ■ Write *con-*.  
Second syllable? ■ Careful. If the sound after /s/ is spelled *e*, *i*, or *y*, the sound /s/ is often spelled *c*. Write *-cen-*.  
Last syllable? ■ Question? (Students with raised hands: which /ā/?) Use the first spelling under the "cake" picture. Write *-trate*. (Check.)
2. prove . . . . . Number 2: prove. I wanted to prove to my parents that I could handle the job. Say *prove*.  
Careful. (Offer help.) Write *prove*. (Check.)
3. public . . . . . Number 3: public. The public transportation in our city is very good. Say *public*.  
Say *public* by syllables. ■ First syllable? ■ Write *pub-*.  
Second syllable? ■ The sound /k/ at the end of a syllable is usually spelled *c*. Write *-lic*. (Check.)  
*Public*. Both syllables in *public* are closed syllables. A closed syllable has a short vowel and ends with one or more consonants.
4. blood . . . . . Number 4: blood. I skinned my knee and got blood on my pants. Say *blood*.  
Careful. (Offer help.) Write *blood*. (Check.)
5. plastic . . . . . Number 5: plastic. We covered the leftover food in plastic wrap. Say *plastic*.  
Say *plastic* by syllables. ■ First syllable? ■ Write *plas-*.  
Second syllable? ■ The sound /k/ at the end of a syllable is usually spelled *c*. Write *-tic*. (Check.)
6. nails . . . . . Number 6: nails. She had her nails done at the salon. Say *nails*.  
Question? (Students with raised hands: which /ā/?) Use the second spelling under "cake" picture. Write *nails*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. finishes . . . . . Number 7: finishes. Whoever finishes the race first will win the trophy. Say *finishes*.

Write *finishes*. (Check.)

8. until . . . . . Number 8: until. I can't wait until school ends and I go to camp. Say *until*.

Write *until*. (Check.)

9. expected. . . . . Number 9: expected. He expected to play the first base position. Say *expected*.

Write *expected*. (Check.)

10. it's . . . . . Number 10: it's. It's going to rain today, so don't forget your umbrella. Say *it's*.

Write *it's*. (Check.)

PARTNER STUDY Turn to your neighbor and explain why *it's* has an apostrophe.

MEMORY STEPS Now each of you do the memory steps for *it's* quietly by yourself.

► **Introduce the Frequently Misspelled Words List**

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Have the students turn to the list of frequently misspelled words on *Student Spelling Book* pages 186 and 187. Tell the students that these words are frequently missed in writing. If they have a hard time remembering the spelling of a common word, the word may be on this list. You may want to have them mark the page with a self-stick note for easy reference.

► **Teacher Background**

Pronounce each polysyllabic word so that the students can hear the individual syllables clearly. Be sure that both you and the students pause between syllables so that the division will be clear, for example, *traf...fic*, not *traffffic*.

► **Pre-spelling: Spelling by Syllables**

In this lesson we'll continue to spell polysyllabic base words. Say "polysyllabic." ■ What does *polysyllabic* mean?

expanding . . . . . *Expanding. Expanding means getting larger. The base word is expand. First I say expand by syllables: ex-pand.*

Then I say and spell each syllable: ex-, **e-x**, -*pand*, **p-a-n-d**.

► Write *expand* on the board as you spell by syllables. Point to **nd**.

I see two consonants at the end. I will not double.

► Add *ing*.

*Expanding.* All three syllables in this word are closed syllables. A closed syllable has a short vowel and ends with one or more consonants.

gravy . . . . . *Gravy. First I say gravy by syllables: gra-vy. The first syllable is gra-*

► Point to **a** under the "cake" picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself.

► Write *gra* on the board.

The next syllable is -*vy*. When we hear the sound /ē/ at the end of a word with more than one syllable, we usually spell it **y**.

► Add *vy*.

*Gravy.* The syllable *gra-* is an open syllable. An open syllable ends with one long vowel.



## Guided Spelling

► Have your students turn to page 25.

1. unless . . . . . Number 1: unless. He will fail unless he works harder. Say *unless*.  
Say *unless* by syllables. ■ First syllable? ■ Write *un-*.  
Second syllable? ■ Careful. The sound /s/ at the end of *-less* is spelled **s-s**. Write *-less*. (Check.)

2. insects . . . . . Number 2: insects. We found all kinds of insects in the garden.  
Say *insects*.  
Base word? ■ Say *insect* by syllables. ■ First syllable? ■ Write *in-*.  
Second syllable? ■ Listen to the sounds: sect. Finish writing *insects*.  
(Check.)

3. explained . . . . . Number 3: explained. I explained my science project to the class.  
Say *explained*.  
Base word? ■ Say *explain* by syllables. ■ First syllable? ■ Write *ex-*.  
Second syllable? ■ Question? (Students with raised hands: which /ā/?)  
Use the second spelling under the “cake” picture. Write *-plain*.  
*Explained*. Everyone point to **ai** in *explain*. There are two vowels, so you will not double the last consonant. Finish writing *explained*.  
(Check.)

TEKS 2.B.xi  
Student/Teacher Narrative  
Guided Spelling section  
(Word: explained)

4. picnics . . . . . Number 4: picnics. We love to have picnics at the park. Say *picnics*.  
Base word? ■ Say *picnic* by syllables. ■ First syllable? ■ The sound /k/ at the end of a syllable is usually spelled **c**. Write *pic-*.  
Second syllable? ■ Finish writing *picnics*. (Check.)

5. traffic . . . . . Number 5: traffic. Because it was a holiday, there wasn’t much traffic. Say *traffic*.  
Say *traffic* by syllables. ■ I’ll say the syllables for spelling: *traf-fic*. Repeat the syllables. ■ First syllable? ■ Write *traf-*.  
Second syllable? ■ Write *-fic*. (Check.)

► To benefit ELLs, have the class repeat the word: *traffic*.

6. case . . . . . Number 6: case. We had a case of chicken pox in our class.  
Say *case*.  
Question? (Students with raised hands: which /ā/?)  
Use the first spelling under the “cake” picture. Write *case*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. because. . . . . Number 7: because. We had lunch outside because it was such a beautiful day. Say *because*.

FREQUENTLY MISPELLED WORD *Because* is a frequently misspelled word.

Write *because*. (Check.)

8. jays . . . . . Number 8: jays. The jays built a nest in the oak tree. Say *jays*.

Write *jays*. (Check.)

9. became. . . . . Number 9: became. It became warm after the fog burned off. Say *became*.

Write *became*. (Check.)

10. hitting. . . . . Number 10: hitting. During the storm the tree branches were hitting against the house. Say *hitting*.

Write *hitting*. (Check.)

PARTNER STUDY Turn to your neighbor and explain why you doubled **t** in *hitting*.

MEMORY STEPS Now each of you do the memory steps for *hitting* quietly by yourself.

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► **Student Study**

Have the students turn to pages 14 and 15. If they missed any words on the test last week, they have put an **S** by each one. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, talk privately to each below-grade-level speller. Tell each one to study just the starred words. Tell the advanced spellers that they are responsible for memorizing all words including the challenge words at the bottom of the page, but they are not expected to write the challenge words for homework unless they feel they need to.

## Weekly Test

### ► Teacher Background

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The weekly spelling test consists of all 15 of the week's new words, 3 review words, and 2 application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance. Tell your students that numbers 1 and 2 are not words that they have memorized for the test, but that they can easily spell the words if they think about what they have learned.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all students write the first 20 words. If you are differentiating instruction, have the below-grade-level spellers spell the first 13 words, the average spellers spell the first 20 words, and the advanced spellers spell all 22 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of the application words, numbers 1 and 2. Note that students with numerous errors on the test may not be ready for grade 4 spelling.

### ► Administer the Spelling Test

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Hand out test paper. Have the students put their names at the top and number from 1 to 20.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

1. gray
2. switched
3. unless
4. finish
5. plastic
6. until
7. public
8. sprayed
9. space
10. explain
11. traffic
12. became
13. plain

### ALL STUDENTS

- The sky was cloudy and gray. (application word)
- They switched seats on the bus. (application word)
- I'll be on time unless the bus is late.
- We all will finish the hike together.
- Plastic containers can be recycled.
- We won't start the game until you arrive.
- The news of the accident became public.
- The water sprayed out of the hose.
- Fill in the blank space with your name.
- Please explain the directions again.
- I don't like driving in heavy traffic.
- The weather became hot and humid.
- I want my toast plain, without butter or jam.

TEKS 2.B.ix  
Student/Teacher  
Activity  
Spelling Test  
(Word: became )  
TEKS 2.B.xi  
Student/  
TeacherActivity  
Spelling Test  
(Words: explain,  
entertain)  
TEKS 2.B.xx  
Student/Teacher  
Activity  
Spelling Test  
(Words: switched,  
unless,  
plastic, public,  
traffic)

14. it's
15. expect
16. case
17. insect
18. prove
19. hitting
20. blood

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- I know it's a perfect day to fly a kite.
- I expect you to do your best.
- In case you didn't hear, the game has been postponed.
- A beetle is an insect.
- The experiment may prove my hypothesis.
- The runner is hitting her stride.
- His skinned knee dripped blood on the ground.

21. entertain
22. insist

### ADVANCED SPELLERS CONTINUE

- The musicians will entertain us this evening.
- I insist that you let me carry your suitcase.

## Syllables with Schwas

### ► New Content

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A schwa is the sound of unaccented short **u**.

Many syllables in English words contain schwas. Schwas can be spelled in many ways, for example, **o** as in *second*, **a** as in *ago*, **u** as in *upon*, and **e** as in *moment*.

### ► Teacher Background

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Make a copy of the Week 5 homework (*Blackline Masters* page 6) for each student.

Schwas are particularly troublesome in English spelling. Many words contain schwas, and schwas have many different spellings. Syllables that are pronounced with schwas in some regional dialects are not pronounced with schwas in other regional dialects. In the *Guided Spelling* program, you will help your students recognize schwas by telling them which syllables have schwas. You will help them spell words with schwas either by writing the correct spelling on the board or through exaggerated pronunciation. The section “Pronouncing Polysyllabic Words by Syllables” under “Teacher Background” in Week 4 (pages 76–77) explains the two alternatives for guiding.

A schwa sound is designated by this symbol: /ə/.

Schwas are not the only unaccented vowels in English. Many unaccented vowels sound like /i/ as in *return* and *climate*. Dictionaries show the pronunciation of some unaccented syllables with no vowel, for example, /butn/ for *button* and /mountn/ for *mountain*. In guided spelling you will offer help to the students for unaccented vowels.

If your students are surprised when you tell them that particular syllables do or do not have a schwa, remind them that regional pronunciations vary. Furthermore, dictionaries do not always concur on how a particular word is correctly pronounced.

One additional guiding point is introduced this week: the sound /f/ is sometimes spelled **ph**, as in *phone*.

In the pre-spelling activities this week, the students will practice listening for schwas in words.

## ► Words Used This Week

NEW WORDS	*second, *ago, *upon, *moment, *open, *hundred, *even, *idea, area, let's, splitting, chair, afraid, again, against
REVIEW WORDS	*finish, *public, *plastic, *unless, *explain, prove, expect, it's, blood, hitting
CHALLENGE WORDS	honest, definite, garbage, robin, threat
APPLICATION WORDS ON THE TEST	contest, stray
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	elephant, button, pilot, opens, tunnel, seconds, areas, today, seven hundred, chairs, alphabet, closet, he'll, ideas
FREQUENTLY MISPELLED WORDS	let's

► **Pre-spelling: Hearing Schwas**

► Write on the board: pilot around canal

When we speak English words, many syllables have the vowel sound /ə/. The sound /ə/ is called a *schwa*. Say “schwa.” ■ Schwas can be a challenge in spelling because they can be spelled in many ways.

pilot . . . . . ► Point to **o** in *pilot*.

When we say *pilot*, we say the second syllable as /lət/. The vowel sound is a schwa. This schwa is spelled **o**.

around . . . . . ► Point to **a** in *around*.

When we say *around*, we say the first syllable as /ə/. The vowel sound is a schwa. This schwa is spelled **a**.

canal . . . . . ► Point to the first **a** in *canal*.

When we say *canal*, we say the first syllable as /kə/. The vowel sound is a schwa. This schwa is spelled **a**.

► **Introduce This Week’s Words**

► Have your students open their *Student Spelling Books* to page 26 and follow along as you read the words and sentences. Have them mark the syllable boundaries as you say each word by syllables.

1. second . . . . . Number 1: second. He came in second in the foot race.

I will tell you the syllables for spelling. You mark the syllable boundaries. *Sec-ond*. Put a dot after **c**. ■ The second syllable has a schwa. Underline **o**.

2. ago . . . . . Number 2: ago. I got my first library card two years ago.

*A-go*. ■ The first syllable has a schwa. Underline **a**.

3. upon . . . . . Number 3: upon. “Once upon a time” is the beginning of most fairy tales.

*Up-on*. ■ The first syllable has a schwa. Underline **u**.

4. moment . . . . . Number 4: moment. The lights went out for just a moment during the storm.  
*Mo-ment.* ■ The second syllable has a schwa. Underline **e**.
5. open . . . . . Number 5: open. The store will open at 10:00 a.m.  
*O-pen.* ■ The second syllable has a schwa. Underline **e**.
6. hundred . . . . . Number 6: hundred. A hundred monarch butterflies were clustered on a branch.  
*Hun-dred.* ■ Underline **e**.
7. even . . . . . Number 7: even. Fifty is an even number.  
*E-ven.* ■ The second syllable has a schwa. Underline **e**.
8. idea . . . . . Number 8: idea. He had an idea for his science report.  
*I-de-a.* ■ The third syllable has a schwa. Underline **a**.
9. area . . . . . Number 9: area. Our class met at the picnic area.  
*Ar-e-a.* ■ Underline **a-r**. ■ The third syllable has a schwa. Underline the last **a**.
10. let's . . . . . Number 10: let's. Let's all join in and sing together.  
FREQUENTLY MISSPELLED WORD *Let's* is a frequently misspelled word.  
HOMOPHONE *Let's* is a homophone. It's not *lets*, *She lets us study together*. It's *let's*, *Let's go*.  
CONTRACTION *Let's* is a contraction of *let us*.
11. splitting . . . . . Number 11: splitting. We will be splitting up into two teams.  
*Split-ting.* The base word is *split*. The **t** was doubled and **i-n-g** was added.
12. chair . . . . . Number 12: chair. I sat in a comfortable chair and read my book.  
Underline **a-i**.
13. afraid . . . . . Number 13: afraid. Some people are afraid of heights.  
*A-fraid.* ■ The first syllable has a schwa. Underline **a**. ■ In the second syllable, underline **a-i**.
14. again . . . . . Number 14: again. They want to see the movie again.  
*A-gain.* ■ The first syllable has a schwa. Underline **a**. ■ In the second syllable, the vowel spelling is unusual. Underline **a-i**.

15. against . . . . . Number 15: against. It was difficult to walk against the strong wind.

*A-against.* ■ The first syllable has a schwa. Underline **a**. ■ In the second syllable, the vowel spelling is unusual. Underline **a-i**.

### NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |             |
|--------------|-------------|
| 16. *finish  | 21. prove   |
| 17. *public  | 22. expect  |
| 18. *plastic | 23. it's    |
| 19. *unless  | 24. blood   |
| 20. *explain | 25. hitting |

## ► Guided Spelling

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► Have your students turn to page 28. Remind them that guided spelling is not a test. You will help them think about each word so that they write it correctly. When they're not sure, they should raise their hands to ask for help.

In the checking procedure for polysyllabic words, the students first read the word and then read and spell each syllable as you write it.

1. second . . . . . Number 1: second. He came in second in the foot race.  
*Say second.*

*Say second by syllables. (Students may say se-cond or sec-ond.)*  
The second syllable has a schwa. Now I'll say the syllables in a way that will help you spell: *sec-ond*. Repeat the syllables. ■  
First syllable? ■ Remember how to spell the sound /k/ at the end of a syllable. Write *sec-*.

Second syllable? ■ If you're not sure how to spell this syllable, raise your hand to ask me and look up here as I write it.

► If any students raise their hands to ask about *-ond*, write the correct spelling to the left of the number 1.

*Write -ond.* (Check.)

► To benefit your ELLs, have the class repeat the word: *second*.

2. ago . . . . . Number 2: ago. I got my first library card two years ago. Say *ago*.  
Say *ago* by syllables. ■ The first syllable has a schwa. Now I'll say the syllables in a way that will help you spell: *a-go*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *a-*.  
Second syllable? ■ Write *-go*. (Check.)  
▶ To benefit your ELLs, have the class repeat the word: *ago*.

3. upon . . . . . Number 3: upon. "Once upon a time" is the beginning of most fairy tales. Say *upon*.  
Say *upon* by syllables. (Students may say *u-pon* or *up-on*.) The first syllable has a schwa. Now I'll say the syllables in a way that will help you spell: *up-on*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *up-*.  
Second syllable? ■ Write *-on*. (Check.)  
▶ To benefit your ELLs, have the class repeat the word: *upon*.

4. moment . . . . . Number 4: moment. The lights went out for just a moment during the storm. Say *moment*.  
Say *moment* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables in a way that will help you spell: *mo-ment*. Repeat the syllables. ■ First syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write *mo-*.  
Second syllable? ■ (Offer help.) Write *-ment*. (Check.)  
▶ To benefit your ELLs, have the class repeat the word: *moment*.

TEKS 2.A.xxii  
TEKS 2.B.ii  
TEKS 2.B.ix  
Student/Teacher Narrative  
Guided Spelling section  
(Word: moment)

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. open . . . . . Number 5: open. The store will open at 10:00 a.m. Say *open*.  
▶ If any students ask how to spell the schwa, write *e* to the left of number 5.  
Write *open*. (Check.)

6. hundred . . . . . Number 6: hundred. A hundred monarch butterflies were clustered on a branch. Say *hundred*.  
▶ If any students ask how to spell the vowel in the second syllable, write *e* to the left of number 6.  
Write *hundred*. (Check.)

7. even . . . . . Number 7: even. Fifty is an even number. Say *even*.

▶ If any students ask how to spell the schwa, write **e** to the left of number 7.

Write *even*. (Check.)

8. idea . . . . . Number 8: idea. She has an idea for her paragraph. Say *idea*.

▶ If any students ask how to spell the schwa, write **a** to the left of number 8.

Write *idea*. (Check.)

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▶ **Introduce the Homework**

Hand out the Week 5 homework.

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▶ **Record Words Missed**

Return the students' spelling tests from Week 4. Have them turn to pages 20 and 21 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on pages 20 and 21.

### ► Pre-spelling: Hearing Schwas

You will hear the vowel sound /ə/ in many syllables. The sound /ə/ is called a *schwa*. Say “schwa.” ■ It’s important to hear schwas in words because you need to figure out how they are spelled.

Now we’ll practice hearing schwas. I will say a word the way I speak when I’m having a conversation. You say which syllable has a schwa. For example, I say “common” and you say “second syllable.”

attach . . . . . *Attach*. (Students: first syllable)

kitchen. . . . . *Kitchen*. (Students: second syllable)

arrive. . . . . *Arrive*. (Students: first syllable)

organize . . . . . *Organize*. (Students: second syllable)

### ► Guided Spelling

► Have your students turn to page 29. In the checking procedure for polysyllabic words, the students first read the word and then read and spell each syllable as you write it.

1. afraid . . . . . **Number 1: afraid.** Some people are afraid of heights. Say *afraid*. Say *afraid* by syllables. (Students may say *a-fraid* or *af-raid*.) The first syllable has a schwa. Now I’ll say the syllables for spelling: *a-fraid*.

Repeat the syllables. ■ **First syllable?** ■ (Offer help.) Write *a-*. **Second syllable?** ■ **Question?** (Students with raised hands: which /ā/?) Use the second spelling under the “cake” picture. Write *-fraid*. (Check.)

► To benefit your ELLs, have the class repeat the word: *afraid*.

2. area . . . . . **Number 2: area.** Our class met at the picnic area. Say *area*. Say *area* by syllables. ■ The last syllable has a schwa. **First syllable?** ■ **Careful.** (Offer help.) Write *ar-*.

**Second syllable?** ■ Remember how to spell a long vowel sound at the end of a syllable. Write *-e-*.

**Third syllable?** ■ (Offer help.) Write *-a*. (Check.)

► To benefit your ELLs, have the class repeat the word: *area*.

3. elephant . . . . . Number 3: elephant. A female elephant is the leader of a herd. Say *elephant*.  
Say *elephant* by syllables. (Students may say *el-e-phant* or *e-le-phant*.) The third syllable has a schwa. Now I'll say the syllables for spelling: *el-e-phant*. Repeat the syllables. ■ First syllable? ■ Write *el-*.  
Second syllable? ■ (Offer help.) Write *-e-*.  
Third syllable? ■ Careful on the sound /f/ in this syllable. (Offer help.) Write *-phant*. (Check.)  
▶ To benefit your ELLs, have the class repeat the word: *elephant*.

4. again . . . . . Number 4: again. They want to see the movie again. Say *again*.  
Say *again* by syllables. ■ The first syllable has a schwa. First syllable? ■ (Offer help.) Write *a-*.  
Second syllable? ■ Careful. (Offer help.) Write *-gain*. (Check.)  
▶ To benefit your ELLs, have the class repeat the word: *again*.

5. against . . . . . Number 5: against. It was difficult to walk against the strong wind. Say *against*.  
Say *against* by syllables. ■ The first syllable has a schwa. First syllable? ■ (Offer help.) Write *a-*.  
Second syllable? ■ Careful. (Offer help.) Write *-gainst*. (Check.)  
▶ To benefit your ELLs, have the class repeat the word: *against*.

6. splitting. . . . . Number 6: splitting. We will be splitting up into two teams. Say *splitting*.  
Base word? ■ Write *split*.  
*Splitting*. What do you have to decide? (Students: Do we double?) Does *split* have one syllable? (Students: yes) Everyone point to **i**. Does *split* have one vowel? (Students: yes) Everyone point to **t**. Does *split* have one consonant after the vowel? (Students: yes) You're writing *splitting*. What is the suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *split*? (Students: yes) Finish writing *splitting*. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. chair. . . . . Number 7: chair. I sat in a comfortable chair and read my book. Say *chair*.  
Write *chair*. (Check.)

8. button . . . . . Number 8: button. Before you go outside, button up your coat. Say *button*.

I'll say the syllables for spelling: *but-ton*.

► If some students ask how to spell the vowel sound in the second syllable, write **o** to the left of number 8.

Write *button*. (Check.)

9. pilot . . . . . Number 9: pilot. The pilot landed the plane perfectly. Say *pilot*.

► If some students ask how to spell the schwa, write **o** to the left of number 9.

Write *pilot*. (Check.)

10. let's . . . . . Number 10: let's. Let's all join in and sing together. Say *let's*.

Write *let's*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why *let's* has an apostrophe.

MEMORY STEPS Now each of you do the memory steps for *let's* quietly by yourself.

► **Teacher Background**

Remember to teach the lessons at a fairly quick pace; this will help sustain the students' effort and interest. Each day's lesson is intended to last about 15 minutes.

► **Pre-spelling: Hearing Schwas**

The sound /ə/ is called a *schwa*. Say "schwa." ■ It's important to hear schwas in words because when you study your spelling words you need to remember how the schwas are spelled.

Now we'll practice hearing schwas. I will say a word the way I speak when I'm having a conversation. You say which syllable has a schwa. For example, I say "method" and you say "second syllable."

command . . . . . *Command*. (Students: first syllable)

envelope . . . . . *Envelope*. (Students: second syllable)

recognize . . . . . *Recognize*. (Students: second syllable)

► **Guided Spelling**

► Have your students turn to page 30.

l. opens . . . . . **Number 1: opens.** The lights dim and the curtain opens.  
Say *opens*.

Base word? ■ Say *open* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: *o-pen*. Repeat the syllables. ■ First syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write *o-*.

Second syllable? ■ (Offer help.) Finish writing *opens*. (Check.)

► To benefit your ELLs, have the class repeat the word: *opens*.

2. tunnel. . . . . Number 2: tunnel. We drove through the long, dark tunnel.  
Say *tunnel*.
- Say *tunnel* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: *tun-nel*. Repeat the syllables. ■ First syllable? ■ Write *tun-*.
- Second syllable? ■ (Offer help.) Write *-nel*. (Check.)
- To benefit your ELLs, have the class repeat the word: *tunnel*.
3. seconds . . . . . Number 3: seconds. It only takes a few seconds for the glue to dry. Say *seconds*.
- Base word? ■ Say *second* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: *sec-ond*. Repeat the syllables. ■ First syllable? ■ Remember how to spell the sound /k/ at the end of a syllable. Write *sec-*.
- Second syllable? ■ (Offer help.) Finish writing *seconds*. (Check.)
- To benefit your ELLs, have the class repeat the word: *seconds*.
4. even. . . . . Number 4: even. I can't go outside today even if it's sunny.  
Say *even*.
- Say *even* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: *e-ven*. Repeat the syllables. ■ First syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write *e-*.
- Second syllable? ■ (Offer help.) Write *-ven*. (Check.)
- To benefit your ELLs, have the class repeat the word: *even*.
5. areas . . . . . Number 5: areas. The garden areas around the school are blooming with flowers. Say *areas*.
- Base word? ■ Say *area* by syllables. ■ The last syllable has a schwa. First syllable? ■ Careful. (Offer help.) Write *ar-*.
- Second syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write *-e-*.
- Third syllable? ■ (Offer help.) Finish writing *areas*. (Check.)
- To benefit your ELLs, have the class repeat the word: *areas*.
6. again . . . . . Number 6: again. The dog fetched the ball again and again.  
Say *again*.
- Say *again* by syllables. ■ The first syllable has a schwa. ■ First syllable? ■ (Offer help.) Write *a-*.
- Second syllable? ■ Careful. (Offer help.) Write *-gain*. (Check.)
- To benefit your ELLs, have the class repeat the word: *again*.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. against . . . . . Number 7: against. She put the cool cloth against her cheek.

Say *against*.

► Students may ask about the schwa in the first syllable or the vowel spelling in the second syllable.

Write *against*. (Check.)

8. today . . . . . Number 8: today. It is the first day of spring today. Say *today*.

► If any students ask how to spell the schwa, write **o** to the left of number 8.

Write *today*. (Check.)

9. upon . . . . . Number 9: upon. I placed the sandwiches upon the plate.

Say *upon*.

► If any students ask how to spell the schwa, write **u** to the left of number 9.

Write *upon*. (Check.)

10. splitting. . . . . Number 10: splitting. I'm splitting the apple into pieces for all of us. Say *splitting*.

Write *splitting*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you doubled **t** in *splitting*.

MEMORY STEPS Now each of you do the memory steps for *splitting* quietly by yourself.

### ► Pre-spelling: Hearing Schwas

The sound /ə/ is called a *schwa*. Say “schwa.” ■ It’s important to hear schwas in words because you need to figure out how they are spelled.

Now we’ll practice hearing schwas. I will say a word the way I speak when I’m having a conversation. You say which syllable has a schwa. For example, I say “collect” and you say “first syllable.”

magnet. . . . . *Magnet*. (Students: second syllable)

balance. . . . . *Balance*. (Students: second syllable)

announce . . . . . *Announce*. (Students: first syllable)

### ► Guided Spelling

► Have your students turn to page 31.

1. seven hundred . . . . . Number 1: seven hundred. This book has more than seven hundred pages. Say *seven hundred*.

The number *seven hundred* is two words. Say *seven* by syllables. ■ The second syllable has a schwa. Now I’ll say the syllables for spelling: *sev-en*. Repeat the syllables. ■ First syllable? ■ Write *sev-*. Second syllable? ■ (Offer help.) Write *-en*.

Say *hundred* by syllables. ■ The second syllable has a schwa. Now I’ll say the syllables for spelling: *hun-dred*. Repeat the syllables. ■ First syllable? ■ Write *hun-*.

Second syllable? ■ (Offer help.) Write *-dred*. (Check.)

► To benefit your ELLs, have the class repeat the words: *seven hundred*.

2. afraid . . . . . Number 2: afraid. I’ve never been afraid to ride on roller coasters. Say *afraid*.

Say *afraid* by syllables. ■ The first syllable has a schwa. Now I’ll say the syllables for spelling: *a-fraid*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ Question? (Students with raised hands: which /ā/?) Use the second spelling under the “cake” picture. Write *-fraid*. (Check.)

► To benefit your ELLs, have the class repeat the word: *afraid*.

3. chairs . . . . . Number 3: chairs. They pushed the chairs against the wall so they could dance. Say *chairs*.

Question? (Students with raised hands: which /ā/?) Use the second spelling under the “cake” picture. Write *chairs*. (Check.)

4. alphabet . . . . . Number 4: alphabet. There were several alphabet books in the library. Say *alphabet*.

Say *alphabet* by syllables. ■ The second syllable has a schwa. Now I’ll say the syllables for spelling: *al-pha-bet*. Repeat the syllables. ■ First syllable? ■ Write *al-*.

Second syllable? ■ Careful on the sound /f/ in this syllable. (Offer help.) Write *-pha-*.

Third syllable? ■ Write *-bet*. (Check.)

► To benefit your ELLs, have the class repeat the word: *alphabet*.

5. let’s . . . . . Number 5: let’s. Let’s try to be on the same kickball team. Say *let’s*.

HOMOPHONE *Let’s* is a homophone. It’s not *lets*, *She lets me go outside*. It’s *let’s*, *Let’s read together*.

CONTRACTION *Let’s* is a contraction of *let us*.

Write *let’s*. (Check.)

6. closet . . . . . Number 6: closet. I keep all of my coats in the closet. Say *closet*.

Say *closet* by syllables. ■ I’ll say the syllables for spelling: *closet*. Repeat the syllables. ■ First syllable? ■ Careful. It ends with *s*. Write *clos-*.

Second syllable? ■ (Offer help.) Write *-et*. (Check.)

► To benefit your ELLs, have the class repeat the word: *closet*.

### NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

7. moment . . . . . Number 7: moment. I’ll come downstairs for dinner in a moment. Say *moment*.

Write *moment*. (Check.)

8. he'll . . . . . Number 8: he'll. He'll try out for the baseball team this afternoon.  
Say *he'll*.  
CONTRACTION *He'll* is a contraction of *he will*.  
Write *he'll*. (Check.)
9. ago. . . . . Number 9: ago. Not long ago I went to the dentist for a checkup.  
Say *ago*.  
Write *ago*. (Check.)
10. ideas. . . . . Number 10: ideas. She has great ideas for the science fair.  
Say *ideas*.  
Write *ideas*. (Check.)  
MEMORY STEPS Now each of you do the memory steps for *ideas* quietly by yourself.

---

 **Student Study**

Have the students turn to pages 20 and 21. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study only the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. contest      They won the ice sculpture contest at the winter fair.  
(application word)
2. stray      The dog was a stray, living on its own. (application word)
3. open      Please open the door for our guests.
4. explain      I will explain the rules of the contest.
5. upon      They shook hands upon meeting.
6. finish      The horses crossed the finish line at the same time.
7. idea      I have a great idea for a science project.
8. ago      Long ago, people had only candlelight.
9. hundred      There are a hundred pennies in a dollar.
10. second      In a split second the rabbit had run away.
11. unless      You are not going outside unless you put on a coat.
12. even      Are 12 and 14 even or odd numbers?
13. moment      In just a moment the balloons will drop from the ceiling.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. let's      Let's all join in and sing together.
15. afraid      I'm afraid I won't be able to meet you for lunch.
16. area      I will sweep the area near the front door.
17. chair      Please move the chair out of the aisle.
18. against      The rival teams play against each other on Saturday.
19. splitting      I am splitting some wood for the fireplace.
20. again      I hope you visit me again.

### ADVANCED SPELLERS CONTINUE

21. definite      I am definite about my decision to move.
22. honest      Because she is honest, I trust what she tells me.

## Review of Weeks 1, 2, 3, and 4

### ► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 7–9).

On Day 1, you will give a pretest. The students will correct the pretests in class as you read the answers. The students will note which words they need to study.

The Day 2 lesson introduces proofreading practice. The students will work with partners to find spelling errors in sentences.

On Day 3, the students will study for the review test with partners.

The Day 4 lesson includes a class discussion to help the students become more aware of how to spell correctly when writing.

On Day 5, you will give the review test.

If you are differentiating instruction, speak privately with each below-grade-level speller: they will study just the starred words on *Student Spelling Book* pages 32 and 33. Have the average spellers study all the words except the challenge words. Have the advanced spellers study all the words, including the challenge words.

In the pre-spelling activities this week, which begin on Day 2, the students will continue to practice hearing schwas in words.

### ► Words Used This Week

REVIEW WORDS

\*skills, \*spend, \*a lot, \*badge, \*lunches, field, spread, through, young, what, \*scrubbed, \*quitting, \*dropped, \*cutting, \*letting, \*mixed, though, don't, wanted, won't, \*age, \*brain, \*sprayed, \*Mr., \*plain, won, were, of course, where, Mrs., \*became, \*until, \*unless, \*explain, \*finish, \*traffic, prove, expect, insect, case

REVIEW CHALLENGE WORDS

waxed, whizzing, knitting, juice, throbbed, upstairs, deaf, spare, fade, strain, pace, demonstrate, insist, soup, entertain

APPLICATION WORDS ON THE TEST

chopping, hay

## Pretest

### ► Administer the Pretest

---

Have your students turn to page 34 in their *Student Spelling Books*. Explain that this week they will review ten words from each of Weeks 1 through 4. The pretest in this lesson will help them identify words they especially need to study.

- |               |  |
|---------------|--|
| 1. sprayed    | The firefighters sprayed water on the burning building.      |
| 2. mixed      | The cement is mixed in the cement truck.                     |
| 3. case       | They took raincoats in case it rained.                       |
| 4. traffic    | There was too much traffic on Friday afternoon.              |
| 5. badge      | She earned a badge in Girl Scouts.                           |
| 6. prove      | He wanted to prove he was right.                             |
| 7. plain      | He wore a plain T-shirt.                                     |
| 8. a lot      | There were a lot of bees buzzing among the flowers.          |
| 9. won't      | If it's too hot, we won't play outside.                      |
| 10. spread    | His tools were spread out on the workbench.                  |
| 11. don't     | We don't leave our trays on the table.                       |
| 12. expect    | The weather report says to expect rain tonight.              |
| 13. of course | Yes, of course I'll run an errand for you.                   |
| 14. became    | She became a doctor because she wanted to help people.       |
| 15. dropped   | The trees dropped their leaves earlier than usual this year. |

### ► Correct the Pretest

---

Read and spell the 15 words out loud. For each word, have the students point under each letter of their words as you spell. If any students did not spell a word correctly, have them draw a line through each word they missed.

---

▶ **Record Words Missed on the Pretest**

---

Have the students turn back to pages 32 and 33. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

---

▶ **Introduce the Homework**

---

Hand out the homework for Week 6. There are three pages of homework this week. The students will practice every review word.

---

▶ **Record Words Missed on Last Week's Test**

---

Return the students' spelling tests from Week 5. Have them turn to pages 26 and 27 and find any words they missed on the test. Have them write **S** on the line next to the number of each missed word. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

## Proofreading

### ► Teacher Background

---

The activity in this lesson develops proofreading skills. The students will work with partners to find the misspelled words and write them correctly in their *Student Spelling Books*. There are one, two, three, or no words misspelled in each sentence.

In the pre-spelling activities this week, the students will continue to practice hearing schwas in words.

### ► Pre-spelling: Hearing Schwas

---

Let's practice hearing schwas. I will say a word the way I speak when I'm having a conversation. You say which syllable has a schwa. For example, I say "compare" and you say "first syllable."

attract . . . . . *Attract*. (Students: first syllable)

parallel . . . . . *Parallel*. (Students: second syllable)

attend . . . . . *Attend*. (Students: first syllable)

### ► Partner Proofreading

---

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 35. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the sentences with their partners and look for the misspelled words. Have them draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

## ► Correct Sentences Together

---

► Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. Mr. and Mrs Smith were letting us walk through their feild.

Misspelled words? (Students: Mrs., capital M-r-s-period, through, t-h-r-o-u-g-h, field, f-i-e-l-d)

► Write *Mrs.*, *through*, and *field* on the board as the students read and spell the words.

2. He will explain how the young insects find their food.

Misspelled words? (Students: no misspelled words)

3. Of course we'll finnish on time unles we are interrupted.

Misspelled words?

► Write *course*, *finish*, and *unless* on the board as the students read and spell the words.

4. They scrubed the tables before serving the lunchs. Misspelled words?

► Write *scrubbed* and *lunches* on the board as the students read and spell the words.

5. We wo'nt be quitting practice untill the coach says it's time.

Misspelled words?

► Write *won't*, *quitting*, and *until* on the board as the students read and spell the words.

## ► Record Words Missed in Proofreading

---

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 32 and 33 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 32 and 33. These are words the students especially need to study.

## Partner Study

### ► Teacher Background

During partner study time, the students will study for the review test with a partner. Have the students work with their partners from Day 2. First model the study procedure with a partner. Then have a few pairs model the procedure for the class. As partners practice for partner study, circulate and help pairs as needed.

### ► Pre-spelling: Hearing Schwas

Let's practice hearing schwas. I will say a word the way I speak when I'm having a conversation. You say which syllable has a schwa. For example, I say "silent" and you say "second syllable."

dragon . . . . . *Dragon*. (Students: second syllable)

assist . . . . . *Assist*. (Students: first syllable)

bottom . . . . . *Bottom*. (Students: second syllable)

### ► Partner Study

► Have your students open their spelling books to pages 32 and 33. Explain that they will study this week's words with a partner to review the words and practice identifying and explaining the hard parts of each word.

► Explain the partner study procedure.

In partner study, you take turns telling each other which word you choose to spell aloud and which parts of the word are hard to spell. For example, you turn to your neighbor and say, "I will spell number 7, *spread*. The hard part is *e-a*." Then you cover the word and spell it aloud as your partner checks. If you make a mistake, both of you cover the word and spell it together. Then you write **S** in front of the word to remind you to study it.

Your partner then follows the same procedure using a different word.

- ▶ Model the procedure with a partner. Have the students practice if necessary.
- ▶ Circulate as partners work. Observe the students and help them as necessary to study the words together. Encourage the students to choose words that are hard for them.

## Spelling Discussion

### ► Teacher Background

The purpose of today’s spelling discussion is to encourage your students to use in their everyday writing the strategies practiced and learned in guided spelling. In the drafting stage of writing, the students’ focus should be on recording their ideas without stopping to worry about spelling, but in the revision/proof-reading stage the students should pay careful attention to spelling.

### ► Pre-spelling: Hearing Schwas

Now we’ll practice hearing schwas. I will say a word the way I speak when I’m having a conversation. Each word has three syllables. One or two of the syllables have schwas. You say which syllables have schwas. For example, I say “attendance” and you say “first and third syllables.”

horizon . . . . . *Horizon*. (Students: first and third syllables)

recommend . . . . . *Recommend*. (Students: second syllable)

alphabet . . . . . *Alphabet*. (Students: second syllable)

### ► Spelling Discussion

In the *Guided Spelling* program this year, you will memorize 15 new words each week for 25 weeks. There are no new words in the review weeks. You will memorize a total of 375 new words. Yet when you write, there are thousands of words that you may want to use, so you will also learn other spelling strategies to help you spell when you are writing. Besides memorizing words, what are some ways you can help yourself spell correctly when you write?

Students might say:

“I can spell the word by syllables.”

“If the word has a schwa, I can make sure I spell it correctly.”

“I can use the spelling-sound chart.”

“I can think about whether I need to double the last consonant.”

“If the word is a homophone, I can think about which one is correct in the sentence.”

“If it’s a short vowel word, I can sound it out.”

“I can write the word and see whether it looks right.”

“I can look up the word in my ‘dictionary and personal word list’ at the back of my spelling book or I can look it up in the classroom dictionary.”

“I can use the spell-checker on my computer.”

► If the students have difficulty thinking of how they can spell words correctly when they are writing, share one or two of the ideas listed above and then ask them to think of additional ways.

---

### ► **Partner Study**

If time permits, have the students study the review words on pages 32 and 33 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |             |  |
|-------------|--|
| 1. chopping | I'm chopping vegetables for the soup. (application word) |
| 2. hay      | The farmer gathers hay for the cows. (application word)  |
| 3. age      | He is the right age to join the team.                    |
| 4. dropped  | The apples dropped from the tree.                        |
| 5. became   | She became excited when she heard the news.              |
| 6. cutting  | The stylist will be cutting my hair short.               |
| 7. explain  | Can you explain how to do this math problem?             |
| 8. spend    | I will spend summer vacation at the beach.               |
| 9. traffic  | There was a lot of traffic on the bridge.                |
| 10. mixed   | We mixed up the puzzle pieces.                           |
| 11. sprayed | The children sprayed each other with water.              |
| 12. skills  | She has excellent driving skills.                        |
| 13. brain   | A hummingbird's brain is smaller than a pea.             |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |  |
|------------|--|
| 14. wanted | Everyone wanted to go to the circus.             |
| 15. where  | We planted the flowers where they could get sun. |
| 16. expect | I expect to be home this evening.                |
| 17. spread | I spread jam on my toast.                        |
| 18. won    | The golf team won the tournament.                |
| 19. prove  | I can prove this is the answer.                  |
| 20. though | The park was fun even though it was hot.         |

### ADVANCED SPELLERS CONTINUE

- |                 |                                    |
|-----------------|------------------------------------|
| 21. spare       | I have a spare tire in the trunk.  |
| 22. demonstrate | He will demonstrate the back flip. |

## ► Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on the regular short vowels? If so, reteach pre-spelling from Week 1 and the first daily pre-spelling activity from Week 3. This will reinforce the students' knowledge of the names and sounds of the short vowels as well as how to use the spelling-sound chart. Short vowels are very important in both polysyllabic and single-syllable spelling.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using phonics knowledge. Examples are the underlined letters in these words: *brain*, *though*, *through*, and *prove*. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Do your students need encouragement to transfer their knowledge from *Guided Spelling* lessons to their writing? When they ask how to spell a word during writing, have them ask about the parts of the word they're not sure of. Provide the guiding and assistance that you would provide during a *Guided Spelling* lesson.

## Syllables with Long e Spelled e-consonant-e, ee, ea, and y

### ► New Content

---

Long **e** is often spelled **e-consonant-e**, **ee**, or **ea**, as in *complete*, *week*, and *season*.

The sound /ē/ at the end of a polysyllabic word is usually spelled **y**, as in *plenty*.

### ► Teacher Background

---

Make a copy of the Week 7 homework (*Blackline Masters* page 10) for each student.

The spelling **y** for the sound /ē/ at the end of a polysyllabic word is shown as \_\_\_y under the “tree” picture on the spelling-sound chart, along with the other long **e** spellings. The long blank in \_\_\_y indicates that the spelling is used in polysyllabic words. Other spellings of the sound /ē/ at the end of a polysyllabic word are much less frequent than **y** and include such words as *coffee*, *recipe*, *monkey*, and *Pattie*.

In some regions, speakers pronounce **y** at the end of a polysyllabic word as an unaccented short **i**.

The students will be introduced to two more syllable constructions this week. A *vowel-consonant-e syllable* includes a single vowel followed by a consonant and **e**; this syllable type appears at the end of a base word, as in *complete*. In a *vowel team syllable*, the vowel sound is spelled with two letters, as in **ee** in *between* and **ea** in *reason*.

This week the students will be introduced to word history notes that will appear throughout the year. The notes will show changes in language (spelling, meaning, and pronunciation) as well as influences on English from other languages. When a note refers to a particular country, you may want to point out the country on a map.

One additional guiding point is introduced this week: the sound /n/ at the beginning of a word is sometimes spelled **kn** (*knee*).

Beginning this week, the lessons will no longer include the instruction to have the class repeat the word at the end of guiding for the special benefit of English Language Learners. However, if it helps your students to pronounce the word this additional time, continue to include the step.

A few reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Encourage your students to ask questions, even in the items they write independently. *Knowing when we don't know* is an important metacognitive ability in spelling.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in the choral response, tell the class the correct answer and repeat the question.

In the pre-spelling activity, which begins on Day 2 of this week, the students will practice the routine for asking for help when they spell a sound with multiple spellings.

## ► Words Used This Week

NEW WORDS	*complete, *keep, *least, *energy, *between, *reason, *probably, *separate (2), problem, clapped, away, program, sudden, either, neither
REVIEW WORDS	*upon, *second, *ago, *hundred, *moment, *even, chair, afraid, splitting, area
CHALLENGE WORDS	stream, elementary, volunteer, beaver, fierce
APPLICATION WORDS ON THE TEST	trucks, invent
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	eighteen, underneath, crazy, knees, dragon, defeated, zero, reasons, programs, would, keeps
FREQUENTLY MISSPELLED WORDS	eighteen, would

## ▶ Introduce This Week's Words

### ELPS 5.A.i

Introduce This Week's Words  
(all, beginning on page 124 and  
continuing on to the top of page  
126)

▶ Have your students open their *Student Spelling Books* to page 36 and follow along as you read the words and sentences. Have them mark the syllable boundaries as you say each word by syllables.

1. complete. . . . . Number 1: complete. I will complete my homework after dinner.

I will tell you the syllables for spelling. You mark the syllable boundaries. *Com-plete*. Put a dot after **m**. ■ The first syllable has a schwa. Underline **o**.

### TEKS 2.A.vii

### TEKS 2.A.xxiii

Student/Teacher Narrative  
Introduce This Week's Words  
(Words: complete, separate)

▶ Point to **e\_e** under the “tree” picture.

The “tree” picture has the long **e** spellings under it. The sound /ē/ in *complete* is spelled **e-blank-e**.

▶ Point to the blank in **e\_e**.

The blank means that there will be a letter here. In *complete* the letter is **t**.

Underline **e** and **e**.

The second syllable in *complete* is called a *vowel-consonant-e syllable*. A vowel-consonant-**e** syllable includes a single vowel followed by a consonant and **e**.

2. keep. . . . . Number 2: keep. Her neighbor will keep her spare house key.

▶ Point to **ee** under the “tree” picture.

The sound /ē/ in *keep* is spelled **e-e**. Underline **e-e**.

3. least. . . . . Number 3: least. I ride my bike to school at least once a week.

▶ Point to **ea** under the “tree” picture.

The sound /ē/ in *least* is spelled **e-a**. Underline **e-a**.

4. energy . . . . . Number 4: energy. My puppy is a bundle of energy.

*En-er-gy*.

▶ Point to **\_\_y** under the “tree” picture.

The sound /ē/ at the end of a polysyllabic word is usually spelled **y**. The letter **y** at the end of a word is a vowel.

Underline **e-r**.

5. **between** . . . . . Number 5: **between**. I can't decide between the blue or the green backpack.  
**TEKS 2.A.viii**  
**TEKS 2.A.xxiv**  
**TEKS 2.B.iv**  
 Student/Teacher Narrative  
 Introduce This Week's Words  
 (Word: **between**)  
*Be-tween.* ■ In the first syllable underline **e**. In the second syllable underline **e-e**.  
 The second syllable in *between* is called a *vowel team syllable*. The vowel sound is spelled with two letters, **e-e**.
6. **reason** . . . . . Number 6: **reason**. She gave the reason for her absence.  
*Rea-son.* ■ The second syllable has a schwa. Underline **e-a**. Underline **s-o**.
7. **probably** . . . . . Number 7: **probably**. He probably will do well on the test because he studied hard.  
*Prob-a-bly.* ■ The second syllable has a schwa. The letter **y** is a vowel in *probably*. Underline **a**.
8. **separate, separate** . . . . . Number 8: separate, separate. Separate the crayons. Put them in separate boxes.  
 This word can be pronounced in two ways. First, sep-ə-rāte. ■ *Separate the crayons.* The second syllable has a schwa. In the second syllable, underline **a**.  
 The second pronunciation is sep-ə-rət. ■ *Put them in separate boxes.* The second and third syllables have schwas. In the second syllable, underline **a**. In the third syllable, underline **a** and **e**.
9. **problem** . . . . . Number 9: **problem**. This problem requires three steps.  
*Prob-lem.* ■ The second syllable has a schwa. Underline **e**.
10. **clapped** . . . . . Number 10: **clapped**. The audience clapped wildly after the performance.  
 The base word is *clap*. The **p** was doubled and **e-d** was added.
11. **away** . . . . . Number 11: **away**. I am going away to summer camp for two weeks.  
*A-way.* ■ The first syllable has a schwa. Underline **a**. ■ The sound /ā/ at the end of a word is usually spelled **a-y**. The letter **y** is a vowel in the vowel spelling **a-y**.
12. **program** . . . . . Number 12: **program**. The after-school art program is very popular.  
*Pro-gram.*
13. **sudden** . . . . . Number 13: **sudden**. All of a sudden the rain poured down.  
*Sud-den.* ■ Underline **e**.

14. either . . . . . Number 14: either. You may play either soccer or basketball.  
*Ei-ther*. ■ Underline **e-i**. Underline **e-r**.
15. neither . . . . . Number 15: neither. She has neither a pen nor a pencil.  
*Nei-ther*. ■ Underline **e-i**. Underline **e-r**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |              |               |
|--------------|---------------|
| 16. *upon    | 21. *even     |
| 17. *second  | 22. chair     |
| 18. *ago     | 23. afraid    |
| 19. *hundred | 24. splitting |
| 20. *moment  | 25. area      |

**► Guided Spelling**

► Have your students turn to page 38.

1. complete. . . . . Number 1: complete. I will complete my homework after dinner.  
 Say *complete*.  
 TEKS 2.B.iii  
 TEKS 2.B.x  
 Student/Teacher Narrative  
 Guided Spelling section  
 (Words: complete, separate)  
 TEKS 2.B.xvii  
 TEKS 2.B.xviii  
 Student/Teacher Narrative  
 Guided Spelling section  
 (Words: complete, between,  
 reason, either)  
 Say *complete* by syllables. (The students might say *cəm-plete* or *cǒm-plete*.) ■ The first syllable has a schwa. Now I'll say the syllables for spelling: *com-plete*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *com-*.  
 Second syllable? ■ If you're not sure how to spell this syllable, raise your hand. Question? ■ Use the first spelling under the "tree" picture. Write *-plete*. (Check.)
2. keep. . . . . Number 2: keep. Her neighbor will keep her spare house key.  
 Say *keep*.  
 If you're not sure how to spell the word, raise your hand. Question? ■ Use the second spelling under the "tree" picture. Write *keep*. (Check.)
3. least. . . . . Number 3: least. I ride my bike to school at least once a week.  
 Say *least*.  
 Question? ■ Use the third spelling under the "tree" picture. Write *least*. (Check.)
4. energy . . . . . Number 4: energy. My puppy is a bundle of energy. Say *energy*.  
 Say *energy* by syllables. ■ Now I'll say the syllables for spelling: *en-er-gy*. Repeat the syllables. ■ First syllable? ■ Write *en-*.

Second syllable? ■ It's spelled **e-r**.

Last syllable? ■ Write **-gy**. (Check.)

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. *between* . . . . . Number 5: *between*. I can't decide between the blue or the green backpack. Say *between*.

Write *between*. (Check.)

6. *reason* . . . . . Number 6: *reason*. She gave the reason for her absence. Say *reason*.

Write *reason*. (Check.)

7. *probably* . . . . . Number 7: *probably*. He probably will do well on the test because he studied hard. Say *probably*.

I'll say the syllables for spelling: *prob-a-bly*. Write *probably*. (Check.)

8. *separate* . . . . . Number 8: *separate*. Water and oil separate easily. Say *separate*.

I'll say the syllables for spelling: *sep-a-rate*. Write *separate*. (Check.)

---

## ► Introduce the Homework

Hand out the Week 7 homework.

---

## ► Record Words Missed

Return the students' spelling tests from Week 6. Have them turn to pages 32 and 33 and find any word they missed on the test. Have them write **S** on the line next to the number of the word. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

► **Teacher Background**

In the pre-spelling activity, the students will practice the routine for asking for help when they spell a sound that has multiple spellings.

► **Pre-spelling: Ask Which Spelling**

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

speed . . . . . Let’s practice. *Speed*. What vowel sound do you hear in *speed*? (Students: /ē/) Question? You ask, “Which /ē/?” (Students: which /ē/?) I’ll say, “Use the second spelling under the ‘tree’ picture.” You look under the “tree” picture to find the second spelling. How do you spell the sound /ē/ in *speed*? (Students: e-e)

drain . . . . . *Drain*. We’ll have to *drain* the tub. What vowel sound do you hear in *drain*? (Students: /ā/) Question? (Students: which /ā/?) Use the second spelling under the “cake” picture. How do you spell the sound /ā/ in *drain*? (Students: a-i)

squeal . . . . . *Squeal*. We heard the pigs *squeal*. What vowel sound do you hear in *squeal*? (Students: /ē/) Question? (Students: which /ē/?) Use the third spelling under the “tree” picture. How do you spell the sound /ē/ in *squeal*? (Students: e-a)

theme . . . . . *Theme*. What vowel sound do you hear in *theme*? (Students: /ē/) Question? (Students: which /ē/?) Use the first spelling under the “tree” picture. How do you spell the sound /ē/ in *theme*? (Students: e-blank-e)

► **Guided Spelling**

► Have your students turn to page 39.

I. eighteen . . . . . Number I: *eighteen*. My older brother turned *eighteen* today. Say *eighteen*.

FREQUENTLY MISSPELLED WORD *Eighteen* is a frequently misspelled word.

Say *eighteen* by syllables. ■ Now I'll say the syllables for spelling: *eight-een*. Repeat the syllables. ■ First syllable? ■ Careful. (Offer help.) Write *eight-*.

Second syllable? ■ Question? ■ Use the second spelling under the "tree" picture. Write *-een*. (Check.)

2. underneath . . . . . Number 2: underneath. His dog loves to sleep underneath the coffee table. Say *underneath*.

**TEKS 2.B.xi**

Student/Teacher Narrative

Guided Spelling section

(Words: underneath, either, neither)

Say *underneath* by syllables. ■ First syllable? ■ Write *un-*.

Second syllable? ■ It's spelled **d-e-r**.

Last syllable? ■ Question? ■ Use the third spelling under the "tree" picture. Write *-neath*. (Check.)

The last syllable in *underneath* is called a *vowel team syllable*. The vowel sound is spelled with two letters, **e-a**.

3. either . . . . . Number 3: either. You may play either soccer or basketball. Say *either*.

Say *either* by syllables. ■ First syllable? ■ Careful. It's spelled **e-i**. Write *ei-*.

Second syllable? ■ It's spelled **t-h-e-r**. (Check.)

4. neither . . . . . Number 4: neither. She has neither a pen nor a pencil. Say *neither*.

Say *neither* by syllables. ■ First syllable? ■ Careful. It's spelled **n-e-i**. Write *nei-*.

Second syllable? ■ It's spelled **t-h-e-r**. (Check.)

5. crazy . . . . . Number 5: crazy. The noise is driving me crazy! Say *crazy*.

Say *crazy* by syllables. ■ First syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write *cra-*.

Second syllable? ■ The sound /ē/ at the end of a polysyllabic word is usually spelled **y**. Write *-zy*. (Check.)

6. clapped. . . . . Number 6: clapped. The audience clapped wildly after the performance. Say *clapped*.

Base word? ■ Write *clap*.

*Clapped*. What do you have to decide? (Students: Do we double?)

Does *clap* have one syllable? (Students: yes) One vowel?

(Students: yes) One consonant after the vowel? (Students: yes)

*Clapped*. Suffix? (Students: e-d) Does the suffix begin with a

vowel? (Students: yes) Will you double the last consonant of *clap*?

(Students: yes) Finish writing *clapped*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. sudden . . . . . Number 7: sudden. All of a sudden the rain poured down.  
Say *sudden*.  
I'll say the syllables for spelling: *sud-den*. Write *sudden*. (Check.)

8. away . . . . . Number 8: away. I am going away to summer camp for two weeks. Say *away*.  
Write *away*. (Check.)

9. problem . . . . . Number 9: problem. This problem requires three steps.  
Say *problem*.  
Write *problem*. (Check.)

10. program . . . . . Number 10: program. The after-school art program is very popular. Say *program*.  
Write *program*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you wrote **o** in the first syllable.

MEMORY STEPS Do the memory steps for *program*.

# Week 7 Day 3

## ► Pre-spelling: Ask Which Spelling

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

cloak . . . . . *Cloak.* He wore a cloak. What vowel sound do you hear in *cloak*? (Students: /ō/) Question? (Students: which /ō/?) Use the second spelling under the “bone” picture. How do you spell the sound /ō/ in *cloak*? (Students: o-a)

creep . . . . . *Creep.* What vowel sound do you hear in *creep*? (Students: /ē/) Question? (Students: which /ē/?) Use the second spelling under the “tree” picture. How do you spell the sound /ē/ in *creep*? (Students: e-e)

bowl . . . . . *Bowl.* What vowel sound do you hear in *bowl*? (Students: /ō/) Question? (Students: which /ō/?) Use the third spelling under the “bone” picture. How do you spell the sound /ō/ in *bowl*? (Students: o-w)

heap . . . . . *Heap.* What vowel sound do you hear in *heap*? (Students: /ē/) Question? (Students: which /ē/?) Use the third spelling under the “tree” picture. How do you spell the sound /ē/ in *heap*? (Students: e-a)

## ► Guided Spelling

► Have your students turn to page 40.

1. knees . . . . . Number 1: knees. I skinned my knees as I slid into home plate. Say *knees*.

Base word? ■ Careful. The word begins with **k-n**. Question? ■ Use the second spelling under the “tree” picture. Finish writing *knees*. (Check.)

2. neither . . . . . Number 2: neither. The paint was neither blue nor green, but a shade in between. Say *neither*.

Say *neither* by syllables. ■ First syllable? ■ Careful. It’s spelled **n-e-i**. Write *nei-*.

Second syllable? ■ It's spelled **t-h-e-r**. (Check.)

The first syllable in *neither* is called a *vowel team syllable*. The vowel sound is spelled with two letters, **e-i**.

3. complete . . . . . Number 3: complete. It took me a month to complete my science project. Say *complete*.

Say *complete* by syllables. ■ The first syllable has a schwa. Now I'll say the syllables for spelling: *com-plete*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *com-*.

Second syllable? ■ Question? ■ Use the first spelling under the "tree" picture. Write *-plete*. (Check.)

The second syllable in *complete* is called a *vowel-consonant-e syllable*. A vowel-consonant-e syllable includes a single vowel followed by a consonant and **e**.

4. either . . . . . Number 4: either. We could take either path to get to the campsite. Say *either*.

Say *either* by syllables. ■ First syllable? ■ Careful. It's spelled **e-i**. Write *ei-*.

Second syllable? ■ It's spelled **t-h-e-r**. (Check.)

5. between . . . . . Number 5: between. The cat was caught between the fence and the wall, but I got it out. Say *between*.

Say *between* by syllables. ■ Now I'll say the syllables for spelling: *be-tween*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *be-*.

Second syllable? ■ Question? ■ Use the second spelling under the "tree" picture. Write *-tween*. (Check.)

6. problem . . . . . Number 6: problem. The mechanic can solve her engine problem. Say *problem*.

Say *problem* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: *prob-lem*. Repeat the syllables. ■ First syllable? ■ Write *prob-*.

Second syllable? ■ (Offer help.) Write *-lem*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. least . . . . . Number 7: least. The smallest chick was the least active. Say *least*. Write *least*. (Check.)

8. dragon . . . . . Number 8: dragon. A dragon is an imaginary animal that looks like a flying serpent. Say *dragon*.

HISTORY Long ago the word *dragon* just meant *snake*.

I'll say the syllables for spelling: *drag-on*. Write *dragon*. (Check.)

9. *away*. . . . . Number 9: *away*. I gave away all the clothes I had outgrown.  
Say *away*.

Write *away*. (Check.)

10. *probably* . . . . . Number 10: *probably*. We will probably go swimming today.  
Say *probably*.

I'll say the syllables for spelling: *prob-a-bly*. Write *probably*.  
(Check.)

MEMORY STEPS Do the memory steps for *probably*.

► **Pre-spelling: Ask Which Spelling**

When you hear a vowel sound with more than one spelling, ask me which spelling to use.

- leap . . . . . *Leap.* What vowel sound do you hear in *leap*? (Students: /ē/) Question? (Students: which /ē/?) Use the third spelling under the “tree” picture. How do you spell the sound /ē/ in *leap*? (Students: e-a)
- snail . . . . . *Snail.* What vowel sound do you hear in *snail*? (Students: /ā/) Question? (Students: which /ā/?) Use the second spelling under the “cake” picture. How do you spell the sound /ā/ in *snail*? (Students: a-i)
- meeK . . . . . *Meek.* *The meek little kitten was hiding.* What vowel sound do you hear in *meeK*? (Students: /ē/) Question? (Students: which /ē/?) Use the second spelling under the “tree” picture. How do you spell the sound /ē/ in *meeK*? (Students: e-e)
- bleat . . . . . *Bleat.* *We heard the sheep bleat loudly.* What vowel sound do you hear in *bleat*? (Students: /ē/) Question? (Students: which /ē/?) Use the third spelling under the “tree” picture. How do you spell the sound /ē/ in *bleat*? (Students: e-a)

► **Guided Spelling**

► Have your students turn to page 41.

- I. defeated . . . . . **Number I:** *defeated.* Our team was defeated in the first round of the tournament. Say *defeated*.  
 Base word? ■ Say *defeat* by syllables. ■ Now I’ll say the syllables for spelling: *de-feat*. Repeat the syllables. ■ First syllable? ■ (Offer help.) Write *de-*.  
 Second syllable? ■ Question? ■ Use the third spelling under the “tree” picture. Write *-feat*.  
*Defeated.* *Defeat* has two vowels in the last syllable, so you will not double **t**. Finish writing *defeated*. (Check.)  
 The second syllable in *defeated* is called a *vowel team syllable*. The vowel sound is spelled with two letters, **e-a**.

2. zero . . . . . Number 2: zero. There is zero gravity in outer space. Say *zero*.  
Say *zero* by syllables. ■ I'll say the syllables for spelling: ze-ro.  
Repeat the syllables. ■ First syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write ze-.  
Second syllable? ■ It's spelled r-o. (Check.)

3. reasons. . . . . Number 3: reasons. There can be many reasons for an earthquake. Say *reasons*.  
Base word? ■ Say *reason* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: rea-son. Repeat the syllables. ■ First syllable? ■ Careful. It's spelled r-e-a. Write rea-.  
Second syllable? ■ (Offer help.) Finish writing *reasons*. (Check.)

4. separate . . . . . Number 4: separate. My teacher often needs to separate me from my friend because we chat too much. Say *separate*.  
Say *separate* by syllables. ■ The second syllable has a schwa. Now I'll say the syllables for spelling: sep-a-rate. Repeat the syllables. ■ First syllable? ■ Write sep-.  
Second syllable? ■ (Offer help.) Write -a-.  
Last syllable? ■ Question? ■ Use the first spelling under the "cake" picture. Write -rate. (Check.)  
The last syllable in *separate* is called a vowel-consonant-e syllable. In a vowel-consonant-e syllable, a single vowel is followed by a consonant and e.

5. programs . . . . . Number 5: programs. The parks department offers many summer programs. Say *programs*.  
Base word? ■ Say *program* by syllables. ■ First syllable? ■ Remember how to spell a long vowel sound at the end of a syllable. Write pro-.  
Second syllable? ■ Finish writing *programs*. (Check.)

6. sudden . . . . . Number 6: sudden. There was a sudden thundershower and we all got wet. Say *sudden*.  
Say *sudden* by syllables. ■ Now I'll say the syllables for spelling: sud-den. Repeat the syllables. ■ First syllable? ■ Write sud-.  
Second syllable? ■ (Offer help.) Write -den. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. energy . . . . . Number 7: energy. Some houses are heated by solar energy. Say *energy*.  
Write *energy*. (Check.)

8. would . . . . . Number 8: would. Her mother would love to join the class on the field trip. Say *would*.

FREQUENTLY MISSPELLED WORD *Would* is a frequently misspelled word.

Write *would*. (Check.)

9. keeps . . . . . Number 9: keeps. My dog often keeps his favorite toy in his doghouse. Say *keeps*.

Write *keeps*. (Check.)

10. clapped . . . . . Number 10: clapped. The trained seal clapped its flippers for a fish treat. Say *clapped*.

Write *clapped*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you doubled **p**.

MEMORY STEPS Do the memory steps for *clapped*.

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## ► Student Study

Have the students turn to pages 26 and 27. If they missed a word on the test in Week 5, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |              |   |
|--------------|---|
| 1. trucks    | The trucks lined up at the weigh station. (application word)    |
| 2. invent    | Who will invent the next kind of spacecraft? (application word) |
| 3. probably  | He probably will join us later.                                 |
| 4. least     | He talks the least of anyone in class.                          |
| 5. hundred   | I earned a hundred dollars dog-sitting.                         |
| 6. between   | She sat between her parents at the concert.                     |
| 7. separate  | He needs to separate the pens from the pencils.                 |
| 8. second    | She finished second in the hundred yard dash.                   |
| 9. energy    | Solar energy is clean and renewable.                            |
| 10. keep     | I keep my coats in the hall closet.                             |
| 11. reason   | My reason for missing school was that I was ill.                |
| 12. upon     | He placed the hat upon his head.                                |
| 13. complete | I will complete the project this weekend.                       |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |             |  |
|-------------|--|
| 14. clapped | The audience clapped after the performance.  |
| 15. program | The music program was very entertaining.     |
| 16. problem | That was a tough division problem to solve.  |
| 17. neither | I hope that neither of my sisters is sick.   |
| 18. sudden  | All of a sudden lightning struck the ground. |
| 19. away    | We will be going away on vacation.           |
| 20. either  | You may sit at either end of the table.      |

### ADVANCED SPELLERS CONTINUE

- |                |   |
|----------------|---|
| 21. beaver     | The beaver is skilled at building dams.           |
| 22. elementary | The elementary school is near the public library. |

## Syllables with er, ir, and ur

### ► New Content

The sound /er/ is often spelled **er**, **ir**, or **ur**, as in *person*, *third*, and *surface*.

### ► Teacher Background

Make a copy of the Week 8 homework (*Blackline Masters* page 11) for each student.

The students will be introduced to another syllable construction this week. An *r-controlled syllable* includes a single vowel followed by **r**, as in *remark*, *center*, *thirteen*, *orbit*, and *urgent*.

In previous weeks the guiding has specified, “I’ll say the syllables for spelling: *com-plete*. Repeat the syllables.” Beginning in this week the guiding for this sequence is condensed to, “For spelling say *com-plete*.”

One additional guiding point is introduced this week: the sound /z/ after a long vowel is spelled **z** or **s**, as in *blaze* and *rise*.

In the pre-spelling activity, which begins on Day 2 of this week, the students will practice identifying base words and suffixes.

### ► Words Used This Week

**NEW WORDS**

\*serve, \*birth, \*hurt, \*after, \*firm, \*return, \*whether, \*whenever, better, aid, center, person, meet, America, shoulder

**REVIEW WORDS**

\*reason, \*complete, \*keep, \*least, \*probably, \*separate (2), either, away, neither, problem

**CHALLENGE WORDS**

servant, precious, skirt, hammer, burst

**APPLICATION WORDS ON THE TEST**

fifty, candy

**ADDITIONAL WORDS IN DAILY GUIDED SPELLING**

surprise, stirred, fever, serves, squirrel, shoulders, screen, hurts, returns, aided, peak, disturbed, first

**FREQUENTLY MISPELLED WORDS**

first

► **Introduce This Week's Words**

► Have your students open their *Student Spelling Books* to page 42 and follow along as you read the words and sentences. Have them mark the syllable boundaries as you say each word by syllables.

1. serve . . . . . Number 1: serve. The cafeteria will serve lunch at noon.

► Point to **er** under the “racing robot” picture on the spelling-sound chart.

The picture shows a racing robot for the sound /er/. The sound /er/ in *serve* is spelled **e-r**. Underline **e-r**. Underline the last **e**.

2. birth . . . . . Number 2: birth. At birth a baby elephant can weigh several hundred pounds.

► Point to **ir** under the “robot” picture.

Look at the racing robot. The sound /er/ in *birth* is spelled **i-r**. Underline **i-r**.

3. hurt . . . . . Number 3: hurt. I hurt my arm in baseball practice.

► Point to **ur** under the “robot” picture.

The sound /er/ in *hurt* is spelled **u-r**. Underline **u-r**.

4. after . . . . . Number 4: after. I'm going to see you after my piano lesson.

I will tell you the syllables for spelling. Mark the syllable boundaries. *Af-ter*. ■ Underline **e-r**.

The second syllable in *after* is called an *r-controlled syllable*. An *r-controlled syllable* includes a single vowel and then **r**.

5. firm . . . . . Number 5: firm. She is firm about her decision to try out for the team.

Underline **i-r**.

6. return . . . . . Number 6: return. He will return his library books tomorrow.

*Re-turn*. ■ Underline **e**. Underline **u-r**.

7. whether . . . . . Number 7: whether. She wondered whether her parents would let her stay up.

*Wheth-er.*

► If your students pronounce *whether* and *weather* as homophones, explain the two homophones. Have them underline **wh**.

Underline **e-r**.

8. whenever . . . . . Number 8: whenever. My dog barks whenever the doorbell rings.

TEKS 2.A.xxi

TEKS 2.B.i

TEKS 2.B.viii

Student/Teacher Narrative

Introduce This Week's Words

(Words: better, center, person)

*Whenever* is a compound word. *When-ev-er.*

► If your students pronounce **wh** the same as **w**, have them underline **wh**.

Underline **e-r**.

9. better . . . . . Number 9: better. He is much better at chess than his father is.

*Bet-ter.* ■ Underline **e-r**.

10. aid . . . . . Number 10: aid. The nurse gave first aid to the accident victims.

HOMOPHONE *Aid* is a homophone. It's not *aide*, a person who helps. It's *aid*, as in *We will aid them* and *We will give them aid*.

Underline **a-i**.

11. center . . . . . Number 11: center. Her brother always wants to be the center of attention.

*Cen-ter.* ■ Underline **c**. Underline **e-r**.

12. person . . . . . Number 12: person. The person who spilled the milk should clean it up.

*Per-son.* ■ The second syllable has a schwa. Underline **e-r**. Underline **o**.

13. meet . . . . . Number 13: meet. We can meet after school and study for the quiz.

TEKS 2.B.xv

TEKS 2.B.vi

Student/Teacher Activity

Guided Spelling Section

(Word: meet)

HOMOPHONE *Meet* is a homophone. It's not *meat* that we eat. It's *meet*, *We can meet after school*. Underline **e-e**.

14. America . . . . . Number 14: America. South America and Africa are separated by the Atlantic Ocean.

*A-mer-i-ca.* ■ The first and last syllables have schwas. Underline the first **A**. Underline **e-r**. Underline the last **a**.

15. shoulder . . . . . Number 15: shoulder. She hung the purse over her shoulder.

*Shoul-der.* ■ Underline **o-u**. Underline **e-r**.

**TEKS 2.B.viii**  
Student/Teacher Narrative  
Guided Spelling section  
(Words: better, center, person)

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |               |                   |
|---------------|-------------------|
| 16. *reason   | 21. *separate (2) |
| 17. *complete | 22. either        |
| 18. *keep     | 23. away          |
| 19. *least    | 24. neither       |
| 20. *probably | 25. problem       |

► **Guided Spelling**

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► Have your students turn to page 44.

1. **serve** . . . . . Number 1: **serve**. The cafeteria will **serve** lunch at noon.  
Say **serve**.  
If you're not sure how to spell **serve**, raise your hand. Question? ■  
Use the first spelling under the "robot" picture. Careful. There is  
an **e** on the end. Write **serve**. (Check.)

2. **birth** . . . . . Number 2: **birth**. At **birth** a baby elephant can weigh several  
hundred pounds. Say **birth**.  
Question? ■ Use the second spelling under the "robot" picture.  
Write **birth**. (Check.)

3. **hurt** . . . . . Number 3: **hurt**. I **hurt** my arm in baseball practice. Say **hurt**.  
Question? ■ Use the third spelling under the "robot" picture.  
Write **hurt**. (Check.)

4. **after** . . . . . Number 4: **after**. I'm going to see you **after** my piano lesson.  
Say **after**.

**TEKS 2.B.xiii**  
Student/Teacher Narrative  
Guided Spelling Section  
(Words: after, return,  
whenever)

Say **after** by syllables. ■ First syllable? ■ Write **af**.

Second syllable? ■ Question? ■ Use the first spelling under the  
"robot" picture. Write **-ter**. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

If you're not sure how to spell part of the word, raise your hand  
to ask me. I will write the answer.

5. **firm** . . . . . Number 5: **firm**. She is **firm** about her decision to try out for the  
team. Say **firm**.

Write **firm**. (Check.)

6. return . . . . . Number 6: return. He will return his library books tomorrow.  
Say *return*.

Write *return*. (Check.)

7. whether . . . . . Number 7: whether. She wondered whether her parents would  
let her stay up. Say *whether*.

Write *whether*. (Check.)

8. whenever . . . . . Number 8: whenever. My dog barks whenever the doorbell rings.  
Say *whenever*.

Write *whenever*. (Check.)

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► **Introduce the Homework**

Hand out the Week 8 homework.

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► **Record Words Missed**

Return the students' spelling tests from Week 7. Have them turn to pages 36 and 37 and find any word they missed on the test. Have them write **S** on the line next to the number of the word. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 8 Day 2

## ► Teacher Background

In the pre-spelling activity this week, the students will practice identifying base words and suffixes.

## ► Pre-spelling: Base Words and Suffixes

To spell many words with suffixes, we need first to identify the base word. Let's practice.

- performed . . . . . *Performed*. What is the base word? (Students: perform)  
What is the sound of the suffix? (Students: /d/)  
What is the spelling of the suffix? (Students: e-d)
- hitches. . . . . *Hitches*. Base word? (Students: hitch)  
Sound of the suffix? (Students: /əz/)  
Spelling of the suffix? (Students: e-s)
- hitching . . . . . *Hitching*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?
- motherly . . . . . *Motherly*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

## ► Guided Spelling

► Have your students turn to page 45.

1. surprise . . . . . Number 1: surprise. We're planning a surprise birthday party for my grandmother. Say *surprise*.  
TEKS 2.A.x  
TEKS 2.A.xxvi  
TEKS 2.B.vi  
Student/Teacher Narrative  
Guided Spelling section  
(Words: person, America, shoulder, after)  
Say *surprise* by syllables. ■ For spelling say *sur-prise*. ■ First syllable? ■ Question? ■ Use the third spelling under the "robot" picture. Write *sur-*.  
Second syllable? ■ Question? ■ Use the first spelling under the "kite" picture. Careful. The sound /z/ in *surprise* is spelled *s*. Write *-prise*. (Check.)
2. center . . . . . Number 2: center. Her brother always wants to be the center of attention. Say *center*.  
Say *center* by syllables. ■ First syllable? ■ Careful. The sound /s/ in *cen-* is spelled *c*. Write *cen-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ter*. (Check.)

3. shoulder . . . . . Number 3: shoulder. She hung the purse over her shoulder. Say *shoulder*.

Say *shoulder* by syllables. ■ For spelling say *shoul-der*. ■ First syllable? ■ Careful. (Offer help.) Write *shoul-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-der*. (Check.)

4. person . . . . . Number 4: person. The person who spilled the milk should clean it up. Say *person*.

Say *person* by syllables. ■ The second syllable has a schwa. First syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *per-*.

Second syllable? ■ (Offer help.) Write *-son*. (Check.)

The first syllable in *person* is called an *r-controlled syllable*. An *r-controlled syllable* includes a single vowel followed by *r*.

5. America . . . . . Number 5: America. South America and Africa are separated by the Atlantic Ocean. Say *America*.

Say *America* by syllables. ■ The first and last syllables have schwas. For spelling say *A-mer-i-ca*. ■ First syllable? ■ (Offer help.) Write *A-*.

Second syllable? ■ Careful. (Offer help.) Write *-mer-*.

Third syllable? ■ (Offer help.) Write *-i-*.

Last syllable? ■ (Offer help.) Write *-ca*. (Check.)

6. better. . . . . Number 6: better. He is much better at chess than his father is. Say *better*.

Say *better* by syllables. ■ For spelling say *bet-ter*. ■ First syllable? ■ Write *bet-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ter*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. stirred . . . . . Number 7: stirred. I stirred the ingredients until they were well mixed. Say *stirred*.

Write *stirred*. (Check.)

8. fever . . . . . Number 8: fever. You might run a high fever when you have the flu. Say *fever*.

Write *fever*. (Check.)

9. aid . . . . . Number 9: aid. The nurse gave first aid to the accident victims. Say *aid*.

Write *aid*. (Check.)

10. meet. . . . . Number 10: meet. We can meet after school and study for the quiz. Say *meet*.

Write *meet*. (Check.)

**PARTNER STUDY** *Meet* is a homophone. Turn to your neighbor and take turns saying one word in the homophone pair and using it in a sentence.

**MEMORY STEPS** Do the memory steps for *meet*.

► **Pre-spelling: Base Words and Suffixes**

Let's practice identifying base words and suffixes.

flashes . . . . . *Flashes*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

flashed . . . . . *Flashed*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

suddenly. . . . . *Suddenly*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

harvesting. . . . . *Harvesting*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

► **Guided Spelling**

► Have your students turn to page 46.

1. firm . . . . . Number 1: firm. The law firm is located near the post office.  
Say *firm*.

Question? ■ Use the second spelling under the “robot” picture.  
Write *firm*. (Check.)

2. serves . . . . . Number 2: serves. The restaurant serves lunch only on the weekends. Say *serves*.

Question? ■ Use the first spelling under the “robot” picture.  
Careful. There is an *e* on the end of the base word. Finish writing *serves*. (Check.)

3. squirrel. . . . . Number 3: squirrel. The cat chased the squirrel up the pine tree.  
Say *squirrel*.

**HISTORY** The word *squirrel* comes from words that meant *little shadow-tail*.

Say *squirrel* by syllables. ■ The second syllable has a schwa.  
For spelling say *squir-rel*. ■ First syllable? ■ Question? ■ Use the second spelling under the “robot” picture. Write *squir-*.

Second syllable? ■ (Offer help.) Write *-rel*. (Check.)

The first syllable in *squirrel* is called an *r-controlled syllable*. An *r-controlled syllable* includes a single vowel followed by *r*.

4. whether . . . . . Number 4: whether. Ask them whether they are going to the baseball game. Say *whether*.  
 ► If your students pronounce *whether* and *weather* as homophones, explain the two homophones.  
 Say *whether* by syllables. ■ For spelling say *wheth-er*. ■ First syllable? ■ Write *wheth-*.  
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er*. (Check.)
5. shoulders . . . . . Number 5: shoulders. My uncle often carried me on his shoulders when I was a toddler. Say *shoulders*.  
 Base word? ■ Say *shoulder* by syllables. ■ For spelling say *shoul-der*. ■ First syllable? ■ Careful. (Offer help.) Write *shoul-*.  
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *shoulders*. (Check.)
6. center . . . . . Number 6: center. The pit is in the center of the peach. Say *center*.  
 Say *center* by syllables. ■ First syllable? ■ Careful. The sound /s/ in *cen-* is spelled *c*. Write *cen-*.  
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ter*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. better . . . . . Number 7: better. I am much better at volleyball than soccer. Say *better*.  
 Write *better*. (Check.)
8. screen . . . . . Number 8: screen. We went to the theater to see the movie on a big screen. Say *screen*.  
 Write *screen*. (Check.)
9. America . . . . . Number 9: America. North America is north of the equator. Say *America*.  
 I'll say the syllables for spelling: *A-mer-i-ca*. Write *America*. (Check.)
10. hurts . . . . . Number 10: hurts. Her sprained finger hurts. Say *hurts*.  
 Write *hurts*. (Check.)  
 MEMORY STEPS Do the memory steps for *hurts*.

► **Pre-spelling: Base Words and Suffixes**

Let's practice identifying base words and suffixes.

disturbed . . . . . *Disturbed*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

disturbing . . . . . *Disturbing*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

boxes. . . . . *Boxes*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

strangely . . . . . *Strangely*. Base word? ■ Sound of the suffix? ■ Spelling of the suffix?

► **Guided Spelling**

► Have your students turn to page 47.

1. whenever . . . . . Number 1: whenever. My mother makes me wear a coat whenever it's the slightest bit chilly outside. Say *whenever*.  
*Whenever* is a compound word. Say *whenever* by syllables. ■  
 For spelling say *when-ev-er*. ■ First syllable? ■ Write *when-*.  
 Second syllable? ■ Write *-ev-*.  
 Last syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-er*. (Check.)

2. returns . . . . . Number 2: returns. My dog always returns the ball to me when we play fetch. Say *returns*.  
 Base word?  
 Say *return* by syllables. ■ For spelling say *re-turn*. ■ First syllable? ■ (Offer help.) Write *re-*.  
 Second syllable? ■ Question? ■ Use the third spelling under the "robot" picture. Finish writing *returns*. (Check.)  
 The second syllable in *returns* is called an *r-controlled syllable*.  
 An *r-controlled syllable* includes a single vowel followed by *r*.

3. aided . . . . . Number 3: aided. Medics aided the accident victims. Say *aided*.  
Base word? ■ Question? ■ Use the second spelling under the “cake” picture. Write *aid*.  
*Aided*. What do you have to decide? (Students: Do we double?)  
Does *aid* have one syllable? (Students: yes) One vowel? (Students: no, two) Will you double the last consonant of *aid*? (Students: no)  
Finish writing *aided*. (Check.)

4. peak . . . . . Number 4: peak. Our scout troop hiked to the mountain’s peak.  
Say *peak*.  
HOMOPHONE *Peak* is a homophone. It’s not *peek*, to look at secretly. It’s *peak*, the mountaintop.  
Question? ■ Use the third spelling under the “tree” picture. The sound /k/ after two vowels is spelled **k**. Write *peak*. (Check.)

5. disturbed . . . . . Number 5: disturbed. The constant barking disturbed his sleep.  
Say *disturbed*.  
Base word? ■ Say *disturb* by syllables. ■ For spelling say *dis-turb*. ■ First syllable? ■ Write *dis-*.  
Second syllable? ■ Question? ■ Use the third spelling under the “robot” picture. Write *-turb*.  
*Disturbed*. The base word has two consonants at the end of the last syllable, so you will not double **b**. Finish writing *disturbed*. (Check.)

6. meet . . . . . Number 6: meet. Let’s meet after school and play basketball.  
Say *meet*.  
HOMOPHONE *Meet* is a homophone. It’s not *meat* that we eat. It’s *meet*, *Let’s meet after school*.  
Question? ■ Use the second spelling under the “tree” picture. Write *meet*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. after . . . . . Number 7: after. After seeing the movie, we went to my friend’s house. Say *after*.  
Write *after*. (Check.)

8. first . . . . . Number 8: first. I was the first one across the finish line. Say *first*.  
FREQUENTLY MISSPELLED WORD *First* is a frequently misspelled word. Write *first*. (Check.)

9. *person* . . . . . Number 9: *person*. Is that the person who will be our substitute today? Say *person*.

Write *person*. (Check.)

10. *birth* . . . . . Number 10: *birth*. The cat gave birth to five kittens. Say *birth*.

Write *birth*. (Check.)

MEMORY STEPS Do the memory steps for *birth*.

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### ► Student Study

Have the students turn to pages 36 and 37. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |              |  |
|--------------|--|
| 1. fifty     | Fifty is half of one hundred. (application word)                   |
| 2. candy     | His parents don't let him eat candy very often. (application word) |
| 3. probably  | She probably will be captain of the team.                          |
| 4. serve     | The waiter will serve us lunch.                                    |
| 5. return    | I will return from my trip next weekend.                           |
| 6. reason    | The reason for her tardiness was that the bus was late.            |
| 7. hurt      | I hurt my elbow in the basketball game.                            |
| 8. least     | The car repairs will cost at least \$200.                          |
| 9. whether   | I wonder whether we'll win the game.                               |
| 10. after    | Let's go see a movie after lunch.                                  |
| 11. birth    | The sow gave birth to eight piglets.                               |
| 12. whenever | I wear a hat whenever I go out in the sun.                         |
| 13. firm     | They have been firm friends for years.                             |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 14. aid      | The firefighters came to the aid of the accident victims. |
| 15. meet     | We will meet our new coach today.                         |
| 16. better   | She knows the bus schedule better than we do.             |
| 17. shoulder | I lifted the bag to my shoulder.                          |
| 18. person   | He is a very likable person.                              |
| 19. center   | The city hall is in the center of town.                   |
| 20. America  | America is in the Western Hemisphere.                     |

### ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 21. skirt    | Her skirt was blue and pleated.            |
| 22. precious | She wore a necklace made of precious gems. |

## Syllables with Long **i** Spelled **i-consonant-e, igh, and y**

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### ► New Content

Long **i** is often spelled **i-consonant-e, igh,** or **y,** as in *provide,* *flight,* and *fry.*

The sound /i/ at the end of a word is usually spelled **y,** as in *sky* and *deny.*

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### ► Teacher Background

Make a copy of the Week 9 homework (*Blackline Masters* page 12) for each student.

In the *Guided Spelling* program, the students will learn *all right* as two words. Dictionaries and usage books do not agree on whether *alright* is accepted usage.

Three additional guiding points are introduced this week: The sound /i/ in the middle is sometimes spelled **y,** as in *type;* the sound /k/ after a long vowel is spelled **k,** as in *woke;* when we hear a long vowel followed by a consonant sound in the last syllable of a polysyllabic word, the syllable usually ends with vowel-consonant-**e,** as in *crocodile* and *refuse.*

You may wish to occasionally consult the appendices for reminders of the guiding procedures: checking procedure, page 478; memory steps, page 479; offering help, page 481; and the index to full guiding, page 495.

In the pre-spelling activity, which begins on Day 2 of this week, you will model dropping **e** to prepare the students for the drop **e** generalization in Week 10.

## ► Words Used This Week

NEW WORDS	*size, *fight, *shy, *decide, *fright, *all right, *ice, *type, strike, beyond, science, clear, further, among, behind
REVIEW WORDS	*return, *whenever, *whether, *birth, *firm, center, better, shoulder, America, meet
CHALLENGE WORDS	handsome, tide, mighty, sunshine, knight
APPLICATION WORDS ON THE TEST	twenty, shopping
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	crocodile, delighted, deny, frighten, types, satellite, curled, sizes, midnight, strikes, clearly, interrupt, quite, fights
FREQUENTLY MISSPELLED WORDS	quite

► **Introduce This Week's Words**

► Have your students open their *Student Spelling Books* to page 48 and follow along as you read the words and sentences. Have them mark the syllable boundaries as you say each word by syllables.

1. size . . . . . **Number 1: size.** The store has those shoes in my size.

► Point to the “kite” picture on the spelling-sound chart.

The picture shows a kite for the sound /ī/.  
 The picture shows a kite for the sound /ī/.

► Point to **i\_e**.

The sound /ī/ in *size* is spelled **i-blank-e**.

► Point to the blank in **i\_e**.

The blank means that there will be a letter here. In *size* the letter is **z**.

Underline **i** and **e**.

2. fight . . . . . **Number 2: fight.** We heard two cats in a fight last night.

► Point to **\_igh** under the “kite” picture.

The sound /ī/ in *fight* is spelled **i-g-h**.

► Point to the blank in **\_igh**.

The blank means that we don't use the spelling **i-g-h** at the beginning of a word. Underline **i-g-h**.

3. shy . . . . . **Number 3: shy.** Sometimes I'm shy and don't want to speak to the whole class.

► Point to **\_y** under the “kite” picture.

The sound /ī/ in *shy* is spelled **y**. The sound /ī/ at the end of a word is usually spelled **y**.

4. decide . . . . . **Number 4: decide.** I need to decide what I will wear tomorrow.

*De-cide*. Remember to put a dot at the syllable boundary. ■

Underline the first **e**. Underline **c**. Underline **i** and **e**.

5. fright . . . . . Number 5: fright. The actor at the haunted house gave us a fright.  
Underline **i-g-h**.
6. all right. . . . . Number 6: all right. I'll be all right in this heat after I've had some water.  
Underline the space between *all* and *right*. Underline **i-g-h**.
7. ice . . . . . Number 7: ice. We added ice so the drinks would be cold.  
Underline **i** and **e**. Underline **c**.
8. type. . . . . Number 8: type. He prefers the seedless type of orange.  
In *type* the letter **y** is a vowel. Underline **y** and **e**.
9. strike . . . . . Number 9: strike. She swung at the pitch and missed; it was a strike.  
Underline **i** and **e**.
10. beyond . . . . . Number 10: beyond. The stream is just beyond that grove of trees.  
*Be-yond*. ■ Underline **e**.
11. science . . . . . Number 11: science. In science class we learned about the molten rock under the Earth's surface.  
*Sci-ence*. ■ In the first syllable underline **s-c**. ■ The second syllable has a schwa. Underline the first **e**. Underline **c-e**.
12. clear. . . . . Number 12: clear. The sky was clear and bright.  
Underline **e-a**.
13. further . . . . . Number 13: further. We read further in the book because it was so interesting.  
*Fur-ther*. ■ Underline **u-r**. Underline **e-r**.
14. among. . . . . Number 14: among. There are too many weeds among the flowers.  
*A-mong*. ■ The first syllable has a schwa. Underline **a**. Underline **o**.
15. behind. . . . . Number 15: behind. Don't fall behind; we must all stay together.  
*Be-hind*. ■ Underline **e**. Underline **i**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- 16. \*return            21. center
- 17. \*whenever        22. better
- 18. \*whether            23. shoulder
- 19. \*birth             24. America
- 20. \*firm              25. meet

► **Guided Spelling**

► Have your students turn to page 50.

- 1. size . . . . . Number 1: size. The store has those shoes in my size. Say *size*.  
Question? ■ Use the first spelling under the “kite” picture.  
Write *size*. (Check.)
- 2. fight . . . . . Number 2: fight. We heard two cats in a fight last night. Say *fight*.  
Question? ■ Use the second spelling under the “kite” picture.  
Write *fight*. (Check.)
- 3. shy . . . . . Number 3: shy. Sometimes I’m shy and don’t want to speak to  
the whole class. Say *shy*.  
The sound /ī/ at the end of a word is usually spelled **y**. Write *shy*.  
(Check.)
- 4. type . . . . . Number 4: type. He prefers the seedless type of orange. Say *type*.  
Careful. The sound /ī/ in *type* is spelled **y-blank-e**. Write *type*.  
(Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

- 5. fright . . . . . Number 5: fright. The haunted house gave us a fright. Say *fright*.  
Write *fright*. (Check.)
- 6. all right . . . . . Number 6: all right. I’ll be all right in this heat after I’ve had some  
water. Say *all right*.  
Write *all right*. (Check.)
- 7. ice . . . . . Number 7: ice. We added ice so the drinks would be cold.  
Say *ice*.  
Write *ice*. (Check.)

8. decide . . . . . Number 8: decide. I need to decide what I will wear tomorrow.  
Say *decide*.  
I'll say the syllables for spelling: *de-cide*. Write *decide*. (Check.)

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▶ **Introduce the Homework**

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Hand out the Week 9 homework.

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▶ **Record Words Missed**

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Return the students' spelling tests from Week 8. Have them turn to pages 42 and 43 and find any word they missed on the test. Have them write **S** on the line next to the number of the word. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

► **Teacher Background**

In the pre-spelling activity this week, you will model dropping **e** to prepare the students for the drop **e** generalization in Week 10.

► **Pre-spelling: Suffixes on Consonant-e Words**

This year you will add suffixes to many words that end with consonant-**e**. I will show you when to drop **e**. If the base word ends with consonant-**e** and the suffix begins with a vowel, we drop **e**.

riding . . . . . I will write *riding*. *She's riding her bike*. The base word is *ride*.

► Write *ride* on the board. Point to **de**.

The base word ends with consonant-**e**. The suffix **-ing** begins with a vowel. I will drop **e** and then add **-ing**.

► Erase **e** and add *ing*.

Riding.

named . . . . . I will write *named*. *I named my cat Jumper*. The base word is *name*.

► Write *name* on the board. Point to **me**.

The base word ends with consonant-**e**. The suffix **e-d** begins with a vowel. I will drop **e** and then add **e-d**.

► Erase **e** and add *ed*.

Named.

► **Guided Spelling**

► Have your students turn to page 51.

I. crocodile. . . . . Number I: crocodile. The crocodile basked in the sun.

Say *crocodile*.

**HISTORY** The word *crocodile* came from Greek words that meant *pebble-worm*. The Greeks noticed that this worm-like creature would lie in the sun on the pebbles by the side of the water.

Say *crocodile* by syllables. ■ The second syllable has a schwa.

For spelling say *croc-o-dile*. ■ First syllable? ■ Write *croc-*.

Second syllable? ■ (Offer help.) Write -o-.

Third syllable? ■ This is the last syllable. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Write *-dile*. (Check.)

2. science . . . . . Number 2: science. In science class we learned about the molten rock under the Earth’s surface. Say *science*.

Say *science* by syllables. ■ The second syllable has a schwa. For spelling say *sci-ence*. ■ First syllable? ■ Careful. This syllable begins with **s-c**. Write *sci-*.

Second syllable? ■ (Offer help.) Careful. The end is spelled **c-e**. Write *-ence*. (Check.)

3. delighted . . . . . Number 3: delighted. I was delighted to hear about your violin recital. Say *delighted*.

Base word? ■ Say *delight* by syllables. ■ For spelling say *de-light*. ■ First syllable? ■ (Offer help.) Write *de-*.

Second syllable? ■ Use the second spelling under the “kite” picture. Write *-light*.

*Delighted*. The base word has three consonants at the end of the last syllable, so you will not double **t**. Finish writing *delighted*. (Check.)

4. among . . . . . Number 4: among. There are too many weeds among the flowers. Say *among*.

Say *among* by syllables. ■ For spelling say *a-mong*. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ Careful. The vowel sound is spelled **o**. Write *-mong*. (Check.)

5. strike . . . . . Number 5: strike. She swung at the pitch and missed; it was a strike. Say *strike*.

Question? ■ Use the first spelling under the “kite” picture. The sound /k/ after a long vowel is spelled **k**. Write *strike*. (Check.)

6. further . . . . . Number 6: further. We read further in the book because it was so interesting. Say *further*.

Say *further* by syllables. ■ First syllable? ■ Question? ■ Use the third spelling under the “robot” picture. Write *fur-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ther*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

## Day 3

7. deny . . . . . Number 7: deny. He did not deny that he broke the window.  
Say *deny*.

I'll say the syllables for spelling: *de-ny*. Write *deny*. (Check.)

8. clear. . . . . Number 8: clear. The sky was clear and bright. Say *clear*.  
Write *clear*. (Check.)

9. beyond . . . . . Number 9: beyond. The stream is just beyond that grove of trees.  
Say *beyond*.

I'll say the syllables for spelling: *be-yond*. Write *beyond*. (Check.)

10. behind. . . . . Number 10: behind. Don't fall behind; we must all stay together.  
Say *behind*.

I'll say the syllables for spelling: *be-hind*. Write *behind*. (Check.)

MEMORY STEPS Do the memory steps for *behind*.

### ► Pre-spelling: Suffixes on Consonant-e Words

I will show you when to drop **e**. If the base word ends with consonant-**e** and the suffix begins with a vowel, we drop **e**.

hiding. . . . . I will write *hiding*. My brother is *hiding*. The base word is *hide*.

► Write *hide* on the board. Point to **de**.

The base word ends with consonant-**e**. The suffix *-ing* begins with a vowel. I will drop **e** and then add *-ing*.

► Erase **e** and add *ing*.

Hiding.

baker. . . . . Baker. The baker kneaded the dough. The base word is *bake*.

► Write *bake* on the board. Point to **ke**.

The base word ends with consonant-**e**. The suffix *-er* begins with the vowel **e**. I will drop **e** and then add *-er*.

► Erase **e** and add *er*.

Baker.

### ► Guided Spelling

► Have your students turn to page 52.

1. ice . . . . . Number 1: ice. In winter, ice forms over the pond. Say *ice*.

Question? ■ Use the first spelling under the “kite” picture. Careful. The sound /s/ is spelled **c**. Write *ice*. (Check.)

2. frighten. . . . . Number 2: frighten. Don’t yell or you will frighten the kitten. Say *frighten*.

Say *frighten* by syllables. ■ The second syllable has a schwa. For spelling say *fright-en*. ■ First syllable? ■ Question? ■ Use the second spelling under the “kite” picture. Write *fright-*.

Second syllable? ■ (Offer help.) Write *-en*. (Check.)

3. types . . . . . Number 3: types. All types of bikes were at the bike race. Say *types*.

Careful. The sound /ī/ in *types* is spelled **y-blank-e**. Write *types*. (Check.)

# Day 4

4. behind . . . . . Number 4: behind. I hid behind the fence when we played hide-and-go-seek. Say *behind*.  
Say *behind* by syllables. ■ For spelling say *be-hind*. ■ First syllable? ■ (Offer help.) Write *be-*.

Second syllable? ■ Careful. (Offer help.) Write *-hind*. (Check.)

MNEMONIC Here is a mnemonic for the end of the word *behind*. The end sounds the same and is spelled the same as the end of *find*, *mind*, *grind*, and *blind*.

5. science . . . . . Number 5: science. My science project showed mold forming on bread. Say *science*.

Say *science* by syllables. ■ The second syllable has a schwa. For spelling say *sci-ence*. ■ First syllable? ■ Careful. This syllable begins with **s-c**. Write *sci-*.

Second syllable? ■ (Offer help.) Careful. The end is spelled **c-e**. Write *-ence*. (Check.)

6. among . . . . . Number 6: among. We played among the wildflowers in the meadow. Say *among*.

Say *among* by syllables. ■ The first syllable has a schwa. For spelling say *a-mong*. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ Careful. The vowel sound is spelled **o**. Write *-mong*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. shy . . . . . Number 7: shy. My cat is very shy and stays under the bed when we have company. Say *shy*.

Write *shy*. (Check.)

8. satellite . . . . . Number 8: satellite. The moon is a satellite of the Earth. Say *satellite*.

I'll say the syllables for spelling: *sat-el-lite*. Write *satellite*. (Check.)

9. curled . . . . . Number 9: curled. My dog curled up in front of the fireplace. Say *curled*.

Write *curled*. (Check.)

10. sizes . . . . . Number 10: sizes. Most shoes come in all sizes. Say *sizes*.

Write *sizes*. (Check.)

MEMORY STEPS Do the memory steps for *sizes*.

### ► Pre-spelling: Suffixes on Consonant-e Words

I will show you when to drop **e**. If the base word ends with consonant-**e** and the suffix begins with a vowel, we drop **e**.

shining . . . . . I will write *shining*. *The sun is shining*. The base word is *shine*.

► Write *shine* on the board. Point to **ne**.

The base word ends with consonant-**e**. The suffix *-ing* begins with a vowel. I will drop **e** and then add *-ing*.

► Erase **e** and add *ing*.

Shining.

finest . . . . . *Finest*. *This is your finest drawing yet*. The base word is *fine*.

► Write *fine* on the board. Point to **ne**.

The base word ends with consonant-**e**. The suffix *-est* begins with the vowel **e**. I will drop **e** and then add *-est*.

► Erase **e** and add *est*.

Finest.

### ► Guided Spelling

► Have your students turn to page 53.

1. midnight . . . . . Number 1: midnight. The clock struck midnight. Say *midnight*.

Say *midnight* by syllables. ■ First syllable? ■ Write *mid-*.

Second syllable? ■ Use the second spelling under the “kite” picture. Write *-night*. (Check.)

2. strikes . . . . . Number 2: strikes. He strikes the match and lights the candle. Say *strikes*.

Question? ■ Use the first spelling under the “kite” picture. The sound /k/ after a long vowel is spelled **k**. Write *strikes*. (Check.)

3. beyond . . . . . Number 3: beyond. Beyond the bridge is the ocean. Say *beyond*.

Say *beyond* by syllables. ■ For spelling say *be-yond*. ■ First syllable? ■ Write *be-*.

Second syllable? ■ Write *-yond*. (Check.)

4. all right . . . . . Number 4: all right. He will be all right tomorrow. Say *all right*.  
The expression *all right* is two words. Question? ■ Use the second spelling under the “kite” picture. Write *all right*. (Check.)

5. decide . . . . . Number 5: decide. My mother will decide on my allowance.  
Say *decide*.  
Say *decide* by syllables. ■ For spelling say *de-cide*. ■ First syllable? ■ (Offer help.) Write *de-*.  
Second syllable? ■ Careful. This syllable begins with *c*: *-cide*. This is the last syllable. We hear a long vowel and then a consonant. Use the vowel-consonant-e spelling. Write *-cide*. (Check.)

6. clearly . . . . . Number 6: clearly. The road sign was clearly visible. Say *clearly*.  
Say *clearly* by syllables. ■ First syllable? ■ Question? ■ Use the third spelling under the “tree” picture. Write *clear-*.  
Second syllable? ■ Write *-ly*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. interrupt . . . . . Number 7: interrupt. We are not to interrupt when someone else is talking. Say *interrupt*.  
I’ll say the syllables for spelling: *in-ter-rupt*. Write *interrupt*. (Check.)

8. further . . . . . Number 8: further. She is further along in her assignment than I am. Say *further*.  
Write *further*. (Check.)

9. quite . . . . . Number 9: quite. He was gone for quite a while. Say *quite*.  
FREQUENTLY MISSPELLED WORD *Quite* is a frequently misspelled word.  
Write *quite*. (Check.)

10. fights . . . . . Number 10: fights. We keep these two bulls separated so there won’t be any fights. Say *fights*.  
Write *fights*. (Check.)  
MEMORY STEPS Do the memory steps for *fights*.

## ▶ Student Study

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Have the students turn to pages 42 and 43. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |              |   |
|--------------|---|
| 1. twenty    | More than twenty students boarded the bus. (application word) |
| 2. shopping  | My parents went shopping for a new sofa. (application word)   |
| 3. fight     | Male elephant seals fight over territory.                     |
| 4. whether   | I don't know whether to stay or go home.                      |
| 5. ice       | I like ice in my water.                                       |
| 6. decide    | The umpire will decide whether the pitch is a strike.         |
| 7. birth     | I weighed eight pounds at birth.                              |
| 8. all right | Are you all right?  |
| 9. shy       | Lemurs are shy, quiet animals.                                |
| 10. type     | Which type of mushroom is this?                               |
| 11. fright   | The haunted house gave me a fright.                           |
| 12. size     | What size is your dog?  |
| 13. return   | I need to return this book to the library.                    |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |             |  |
|-------------|--|
| 14. science | I enjoy studying about solar energy in science class.  |
| 15. further | She went further in the lesson than the teacher asked. |
| 16. strike  | Will you strike the match and light the candle?        |
| 17. behind  | I sat behind my friend on the bus.                     |
| 18. among   | He was happy because he was among friends.             |
| 19. beyond  | Don't walk beyond the barrier.                         |
| 20. clear   | It was a clear day with no clouds in the sky.          |

### ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 21. mighty   | The mighty oak is a beautiful tree.                 |
| 22. handsome | She received a handsome reward for finding the dog. |

## Drop e Generalization

### ► New Content

If the base word ends with consonant-**e** and the suffix begins with a vowel, then we drop the final **e** of the base word before adding the suffix, as in *closer*, *shiny*, *taking*, and *lovable*.

### ► Teacher Background

Make a copy of the Week 10 homework (*Blackline Masters* page 13) for each student.

To help the students understand this week's generalization for dropping **e**, you will have them write first the base word, then the suffix, and then the whole word for three items each day this week. These items in the *Student Spelling Book* look like this:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Words that end with **ce** or **ge** are exceptions to the drop **e** generalization when the suffix begins with **a** or **o**. We keep **e** so that **c** and **g** will retain their soft sounds, as in *rechargeable* and *courageous*.

Several final-**e** words are correct with or without **e**: *mileage/milage*, *likeable/likable*, *loveable/lovable*, *moveable/movable*, and *useable/usable*.

If a word ends with consonant-**e** and the suffix begins with a consonant, we do not drop the final **e**, as in *wakes*, *careful*, *closeness*, and *senseless*. One exception is *wholly*. *Judgment* and *acknowledgment* are preferred, but *judgement* and *acknowledgement* are acceptable.

The *-ly* form of words that end with consonant-**l-e** is consonant-**l-y**, as in *possibly*, *terribly*, and *wiggly*. In the *Guided Spelling* program, such words are taught phonemically (i.e., by sound) rather than morphemically (i.e., base word plus suffix).

Your students may ask about suffixes on base words that end with vowel-vowel, such as *continued*, *arguing*, *argument*, *truly*, *agreed*, and *agreement*. The generalizations covering these words are complex. Advise your students to consult the dictionary when spelling these words.

In words like *located*, *escaping*, and *dividing*, the *e* at the end of the base word has been dropped before the suffix beginning with a vowel. Dictionaries syllabicate these words as *lo-cat-ed*, *es-cap-ing*, and *di-vid-ing*. Pronounce these words with a long vowel in the second syllable: *lo-cāt-ed*, *es-cāp-ing*, and *di-vīd-ing*.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice deciding whether to drop *e* before a suffix.

### ► Words Used This Week

NEW WORDS	*waving, *traded, *smiling, *located, *provided, *escaping, *dividing, *together, certain, modern, history, never, side, become, believe
REVIEW WORDS	*fight, *size, *ice, *decide, *all right, clear, strike, further, science, among
CHALLENGE WORDS	admired, treasure, relax, advising, decorating
APPLICATION WORDS ON THE TEST	sly, stretch
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	behaving, excited, shining, becomes, believes, stampeded, reptiles, sided, illustrating, thirty-two, while
FREQUENTLY MISSPELLED WORDS	thirty, two, while

# Week 10 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 54 and follow along as you read the words and sentences. Have them mark the syllable boundaries as you say each word by syllables.

1. waving . . . . . Number 1: waving. The ship's passengers were waving good-bye.  
The base word is *wave*. The suffix *-ing* begins with a vowel. The **e** was dropped and the suffix was added. Underline **a**.
2. traded . . . . . Number 2: traded. They traded the books they had just read.  
The base word is *trade*. The suffix **e-d** begins with a vowel. The **e** in the base word was dropped, and **e-d** was added to make *traded*. Underline **a** and **e**.
3. smiling . . . . . Number 3: smiling. My friend is usually happy and is often smiling.  
The base word is *smile*. The suffix *-ing* begins with a vowel. The **e** was dropped and the suffix was added. Underline the first **i**.
4. located . . . . . Number 4: located. The movie theater is located near the bookstore.  
*Lo-cat-ed*. ■ The second syllable boundary is between **t** and **e**. The base word is *locate*. The suffix **e-d** begins with a vowel. The **e** in the base word was dropped, and **e-d** was added to make *located*. Underline **a** and **e**.
5. provided . . . . . Number 5: provided. The teacher provided us with art paper.  
*Pro-vid-ed*. ■ The second syllable boundary is between **d** and **e**. The first syllable has a schwa. Underline **o**. ■ The base word is *provide*. The suffix **e-d** begins with a vowel. The **e** in the base word was dropped, and **e-d** was added to make *provided*. Underline **i** and **e**.
6. escaping . . . . . Number 6: escaping. They don't want the lizard escaping from its cage.  
*Es-cap-ing*. ■ The second syllable boundary is between **p** and **i**. Underline **e**. ■ The base word is *escape*. The suffix *-ing* begins with a vowel. The **e** was dropped and the suffix was added. Underline **a**.

7. dividing . . . . . Number 7: dividing. We were dividing the crackers between us.  
*Di-vid-ing.* ■ The base word is *divide*. The suffix *-ing* begins with a vowel. The **e** was dropped and the suffix was added. In the second syllable, underline **i**.
8. together . . . . . Number 8: together. They walked home together.  
*To-geth-er.* ■ The first syllable has a schwa. Underline **o**. Underline **e-r**.
9. certain . . . . . Number 9: certain. She is certain that she returned the book.  
*Cer-tain.* ■ Underline **c**. Underline **e-r**. ■ Underline **a-i**.
10. modern. . . . . Number 10: modern. Computers are a modern way of writing.  
*Mod-ern.* ■ Underline **e-r**.
11. history . . . . . Number 11: history. We studied the history of our town.  
 HISTORY The word *history* now means what happened in the past. It used to also mean fiction because authors who wrote fiction wanted readers to think their stories were true.  
*His-to-ry.* ■ The second syllable has a schwa. Underline **o**.
12. never . . . . . Number 12: never. I never go bike riding without wearing a helmet.  
*Nev-er.* ■ Underline **e-r**.
13. side . . . . . Number 13: side. The dolphin swam along the side of the boat.  
 Underline **i** and **e**.
14. become. . . . . Number 14: become. Ducklings quickly become larger.  
*Be-come.* ■ Underline the first **e**. ■ In the second syllable, underline **o** and **e**.  
 MNEMONIC The second syllable, *-come*, is also in the words *come*, *income*, and *outcome*.
15. believe . . . . . Number 15: believe. I believe the concert begins at 7:00 p.m.  
*Be-lieve.* ■ Underline the first **e**. ■ In the second syllable, underline **i-e** and **e**.

## NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |                |             |
|----------------|-------------|
| 16. *fight     | 21. clear   |
| 17. *size      | 22. strike  |
| 18. *ice       | 23. further |
| 19. *decide    | 24. science |
| 20. *all right | 25. among   |

## ► Guided Spelling

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► Have your students turn to page 56.

1. waving . . . . . Number 1: waving. The ship’s passengers were waving good-bye.  
Say *waving*.

Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *wave* in the first space at number 1.

Suffix? ■ Write *-ing* in the second space.

*Waving*. What do you have to decide? (Students: Do we drop e?) Everyone turn to page 184. We’ll read the drop e generalization together: “IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop e.” Turn back to page 56, number 1. Everyone point to **v-e** in *wave*. Does *wave* end with a consonant and then e? (Students: yes) Everyone point to **i** in *-ing*. Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Write *waving* in the third space. (Check.)

2. traded . . . . . Number 2: traded. They traded the books they had just read.  
Say *traded*.

Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *trade* in the first space at number 2.

Suffix? ■ Write **e-d** in the second space.

*Traded*. What do you have to decide? (Students: Do we drop e?) Everyone turn to page 184. We’ll read the drop e generalization together: “IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop e.” Turn back to page 56, number 2. Everyone point to **d-e** in *trade*. Does *trade* end with a consonant and then e? (Students: yes) Everyone point to **e** in **e-d**. Does the suffix begin with a vowel? (Students: yes) Will you drop the final e from *trade*? (Students: yes) Write *traded* in the third space. (Check.)

3. smiling . . . . . Number 3: smiling. My friend is usually happy and is often smiling. Say *smiling*.

Base word? ■ Question? ■ Use the first spelling under the “kite” picture. Write *smile*.

*Smiling*. What do you have to decide? (Students: Do we drop e?) Everyone turn to page 184. We’ll read the drop e generalization together: “IF the base word ends with consonant-e AND the suffix begins with a vowel, THEN drop e.” Turn back to page 56, number 3. Does *smile* end with a consonant and then e? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *smiling*. (Check.)

4. located . . . . . Number 4: located. The movie theater is located near the bookstore. Say *located*.

Base word? ■ Say *locate* by syllables. ■ First syllable? ■ Write *lo-*. Second syllable? ■ This is the last syllable of *locate*. We hear a long vowel and then a consonant. Use the vowel-consonant-e spelling. Write *-cate*.

*Located*. What do you have to decide? (Students: Do we drop e?) Does *locate* end with a consonant and then e? (Students: yes) Suffix? (Students: e-d) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *located*. (Check.)

**NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.**

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. provided . . . . . Number 5: provided. The teacher provided us with art paper. Say *provided*.

I’ll say the syllables of the base word for spelling: *pro-vide*. Reread the drop e generalization on page 184 if you need to. Write the base word, then the suffix, and then the whole word *provided*. (Check.)

6. escaping . . . . . Number 6: escaping. They don’t want the lizard escaping from its cage. Say *escaping*.

I’ll say the syllables of the base word for spelling: *es-cape*. Write *escaping*. (Check.)

7. dividing . . . . . Number 7: dividing. We were dividing the crackers between us.  
Say *dividing*.  
I'll say the syllables of the base word for spelling: *di-vide*. Write *dividing*. (Check.)

8. together . . . . . Number 8: together. They walked home together. Say *together*.  
I'll say the syllables for spelling: *to-geth-er*. Write *together*. (Check.)

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**▶ Introduce the Homework**

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Hand out the Week 10 homework.

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**▶ Record Words Missed**

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Return the students' spelling tests from Week 9. Have them turn to pages 48 and 49 and find any word they missed on the test. Have them write **S** on the line next to the number of the word. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 10 Day 2

## ▶ Teacher Background

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In the pre-spelling activities this week, the students will practice deciding whether to drop **e** before a suffix.

## ▶ Pre-spelling: Deciding Whether to Drop e

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▶ This activity is an oral exercise, but if your students need additional support, write the words on the board.

We will practice deciding whether to drop **e** before a suffix. Turn to page 184 in the back of your *Student Spelling Book*. We'll read the drop **e** generalization together.

*IF the base word ends with consonant-e  
AND the suffix begins with a vowel,  
THEN drop e.*

making . . . . . *Making*. Base word? (Students: make) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) For *making*, do we keep **e** or drop **e**? (Students: drop e)

bravely . . . . . *Bravely*. Base word? (Students: brave) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ly) Does the suffix begin with a vowel? (Students: no) For *bravely*, do we keep **e** or drop **e**? (Students: keep e)

serving . . . . . *Serving*. Base word? (Students: serve) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) For *serving*, do we keep **e** or drop **e**? (Students: drop e)

## ▶ Guided Spelling

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▶ Have your students turn to page 57.

I. behaving . . . . . Number I: behaving. Our puppy is behaving quite well now. Say *behaving*.  
Base word? ■ Say *behave* by syllables. ■ First syllable? ■ Write *be-* in the first space at number I.

Second syllable? ■ This is the last syllable of *behave*. We hear a long vowel and then a consonant. Use the vowel-consonant-e spelling. Finish writing *behave* in the first space at number 1.

*Behaving*. Suffix? ■ Write *-ing* in the second space.

*Behaving*. What do you have to decide? (Students: Do we drop e?)

Everyone turn to page 184. We'll read the drop e generalization together: "IF the base word ends with consonant-e, AND the suffix begins with a vowel, THEN drop e." Turn back to page 57, number 1. Everyone point to **v-e** in *behave*. Does *behave* end with a consonant and then e? (Students: yes)

Everyone point to **i** in *-ing*. Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Write *behaving* in the third space. (Check.)

2. excited . . . . . Number 2: excited. I am excited about going to summer camp. Say *excited*.

Base word? ■ Say *excite* by syllables. ■ For spelling say *ex-cite*. ■

First syllable? ■ Write *ex-* in the first space at number 2.

Second syllable? ■ Careful. This syllable begins with **c**. Write **c**. The last syllable of *excite* is *-cite*. We hear a long vowel and then a consonant. Use the vowel-consonant-e spelling. Finish writing *excite* in the first space at number 2.

*Excited*. Suffix? (Students: e-d) Write **e-d** in the second space.

*Excited*. What do you have to decide? (Students: Do we drop e?)

Does *excite* end with a consonant and then e? (Students: yes)

Does the suffix begin with a vowel? (Students: yes) Will you drop the final e from *excite*? (Students: yes) Write *excited* in the third space. (Check.)

3. modern . . . . . Number 3: modern. Computers are a modern way of writing. Say *modern*.

Say *modern* by syllables. ■ For spelling say *mod-ern*. ■ First syllable? ■ Write *mod-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-ern*. (Check.)

4. believe . . . . . Number 4: believe. I believe the concert begins at 7:00 p.m. Say *believe*.

Say *believe* by syllables. ■ For spelling say *be-lieve*. ■ First syllable? ■ (Offer help.) Write *be-*.

Second syllable? ■ Careful. (Offer help.) Write *-lieve*. (Check.)

5. certain . . . . . Number 5: certain. She is certain that she returned the book.  
Say *certain*.

Say *certain* by syllables. ■ For spelling say *cer-tain*. ■ First syllable? ■ Careful. This syllable begins with *c*. Question? ■ Use the first spelling under the “robot” picture. Write *cer-*.  
Second syllable? ■ (Offer help.) Write *-tain*. (Check.)

6. history . . . . . Number 6: history. We studied the history of our town.  
Say *history*.

Say *history* by syllables. ■ The second syllable has a schwa. For spelling say *his-to-ry*. ■ First syllable? ■ Write *his-*.  
Second syllable? ■ (Offer help.) Write *-to-*.  
Third syllable? ■ Write *-ry*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. shining . . . . . Number 7: shining. The sun was shining through the window.  
Say *shining*.

Reread the drop *e* generalization on page 184 if you need to. Write the base word, then the suffix, and then the whole word *shining*. (Check.)

8. never . . . . . Number 8: never. I never go bike riding without wearing a helmet.  
Say *never*.

I'll say the syllables for spelling: *nev-er*. Write *never*. (Check.)

9. side . . . . . Number 9: side. The dolphin swam along the side of the boat.  
Say *side*.

Write *side*. (Check.)

10. become. . . . . Number 10: become. Ducklings quickly become larger.  
Say *become*.

Write *become*. (Check.)

MEMORY STEPS Do the memory steps for *become*.

## ► Pre-spelling: Deciding Whether to Drop e

► This activity is an oral exercise, but if your students need additional support, write the words on the board.

We will practice deciding whether to drop **e** before a suffix. Turn to page 184 in the back of your *Student Spelling Book*. We'll read the drop **e** generalization together: "IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop **e**."

completely . . . . . *Completely*. Base word? (Students: complete) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ly) Does the suffix begin with a vowel? (Students: no) For *completely*, do we keep **e** or drop **e**? (Students: keep e)

proving . . . . . *Proving*. Base word? (Students: prove) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) For *proving*, do we keep **e** or drop **e**? (Students: drop e)

homeless . . . . . *Homeless*. Base word? (Students: home) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -less) Does the suffix begin with a vowel? (Students: no) For *homeless*, do we keep **e** or drop **e**? (Students: keep e)

## ► Guided Spelling

► Have your students turn to page 58.

1. dividing . . . . . Number 1: dividing. We will be dividing the chores among us. Say *dividing*.

Base word? ■ Say *divide* by syllables. ■ For spelling say *di-**vide***. ■ First syllable? ■ (Offer help.) Write *di-* in the first space at number 1.

Second syllable? ■ This is the last syllable of *divide*. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Finish writing *divide* in the first space at number 1.

*Dividing*. Suffix? ■ Write *-ing* in the second space.

*Dividing*. What do you have to decide? (Students: Do we drop e?) Everyone point to **d-e** in *divide*. Does *divide* end with a consonant

and then **e**? (Students: yes) Everyone point to **i** in *-ing*. Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Write *dividing* in the third space. (Check.)

2. provided . . . . . Number 2: provided. The restaurant provided us with many dinner choices. Say *provided*.

Base word? ■ Say *provide* by syllables. ■ The first syllable has a schwa. For spelling say *pro-vide*. ■ First syllable? ■ (Offer help.) Write *pro-* in the first space at number 2.

Second syllable? ■ This is the last syllable of *provide*. We hear a long vowel and then a consonant. Use the vowel-consonant-**e** spelling. Finish writing *provide* in the first space at number 2.

*Provided*. Suffix? (Students: e-d) Write **e-d** in the second space.

*Provided*. What do you have to decide? (Students: Do we drop e?) Does *provide* end with a consonant and then **e**? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop the final **e** from *provide*? (Students: yes) Write *provided* in the third space. (Check.)

3. certain . . . . . Number 3: certain. Are you certain you finished your homework? Say *certain*.

Say *certain* by syllables. ■ For spelling say *cer-tain*. ■ First syllable? ■ Careful. This syllable begins with **c**. Question? ■ Use the first spelling under the “robot” picture. Write *cer-*.

Second syllable? ■ (Offer help.) Write *-tain*. (Check.)

4. becomes . . . . . Number 4: becomes. The butterfly pupa becomes an adult butterfly. Say *becomes*.

Base word? ■ Say *become* by syllables. ■ For spelling say *be-come*. ■ First syllable? ■ (Offer help.) Write *be-*.

Second syllable?

MNEMONIC Here is the mnemonic. This syllable is also in the words *come*, *income*, and *outcome*.

Finish writing *becomes*. (Check.)

5. history . . . . . Number 5: history. Baseball has a long and interesting history. Say *history*.

Say *history* by syllables. ■ The second syllable has a schwa. For spelling say *his-to-ry*. ■ First syllable? ■ Write *his-*.

Second syllable? ■ (Offer help.) Write *-to-*.

Third syllable? ■ Write *-ry*. (Check.)

6. believes. . . . . Number 6: believes. She believes that you will keep your word.  
Say *believes*.  
Base word? ■ Say *believe* by syllables. ■ For spelling say *be-lieve*. ■  
First syllable? ■ (Offer help.) Write *be-*.  
Second syllable? ■ Careful. (Offer help.) Finish writing *believes*.  
(Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. smiling . . . . . Number 7: smiling. My parents were smiling at me as I performed.  
Say *smiling*.  
Reread the drop *e* generalization on page 184 if you need to.  
Write the base word, then the suffix, and then the whole word  
*smiling*. (Check.)

8. stampeded . . . . . Number 8: stampeded. The frightened cattle stampeded across  
the pasture. Say *stampeded*.  
Write *stampeded*. (Check.)

9. reptiles . . . . . Number 9: reptiles. Reptiles are cold-blooded animals. Say *reptiles*.  
Write *reptiles*. (Check.)

10. waving. . . . . Number 10: waving. The grand marshal of the parade was waving  
at the crowd. Say *waving*.  
Write *waving*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you  
dropped *e*.

MEMORY STEPS Do the memory steps for *waving*.

# Week 10 Day 4

## ► Pre-spelling: Deciding Whether to Drop e

► This activity is an oral exercise, but if your students need additional support, write the words on the board.

We will practice deciding whether to drop **e** before a suffix. Turn to page 184 in the back of your *Student Spelling Book*. We'll read the drop **e** generalization together: "IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop **e**."

writing . . . . . *Writing*. Base word? (Students: write) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) For *writing*, do we keep **e** or drop **e**? (Students: drop e)

peaceful . . . . . *Peaceful*. Base word? (Students: peace) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ful) Does the suffix begin with a vowel? (Students: no) For *peaceful*, do we keep **e** or drop **e**? (Students: keep e)

nameless . . . . . *Nameless*. Base word? (Students: name) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -less) Does the suffix begin with a vowel? (Students: no) For *nameless*, do we keep **e** or drop **e**? (Students: keep e)

## ► Guided Spelling

► Have your students turn to page 59.

I. sided . . . . . Number I: sided. He sided with his brother in the dispute. Say *sided*.

Base word? ■ Question? ■ Use the first spelling under the "kite" picture. Write *side* in the first space at number I.

Suffix? ■ Write **e-d** in the second space.

*Sided*. What do you have to decide? (Students: Do we drop e?) Everyone point to **d-e** in *side*. Does *side* end with a consonant and then **e**? (Students: yes) Everyone point to **e** in **e-d**. Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Write *sided* in the third space. (Check.)

2. illustrating . . . . . Number 2: illustrating. He was illustrating his point with a story. Say *illustrating*.

Base word? ■ Say *illustrate* by syllables. ■ The second syllable has a schwa. For spelling say *il-lus-trate*. ■ First syllable? ■ Write *il-* in the first space at number 2.

Second syllable? ■ (Offer help.) Write *-lus-*.

Third syllable? ■ This is the last syllable of *illustrate*. We hear a long vowel and then a consonant. Use the vowel-consonant-e spelling. Finish writing *illustrate* in the first space at number 2.

*Illustrating*. Suffix? ■ Write *-ing* in the second space.

*Illustrating*. What do you have to decide? (Students: Do we drop e?) Does *illustrate* end with a consonant and then e? (Students: yes) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Write *illustrating* in the third space. (Check.)

3. located . . . . . Number 3: located. My house is located on the south side of the street. Say *located*.

Base word? ■ Say *locate* by syllables. ■ First syllable? ■ Write *lo-*.

Second syllable? ■ This is the last syllable of *locate*. We hear a long vowel and then a consonant. Use the vowel-consonant-e spelling. Write *-cate*.

*Located*. What do you have to decide? (Students: Do we drop e?) Does *locate* end with a consonant and then e? (Students: yes) Suffix? (Students: e-d) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) (Check.)

4. never . . . . . Number 4: never. Some cats never want to get wet. Say *never*.

Say *never* by syllables. ■ For spelling say *nev-er*. ■ First syllable? ■ Write *nev-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er*. (Check.)

5. thirty-two . . . . . Number 5: thirty-two. He has earned thirty-two dollars. Say *thirty-two*.

FREQUENTLY MISSPELLED WORDS *Thirty* and *two* are frequently misspelled words.

Numbers like *thirty-two*, *eighty-seven*, *ninety-one*, and *forty-six* have a hyphen.

*Thirty*. Say *thirty* by syllables. ■ For spelling say *thir-ty*. ■ First syllable? ■ Question? ■ Use the second spelling under the “robot” picture. Write *thir-*.

Second syllable? ■ Write *-ty*. ■ Now write a hyphen. ■ *Thirty-two*. Add *two*. (Check.)

MNEMONIC Here is a mnemonic: **t-h-i-r** is the beginning of *thirty*, *thirteen*, and *third*.

MNEMONIC Here is another mnemonic: **t-w** is the beginning of *twelve*, *twenty*, *twice* and the number *two*.

6. modern . . . . . Number 6: modern. We saw modern paintings at the museum. Say *modern*.

Say *modern* by syllables. ■ For spelling say *mod-ern*. ■ First syllable? ■ Write *mod-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ern*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. escaping . . . . . Number 7: escaping. Steam was escaping from the pot on the stove. Say *escaping*.

I’ll say the syllables of the base word for spelling: *es-cape*. Reread the drop **e** generalization on page 184 if you need to. Write the base word, then the suffix, and then the whole word *escaping*. (Check.)

8. together . . . . . Number 8: together. Our teacher will let us work together. Say *together*.

I’ll say the syllables for spelling: *to-geth-er*. Write *together*. (Check.)

9. while . . . . . Number 9: while. I read in the library while you were at recess. Say *while*.

FREQUENTLY MISSPELLED WORD *While* is a frequently misspelled word.

Write *while*. (Check.)

10. traded. . . . . Number 10: traded. We traded in our old car for a new one. Say *traded*.

Write *traded*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped **e**.

MEMORY STEPS Do the memory steps for *traded*.

## ▶ Student Study

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Have the students turn to pages 48 and 49. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |              |  |
|--------------|--|
| 1. sly       | Foxes are sly and clever animals. (application word)       |
| 2. stretch   | I need to stand up and stretch my legs. (application word) |
| 3. smiling   | My parents were smiling as I received my award.            |
| 4. all right | I was all right after I fell off my bike.                  |
| 5. traded    | They traded baseball cards after school.                   |
| 6. provided  | The school provided the students with snacks.              |
| 7. waving    | They were waving as they drove away.                       |
| 8. decide    | I need to decide which shirt to wear today.                |
| 9. dividing  | Our class will be dividing into two groups.                |
| 10. located  | The barn was located near the house.                       |
| 11. size     | She wears a size seven shoe.                               |
| 12. together | We sat together for lunch.                                 |
| 13. escaping | Steam was escaping from the pot.                           |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |             |  |
|-------------|--|
| 14. modern  | The architecture of the building is new and modern.  |
| 15. become  | He will become upset when he hears the news.         |
| 16. never   | I never ride my bike without wearing a helmet.       |
| 17. certain | I am certain that I've met you.                      |
| 18. believe | I believe I left my backpack on the bench.           |
| 19. side    | This side of the building gets hot in the afternoon. |
| 20. history | The doctor read my medical history.                  |

### ADVANCED SPELLERS CONTINUE

- |                |   |
|----------------|---|
| 21. treasure   | Pirates buried the treasure on an island.     |
| 22. decorating | We will be decorating the room with balloons. |

## Syllables with Long o Spelled o-consonant-e, oa, and ow

### ► New Content

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Long **o** is often spelled **o-consonant-e**, **oa**, or **ow**, as in *alone*, *coat*, and *below*.

The sound /ō/ at the end of a word is usually spelled **ow**, as in *grow*.

### ► Teacher Background

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Make a copy of the Week 11 homework (*Blackline Masters* page 14) for each student.

Although the sound /ō/ at the end of high-frequency words is usually spelled **ow**, there are several exceptions, such as *radio*, *potato*, and *buffalo*.

The letter **w** acts as a vowel in the vowel spellings **aw**, **ew**, and **ow**, as in *jaw*, *few*, and *low*. Recognizing that **y** and **w** are sometimes vowels will help the students apply the doubling generalization. We do not double **y** or **w**, as in *staying* and *fewer*.

One additional guiding point is introduced this week: the sound /r/ at the beginning of a word is sometimes spelled **wr**, as in *write*.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice deciding whether to drop **e** before a suffix.

## Words Used This Week

### NEW WORDS

\*those, \*coast, \*known, \*follow, \*wrote, \*approach, \*growth, \*yellow, spoke, everything, surface, slightly, saved, dance, breakfast

### REVIEW WORDS

\*escaping, \*dividing, \*traded, \*together, \*provided, history, side, never, certain, believe

### CHALLENGE WORDS

meadow, stroke, microscope, swallow, float

### APPLICATION WORDS ON THE TEST

smiled, trading

### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

toaster, throwing, explode, remote, dancing, United States, approached, chasing, she'd, soapsuds, following

# Week 11 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 60 and follow along as you read the words and sentences. Have them mark the syllable boundaries as you say each word by syllables.

1. those . . . . . Number 1: those. She likes those red apples.

► Point to **o\_e** under the “bone” picture on the spelling-sound chart.

The picture shows a **b**one for the sound /ō/. The sound /ō/ in *those* is spelled **o-blank-e**. Underline **o** and **e**. ■ The sound /z/ in *those* is spelled **s**. Underline **s**.

2. coast . . . . . Number 2: coast. They sailed along the rocky coast.

► Point to **oa\_** under the “bone” picture.

The sound /ō/ in *coast* is spelled **o-a**.

► Point to the blank in **oa\_**.

The blank means that **o-a** is usually not at the end of a word. Underline **o-a**.

3. known . . . . . Number 3: known. I haven't known him long.

The sound /n/ at the beginning of *known* is spelled **k-n**. Underline **k-n**.

► Point to **ow** under the “bone” picture.

The sound /ō/ in *known* is spelled **o-w**. Underline **o-w**.

4. follow . . . . . Number 4: follow. My dog loves to follow me.

*Fol-low*. ■ When you hear the sound /ō/ at the end of a word, it is usually spelled **o-w**.

5. wrote . . . . . Number 5: wrote. He wrote a letter to his grandparents.

The sound /r/ at the beginning of *wrote* is spelled **w-r**. Underline **w-r**. ■ Underline **o** and **e**.

6. approach . . . . . Number 6: approach. The biologist will approach the tree snake cautiously.  
*Ap-proach.* ■ The first syllable has a schwa. Underline **a**. ■ In the second syllable, underline **o-a**.
7. growth . . . . . Number 7: growth. There was a lot of growth in our garden this summer.  
 Underline **o-w**.
8. yellow . . . . . Number 8: yellow. The daisy was a bright, cheerful yellow.  
*Yel-low.* ■ When you hear the sound /ō/ at the end of a word, it is usually spelled **o-w**.
9. spoke . . . . . Number 9: spoke. I spoke to my friend on the telephone.  
 Underline **o** and **e**.
10. everything . . . . . Number 10: everything. The bus holds everything we need for our trip.  
*Everything* is a compound word. The first syllable boundary is unusual. The first syllable is **e-v-e**. *Eve-ry-thing.* ■ Underline the first syllable: **e-v-e**.
11. surface . . . . . Number 11: surface. The pool toys were floating on the surface.  
*Sur-face.* ■ Underline **u-r**. Underline **a** and **e**. ■ In the second syllable the sound /s/ is spelled **c**. Underline **c**.
12. slightly . . . . . Number 12: slightly. This swimsuit is slightly damp.  
*Slight-ly.* ■ Underline **i-g-h**.
13. saved . . . . . Number 13: saved. Her catch saved the game for her team.  
 The base word is *save*. The suffix **e-d** begins with a vowel. The **e** in the base word was dropped, and **e-d** was added to make *saved*. Underline **a** and **e**.
14. dance . . . . . Number 14: dance. We learned to dance in P.E. class.  
 Underline **c-e**.
15. breakfast . . . . . Number 15: breakfast. I like fruit and cereal for breakfast.  
*Break-fast.* ■ Underline **e-a**. ■ The second syllable has a schwa. Underline **a**.  
 MNEMONIC One meaning of the word *fast* is *not eat*. *Breakfast* used to mean *break one's fast*, or *have a meal after not eating all night*.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |               |             |
|---------------|-------------|
| 16. *escaping | 21. history |
| 17. *dividing | 22. side    |
| 18. *traded   | 23. never   |
| 19. *together | 24. certain |
| 20. *provided | 25. believe |

► **Guided Spelling**

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► Have your students turn to page 62.

1. those . . . . . Number 1: those. She likes those red apples. Say *those*.  
Question? ■ Use the first spelling under the “bone” picture.  
The sound /z/ in *those* is spelled **s**. Write *those*. (Check.)
2. coast . . . . . Number 2: coast. They sailed along the rocky coast. Say *coast*.  
Question? ■ Use the second spelling under the “bone” picture.  
Write *coast*. (Check.)
3. known . . . . . Number 3: known. I haven’t known him long. Say *known*.  
This word begins with **k-n**. Question? ■ Use the third spelling  
under the “bone” picture. Write *known*. (Check.)
4. follow . . . . . Number 4: follow. My dog loves to follow me. Say *follow*.  
Say *follow* by syllables. ■ For spelling say *fol-low*. ■ First syllable? ■  
Write *fol-*.  
Second syllable? ■ When you hear the sound /ō/ at the end of a  
word, it is usually spelled **o-w**. Write *-low*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. wrote . . . . . Number 5: wrote. He wrote a letter to his grandparents.  
Say *wrote*.  
Write *wrote*. (Check.)
6. approach . . . . . Number 6: approach. The biologist will approach the tree snake  
cautiously. Say *approach*.  
I’ll say the syllables for spelling: *ap-proach*. Write *approach*.  
(Check.)

7. growth . . . . . Number 7: growth. There was a lot of growth in our garden this summer. Say *growth*.

Write *growth*. (Check.)

8. yellow . . . . . Number 8: yellow. The daisy was a bright, cheerful yellow.

Say *yellow*.

I'll say the syllables for spelling: *yel-low*. Write *yellow*. (Check.)

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► **Introduce the Homework**

Hand out the Week 11 homework.

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► **Record Words Missed**

Return the students' spelling tests from Week 10. Have them turn to pages 54 and 55 and find any word they missed on the test. Have them write **S** on the line next to the number of the word. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 11 Day 2

## ► Teacher Background

In the pre-spelling activities this week, the students will practice deciding whether to drop **e** before a suffix.

## ► Pre-spelling: Deciding Whether to Drop e

► This activity is an oral exercise, but if your students need additional support, write the words on the board.

We will practice deciding whether to drop **e** before a suffix.

- safely . . . . . *Safely*. Base word? (Students: safe) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ly) Does the suffix begin with a vowel? (Students: no) For *safely*, do we keep **e** or drop **e**? (Students: keep e)
- safer . . . . . *Safer*. Base word? (Students: safe) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -er) Does the suffix begin with a vowel? (Students: yes) For *safer*, do we keep **e** or drop **e**? (Students: drop e)
- safest. . . . . *Safest*. Base word? (Students: safe) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -est) Does the suffix begin with a vowel? (Students: yes) For *safest*, do we keep **e** or drop **e**? (Students: drop e)

## ► Guided Spelling

► Have your students turn to page 63.

- l. toaster . . . . . Number 1: toaster. I put the slices of bread in the toaster. Say *toaster*.  
Base word? ■ Question? ■ Use the second spelling under the “bone” picture. Write *toast*.  
*Toaster*. What do you have to decide? (Students: Do we double?) Does *toast* have one syllable? (Students: yes) One vowel? (Students: no, two) Will you double the last consonant of *toast*? (Students: no) Suffix? ■ Question? ■ Finish writing *toaster*. (Check.)

2. *throwing*. . . . . Number 2: *throwing*. He was *throwing* the ball as far as he could.  
Say *throwing*.  
Base word? ■ When you hear the sound /ō/ at the end of a word, it is usually spelled **o-w**. Write *throw*.  
*Throwing*. In the vowel spelling **o-w**, the letter **w** acts as a vowel. Just add *-ing*.
3. *breakfast*. . . . . Number 3: *breakfast*. I like fruit and cereal for *breakfast*.  
Say *breakfast*.  
Say *breakfast* by syllables. ■ The second syllable has a schwa. For spelling say *break-fast*. ■ First syllable? ■ Careful. The vowel sound is spelled **e-a**. Write *break-*.  
Second syllable? ■ (Offer help.) Write *-fast*. (Check.)
4. *everything*. . . . . Number 4: *everything*. The bus holds *everything* we need for our trip. Say *everything*.  
*Everything* is a compound word. Say *everything* by syllables. ■ For spelling say *eve-ry-thing*. ■ First syllable? ■ Careful. The first syllable is spelled **e-v-e**.  
Second syllable? ■ Write *-ry-*.  
Last syllable? ■ Write *-thing*. (Check.)
5. *dance*. . . . . Number 5: *dance*. We learned to *dance* in P.E. class. Say *dance*.  
Careful. The end is spelled **c-e**. Write *dance*. (Check.)
6. *surface*. . . . . Number 6: *surface*. The pool toys were floating on the *surface*.  
Say *surface*.  
Say *surface* by syllables. ■ For spelling say *sur-face*. ■ First syllable? ■ Question? ■ Use the third spelling under the “robot” picture. Write *sur-*.  
Second syllable? ■ (Offer help.) Write *-face*. (Check.)
- NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.
7. *explode*. . . . . Number 7: *explode*. The fireworks will *explode* over the water.  
Say *explode*.  
Write *explode*. (Check.)
8. *spoke*. . . . . Number 8: *spoke*. I *spoke* to my friend on the telephone.  
Say *spoke*.  
Write *spoke*. (Check.)

9. slightly . . . . . Number 9: slightly. This swimsuit is slightly damp. Say *slightly*.  
Write *slightly*. (Check.)

10. saved . . . . . Number 10: saved. Her catch saved the game for her team.  
Say *saved*.

Write *saved*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped **e**.

MEMORY STEPS Do the memory steps for *saved*.

► **Pre-spelling: Deciding Whether to Drop e**

► This activity is an oral exercise, but if your students need additional support, write the words on the board.

We will practice deciding whether to drop **e** before a suffix.

hoping . . . . . *Hoping*. Base word? (Students: hope) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) For *hoping*, do we keep **e** or drop **e**? (Students: drop e)

hopeless. . . . . *Hopeless*. Base word? (Students: hope) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -less) Does the suffix begin with a vowel? (Students: no) For *hopeless*, do we keep **e** or drop **e**? (Students: keep e)

hoped . . . . . *Hoped*. Base word? (Students: hope) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: e-d) Does the suffix begin with a vowel? (Students: yes) For *hoped*, do we keep **e** or drop **e**? (Students: drop e)

hopeful . . . . . *Hopeful*. Base word? (Students: hope) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ful) Does the suffix begin with a vowel? (Students: no) For *hopeful*, do we keep **e** or drop **e**? (Students: keep e)

► **Guided Spelling**

► Have your students turn to page 64.

1. spoke . . . . . Number 1: spoke. The audience listened carefully as he spoke.  
Say *spoke*.

Question? ■ Use the first spelling under the “bone” picture. The sound /k/ after a long vowel is spelled **k**. Write *spoke*. (Check.)

2. remote. . . . . Number 2: remote. Where is our remote control for the TV?  
Say *remote*.

Say *remote* by syllables. ■ For spelling say *re-mote*. ■ First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ This is the last syllable of *remote*. We hear a long vowel and then a consonant. Use the vowel-consonant-e spelling. Write *-mote*. (Check.)

3. wrote . . . . . Number 3: wrote. She wrote letters to her friends. Say *wrote*. Careful. The beginning is spelled **w-r**. Question? ■ Use the first spelling under the “bone” picture. Write *wrote*. (Check.)

4. growth . . . . . Number 4: growth. I experienced a lot of growth in my math skills this year. Say *growth*. Question? ■ Use the third spelling under the “bone” picture. Write *growth*. (Check.)

5. breakfast . . . . . Number 5: breakfast. My family often has eggs for breakfast. Say *breakfast*. Say *breakfast* by syllables. ■ The second syllable has a schwa. For spelling say *break-fast*. ■ First syllable? ■ Careful. The vowel sound is spelled **e-a**. Write *break-*. Second syllable? ■ (Offer help.) Write *-fast*. (Check.)

6. dancing . . . . . Number 6: dancing. Her parents went dancing for their anniversary. Say *dancing*. Base word? ■ Careful. The end is spelled **c-e**. Write *dance*. *Dancing*. What do you have to decide? (Students: Do we drop e?) Does *dance* end with a consonant and then **e**? (Students: yes) Suffix? (Students: ing) Does the suffix begin with a vowel? (Students: yes) Will you drop **e**? (Students: yes) Finish writing *dancing*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. known . . . . . Number 7: known. She should have known it was late. Say *known*. Write *known*. (Check.)

8. United States . . . . . Number 8: United States. The United States is located on the North American continent. Say *United States*. Write *United States*. (Check.)

9. those . . . . . Number 9: those. She pumped up those basketballs yesterday. Say *those*. Write *those*. (Check.)

10. surface . . . . . Number 10: surface. He polished the surface of the table so it was smooth and shiny. Say *surface*.

Write *surface*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Say the name of the vowel sound in the second syllable.

**MEMORY STEPS** Do the memory steps for *surface*.

# Week 11 Day 4

## ► Pre-spelling: Deciding Whether to Drop e

► This activity is an oral exercise, but if your students need additional support, write the words on the board.

We will practice deciding whether to drop **e** before a suffix.

wider. . . . . *Wider*. Base word? (Students: wide) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -er) Does the suffix begin with a vowel? (Students: yes) For *wider*, do we keep **e** or drop **e**? (Students: drop e)

useful. . . . . *Useful*. Base word? (Students: use) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ful) Does the suffix begin with a vowel? (Students: no) For *useful*, do we keep **e** or drop **e**? (Students: keep e)

deciding . . . . . *Deciding*. Base word? (Students: decide) Does the base word end with consonant-**e**? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) For *deciding*, do we keep **e** or drop **e**? (Students: drop e)

## ► Guided Spelling

► Have your students turn to page 65.

1. approached . . . . . Number 1: approached. As I approached the house, I saw my cat in the window. Say *approached*.

Base word? ■ Say *approach* by syllables. ■ The first syllable has a schwa. For spelling say *ap-proach*. ■ First syllable? ■ (Offer help.) Write *ap-*.

Second syllable? ■ Question? ■ Use the second spelling under the “bone” picture. Write *-proach*.

*Approached*. The base word has **c-h** at the end of the last syllable, so you will not double **h**. Finish writing *approached*. (Check.)

2. yellow . . . . . Number 2: yellow. The yellow canary sang in its cage. Say *yellow*.

Say *yellow* by syllables. ■ For spelling say *yel-low*. ■ First syllable? ■ Write *yel-*.

Second syllable? ■ When you hear the sound /ō/ at the end of a word, it is usually spelled **o-w**. Write *-low*. (Check.)

TEKS 2.B.xvii  
Student/Teacher Narrative  
Guided Spelling section  
(Words: approached, yellow, soapsuds, following)

3. chasing . . . . . Number 3: chasing. Our dog is outside chasing the ball.  
Say *chasing*.  
Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *chase*.  
*Chasing*. What do you have to decide? (Students: Do we drop e?) Does *chase* end with a consonant and then e? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *chasing*. (Check.)
4. saved . . . . . Number 4: saved. She saved enough money to buy a new watch.  
Say *saved*.  
Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *save*.  
*Saved*. What do you have to decide? (Students: Do we drop e?) Does *save* end with a consonant and then e? (Students: yes) Suffix? (Students: e-d) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *saved*. (Check.)
5. slightly . . . . . Number 5: slightly. I’m only slightly tired from the car trip.  
Say *slightly*.  
Say *slightly* by syllables. ■ For spelling say *slight-ly*. ■ First syllable? ■ Question? ■ Use the second spelling under the “kite” picture. Write *slight-*.  
Second syllable? ■ Write *-ly*. (Check.)
6. coast . . . . . Number 6: coast. We love to coast down the hill on our sleds.  
Say *coast*.  
Question? ■ Use the second spelling under the “bone” picture. Write *coast*. (Check.)
- NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.
7. everything . . . . . Number 7: everything. I eat everything my father cooks.  
Say *everything*.  
Write *everything*. (Check.)
8. she’d . . . . . Number 8: she’d. She’d love to go to the movies with us.  
Say *she’d*.  
CONTRACTION *She’d* is a contraction of *she would*, as in *She’d like to come*. *She’d* is also a contraction of *she had*, as in *She’d left*.  
Write *she’d*. (Check.)

9. soapsuds . . . . . Number 9: soapsuds. My baby brother loves playing with soapsuds. Say *soapsuds*.

Write *soapsuds*. (Check.)

10. following . . . . . Number 10: following. We will be following the other class into the cafeteria. Say *following*.

Write *following*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you didn't double the letter **w**.

MEMORY STEPS Do the memory steps for *following*.

---

 **Student Study**

Have the students turn to pages 54 and 55. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. smiled I smiled when the photographer took my picture.  
(application word)
2. trading They were trading jokes in the hall. (application word)
3. together We'll go to the game together.
4. coast The boats sailed along the coast.
5. growth The tree hasn't reached its full growth.
6. those I think those tomatoes are ripe and ready to eat.
7. follow My dog will follow me to the park.
8. approach Be careful when you approach a strange dog.
9. traded We traded marbles.
10. yellow The yellow tulips were in full bloom.
11. escaping The lizard is escaping from its cage.
12. wrote I wrote a letter to my aunt.
13. known I've known my best friend for years.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. slightly The lid was slightly off the pot.
15. spoke He spoke to his mother on the phone.
16. saved My mother saved all of my baby toys.
17. everything She packed everything she needed for the trip.
18. dance They will dance on the stage.
19. surface Algae formed on the surface of the water.
20. breakfast I ate cereal for breakfast.

### ADVANCED SPELLERS CONTINUE

21. float We saw them float by on a raft.
22. swallow It's hard for me to swallow my vitamins.

## Review of Weeks 5, 7, 8, 9, and 10

### ► Teacher Background

---

Duplicate the three homework pages for this week (*Blackline Masters* pages 15–17).

On Day 1, you will give a pretest. The students will correct the pretests in class as you read the answers. The students will note which words they need to study.

The Day 2 lesson is proofreading practice. The students will work with partners to find spelling errors in sentences.

On Day 3, the students will study for the review test with partners.

The Day 4 lesson includes a class discussion about learning spelling words.

On Day 5, you will give the review test.

If you are differentiating instruction, speak privately with each below-grade-level speller. They will study just the starred words on *Student Spelling Book* pages 66 and 67. Have the average spellers study all the words except the challenge words. Have the advanced spellers study all the words including the challenge words.

In the pre-spelling activities, which begin on Day 2 of this week, you will model ways for students to memorize the spelling of words.

## Words Used This Week

### REVIEW WORDS

\*even, \*open, \*idea, \*hundred, \*second, let's, against, afraid, again, area, \*probably, \*energy, \*least, \*separate (2), \*between, sudden, problem, clapped, either, program, \*hurt, \*serve, \*return, \*whenever, \*after, America, aid, center, shoulder, person, \*all right, \*shy, \*fright, \*decide, \*type, further, beyond, among, science, behind, \*smiling, \*escaping, \*waving, \*located, \*dividing, \*together, become, modern, believe, history

### REVIEW CHALLENGE WORDS

robin, definite, threat, honest, garbage, elementary, beaver, fierce, volunteer, stream, burst, servant, precious, hammer, skirt, handsome, tide, knight, mighty, sunshine, decorating, relax, admired, treasure, advising

### APPLICATION WORDS ON THE TEST

stirring, completing

## Pretest

### ► Administer the Pretest

---

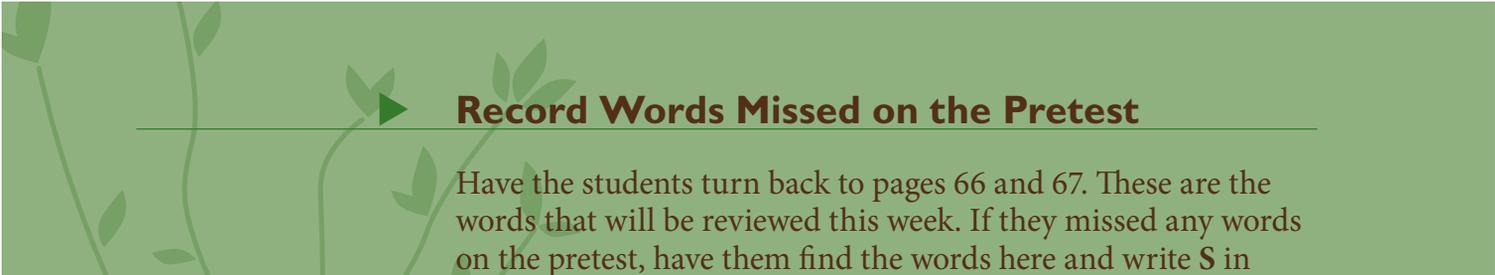
Have your students turn to page 68 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 5, 7, 8, 9, and 10. The pretest in this lesson will help them identify words they especially need to study.

- |               |  |
|---------------|--|
| 1. hundred    | One hundred pennies equal one dollar.                      |
| 2. type       | Which type of juice do you like best?                      |
| 3. America    | North America is one of the seven continents of the world. |
| 4. even       | She wasn't even a minute late.                             |
| 5. whenever   | We'll go to the grocery store whenever you're ready.       |
| 6. separate   | The recipe says to separate the egg yolk from the white.   |
| 7. area       | They picked up litter in the playground area.              |
| 8. afraid     | Don't be afraid of my dog.                                 |
| 9. shoulder   | He carried the backpack over his shoulder.                 |
| 10. second    | I was second in line when the bell rang.                   |
| 11. again     | They will read the chapter again.                          |
| 12. all right | He fell down, but he is all right.                         |
| 13. beyond    | The play structure is located beyond the soccer field.     |
| 14. modern    | The new building had a modern design.                      |
| 15. least     | He had the least distance to walk of anyone in the class.  |

### ► Correct the Pretest

---

Read and spell the 15 words out loud. For each word, have the students point under each letter in their word as you spell. If they did not spell a word correctly, have them draw a line through the word.



---

## ▶ Record Words Missed on the Pretest

Have the students turn back to pages 66 and 67. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

---

## ▶ Introduce the Homework

Hand out the homework for Week 12. There are three pages of homework this week. The students will practice every review word.

---

## ▶ Record Words Missed on Last Week's Test

Return the students' spelling tests from Week 11. Have them turn to pages 60 and 61 and find any word they missed on the test. Have them write **S** on the line next to the number of the word. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

## Proofreading

### ► Teacher Background

---

In the pre-spelling activities this week, you will model ways for students to memorize the spelling of words.

### ► Pre-spelling: Memorizing Words

---

► Write *shoulder* on the board.

Let's think about how to memorize the spelling of words.

shoulder. . . . . One of the review words this week is *shoulder*.

If I say the word by syllables, it will help me remember the letter **l** at the end of the first syllable: *shoul-der*.

I know that **o-u** is an unusual spelling for the sound /ō/, so I visualize the first syllable.

I visualize the second syllable so that I will remember **e-r**.

### ► Partner Proofreading

---

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 69. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the sentences with their partners and look for the misspelled words. Have them draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

## ▶ Correct Sentences Together

▶ Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. They went to aide the person who had been hirt. Misspelled words?

▶ Write *aid* and *hurt* on the board as the students read and spell the words.

2. Everyone claped after the sience program about enurgy. Misspelled words?

▶ Write *clapped*, *science*, and *energy* on the board as the students read and spell the words.

3. The book is probably locatted on the shelf behind you. Misspelled words?

▶ Write *probably* and *located* on the board as the students read and spell the words.

4. Lets deside which project to work on together. Misspelled words?

▶ Write *Let's* and *decide* on the board as the students read and spell the words.

5. Their friends were smileing and waveing as they drove away to retern home. Misspelled words?

▶ Write *smiling*, *waving*, and *return* on the board as the students read and spell the words.

6. The sudden noise gave a fright to the shy little mouse. Misspelled words? (Students: no misspelled words)

## ▶ Record Words Missed in Proofreading

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 66 and 67 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 66 and 67. These are words the students especially need to study.

## Partner Study

### ► Pre-spelling: Memorizing Words

---

► Write *dividing* on the board.

Let's think about how to memorize the spelling of words.

dividing . . . . . One of the review words this week is *dividing*.

I say it by syllables: *di-vid-ing*.

I exaggerate the first syllable so that it sounds like /dī/.

I remember the drop **e** generalization.

### ► Partner Study

---

Have your students open their spelling books to pages 66 and 67. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud. The students also say which parts of the word are hard to spell. For example, one student says, "I will spell number 4, *hundred*. The hard part is **e** because it's a schwa." She covers the word and spells it aloud as her partner checks. If she makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind her to study it.

You may want to model the partner study before your students begin.

## Spelling Discussion

### ▶ Teacher Background

The purpose of today’s spelling discussion is to exchange ideas about ways to memorize spelling words. Hearing other students’ strategies will enrich each student’s approach to studying.

### ▶ Pre-spelling: Memorizing Words

▶ Write *program* on the board.

Let’s think about how to memorize the spelling of words.

program. . . . . One of the review words this week is *program*.

I say it by syllables: *pro-gram*.

I remember that a long vowel at the end of a syllable is usually spelled with the letter itself, so it is easy to remember **p-r-o**.

The second syllable is easy because I hear the short **a**: *-gram*.

### ▶ Spelling Discussion

TEKS 1.B.ii  
Student/Teacher Activity  
Spelling Discussion  
section  
(First paragraph and  
"Students  
might say" note)

Turn to page 66 and 67 in your spelling books. These are the words you are studying for the review test this week. There are many ways to learn words for a spelling test. I have shown you some of them this week in our pre-spelling activities. What are some ways you might memorize specific words on this list?

Students might say:

“I could say words by syllables and think how each syllable is spelled, for example, *be-tween* and *mod-ern*.”

“I could exaggerate when I pronounce the word, such as *dīviding*, *sepārate*.”

“I like to make up phrases with words that have the same spelling, like *I’m playing against him again*.”

“I can think about the drop **e** generalization.”

“I can think about the parts that are unusual; for example, *shoulder* has **s-h-o-u-l**; *all right* is two words; and *believe* has **l-i-e-v-e**.”

“I could visualize the word in my mind.”

► If the students have difficulty sharing ideas, share one or two of the ideas listed on the previous page and then ask them to think of additional ways they might memorize the words on the list.

---

► **Partner Study**

If time permits, have the students study the review words on pages 66 and 67 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |               |   |
|---------------|---|
| 1. stirring   | You need to do a lot of stirring to mix it well. (application word) |
| 2. completing | I will be completing my homework this evening. (application word)   |
| 3. whenever   | I'll go whenever you are ready.                                     |
| 4. between    | Let's put the scissors between us.                                  |
| 5. decide     | You get to decide on a name for the kitten.                         |
| 6. escaping   | Air was escaping from the balloon.                                  |
| 7. separate   | We need to separate the markers by color.                           |
| 8. dividing   | Let's make sure we're dividing the snacks fairly.                   |
| 9. open       | I asked her to open a window to let in the fresh air.               |
| 10. type      | Which type of juice do you like?                                    |
| 11. serve     | I'll serve the sandwiches to the guests.                            |
| 12. located   | We located the city on the map.                                     |
| 13. idea      | You have a great idea for the science fair.                         |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |             |  |
|-------------|--|
| 14. problem | I enjoyed solving that word problem.                         |
| 15. believe | I believe the store is open late tonight.                    |
| 16. center  | Place the bowl in the center of the table.                   |
| 17. among   | He felt comfortable because he was among friends.            |
| 18. either  | I'll get either a short-sleeved shirt or a sleeveless shirt. |
| 19. against | The hail beat against the window.                            |
| 20. history | The ship's history is written under its picture.             |

### ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 21. stream   | This stream is a great place for wading.           |
| 22. advising | I'm advising you not to leave without an umbrella. |

## ► Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on numbers 1 and 2, the application words (the words the students did not study) and on other words with suffixes, such as *clapped*, *escaping* and *located*? You may need to provide more support during daily guided spelling. For example, before the students spell a word with a suffix, have them reread the related generalization on page 184.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using knowledge of phonics or word structure. Examples are the underlined letters in the following words: *waving*, *separate*, *shoulder*, and *fright*. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Do your students need encouragement to transfer their knowledge from *Guided Spelling* lessons to their writing? When they ask how to spell a word during writing, have them ask about the parts of the word they're not sure of. Provide the guiding and assistance that you would provide during a *Guided Spelling* lesson.

## Syllables with **or** and **ore**; Syllables with **ar**

### ► New Content

---

The sound /or/ at the beginning or in the middle of a word is usually spelled **or**, as in *north*.

The sound /ar/ is spelled **ar**, as in *remark*.

The sound /or/ at the end of a word is usually spelled **or** or **ore**, as in *for* and *more*.

### ► Teacher Background

---

Make a copy of the Week 13 homework (*Blackline Masters* page 18) for each student.

As is the case with many other English spelling-sound relationships, **or** and **ore** are complicated by varying regional pronunciations. For example, for some speakers *for* and *shore* rhyme; **or** and **ore** can be taught as two spellings of a single sound. If, however, your students do not pronounce *for* and *shore* as rhyming words, teach the particular spelling for each sound.

One additional guiding point is introduced this week: at the end of a word the sound /k/ after **r** is usually spelled **k**, as in *remark*.

Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Encourage your students to ask questions, even in the four independently written words in daily guided spelling. *Knowing when we don't know* is an important metacognitive ability in spelling.

- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in a choral response, tell the class the correct answer and repeat the question.

In the pre-spelling activities, which begin on Day 2 this week, you will show the students some ways to decide between *-tion* and *-sion* in preparation for Week 15.

## ► Words Used This Week

NEW WORDS	*born, *shore, *start, *form, *mark, *corner, *forest, *began, knowledge, matter, wife, wasting, alone, another, brother
REVIEW WORDS	*yellow, *known, *follow, *coast, *those, *growth, saved, everything, dance, surface
CHALLENGE WORDS	fort, orbit, argue, remind, target
APPLICATION WORDS ON THE TEST	glow, chopped
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	fork, margin, before, orange, microphones, marked, starting, participate, corners, forty-fourth, shores, arrow, forming
FREQUENTLY MISSPELLED WORDS	before, forty, fourth

# Week 13 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 70 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. born. . . . . Number 1: born. He was born in September.

► Point to **or** under the “fork” picture on the spelling-sound chart.

The picture shows a fork for the sound /or/. The sound /or/ at the beginning or in the middle of a word is usually spelled **o-r**.

2. shore . . . . . Number 2: shore. We collected seashells at the shore.

► Point to **\_ore** under the “fork” picture.

The sound /or/ in *shore* is spelled **o-r-e**.

► Point to the blank in **\_ore**.

The blank means that we don't usually use the spelling **o-r-e** at the beginning of a word. Underline **o-r-e**.

3. start. . . . . Number 3: start. The race will start at the library.

► Point to **ar** under the “art car” picture.

The picture shows an art car for the sound /ar/. The sound /ar/ is spelled **a-r**.

4. form. . . . . Number 4: form. We will form the clay into pots.

The sound /or/ in the middle of a word is usually spelled **o-r**.

5. mark . . . . . Number 5: mark. He will mark the board for the carpenter.

Look at the “art car” picture to spell the sound /ar/.

6. corner . . . . . Number 6: corner. The store is at the corner.

*Cor-ner*. ■ Underline **e-r**.

7. forest . . . . . Number 7: forest. The deer wandered through the forest.

*For-est*. ■ Underline **e**.

8. began . . . . . Number 8: began. We began the school day with a math review.  
*Be-gan.* ■ Underline **e**.
9. knowledge . . . . . Number 9: knowledge. His grandfather has a lot of knowledge about gardening.  
*Knowl-edge.* ■ Underline **k-n**. Underline **o-w**. Underline **e-d-g-e**.  
MNEMONIC Here is a mnemonic: *knowledge* is related to *know*. When you *know* something, you have *knowledge*.
10. matter . . . . . Number 10: matter. I will finish no matter how long it takes.  
*Mat-ter.* ■ Underline **e-r**.
11. wife . . . . . Number 11: wife. My uncle's wife is my aunt.  
Underline **i** and **e**.
12. wasting . . . . . Number 12: wasting. I am very careful about not wasting water.  
*Wast-ing.* ■ The base word is *waste*. The suffix *-ing* begins with a vowel. The **e** was dropped and the suffix was added. Underline **a**.
13. alone . . . . . Number 13: alone. The dog was alone in the backyard.  
*A-lone.* ■ The first syllable has a schwa. Underline **a**.  
Underline **o** and **e**.
14. another . . . . . Number 14: another. I would like to have another tropical fish.  
*An-oth-er.* ■ The first syllable has a schwa. Underline **a**.  
Underline **o**. Underline **e-r**.
15. brother . . . . . Number 15: brother. Her brother will drive her to her friend's house.  
*Broth-er.* ■ Underline **o**. Underline **e-r**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |             |                |
|-------------|----------------|
| 16. *yellow | 21. *growth    |
| 17. *known  | 22. saved      |
| 18. *follow | 23. everything |
| 19. *coast  | 24. dance      |
| 20. *those  | 25. surface    |

## ► Guided Spelling

► Have your students turn to page 72.

1. born. . . . . Number 1: born. He was born in September. Say *born*.  
The sound /or/ in the middle of a word is spelled **o-r**. Write *born*.  
(Check.)
2. shore . . . . . Number 2: shore. We collected seashells at the shore. Say *shore*.  
Question? ■ Use the second spelling under the “fork” picture.  
Write *shore*. (Check.)
3. start. . . . . Number 3: start. The race will start at the library. Say *start*.  
If you’re not sure how to spell the sound /ar/, look under the  
“art car” picture. Write *start*. (Check.)
4. form. . . . . Number 4: form. We will form the clay into pots. Say *form*.  
The sound /or/ in the middle of a word is spelled **o-r**. Write *form*.  
(Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. mark . . . . . Number 5: mark. He will mark the board for the carpenter.  
Say *mark*.  
Write *mark*. (Check.)
6. corner . . . . . Number 6: corner. The store is at the corner. Say *corner*.  
Write *corner*. (Check.)
7. forest . . . . . Number 7: forest. The deer wandered through the forest.  
Say *forest*.  
I’ll say the syllables for spelling: *for-est*. Write *forest*. (Check.)
8. began . . . . . Number 8: began. We began the school day with a math review.  
Say *began*.  
I’ll say the syllables for spelling: *be-gan*. Write *began*. (Check.)

---

▶ **Introduce the Homework**

---

Hand out the Week 13 homework.

▶ **Record Words Missed**

---

Return the students' spelling tests from Week 12. Have them turn to pages 66 and 67 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

► **Teacher Background**

In the pre-spelling activities this week, you will show the students some ways to decide between *-tion* and *-sion* in preparation for Week 15 guided spelling.

► **Pre-spelling: Syllables *-tion* and *-sion***

Soon in guided spelling you will be writing words that end with **t-i-o-n** and **s-i-o-n**. Deciding whether to write **t-i-o-n** or **s-i-o-n** can be very confusing in English spelling. I will show you how to use clues.

dictation. . . . . I will write *dictation*. First I say *dictation* by syllables: *dic-ta-tion*.

► Write *dicta* on the board.

Now I must decide whether to use **t-i-o-n** or **s-i-o-n**. *Dictation* is related to *dictate*. *Dictate* ends with **t-e**. I will use **t-i-o-n**.

► Add *tion*.

*Dictation*. Here are other examples.

hesitation . . . . . The word *hesitation* is related to *hesitate*. Spell the last syllable of *hesitation*. (Students: t-i-o-n)

translation . . . . . The word *translation* is related to *translate*. Spell the last syllable of *translation*. (Students: t-i-o-n)

pollution . . . . . The word *pollution* is related to *pollute*. Spell the last syllable of *pollution*. (Students: t-i-o-n)

► **Guided Spelling**

► Have your students turn to page 73.

l. fork . . . . . Number l: fork. The fork is usually placed on the left side of a plate. Say *fork*.

The sound /or/ in the middle of a word is spelled **o-r**. At the end of a word the sound /k/ after the letter **r** is usually spelled **k**. Write *fork*. (Check.)

2. margin . . . . . Number 2: margin. My teacher wrote comments in the margin.  
Say *margin*.  
Say *margin* by syllables. ■ For spelling say *mar-gin*. ■ First syllable? ■  
Write *mar-*.  
Second syllable? ■ (Offer help.) Write *-gin*. (Check.)
3. brother. . . . . Number 3: brother. Her brother will drive her to her friend's  
house. Say *brother*.  
Say *brother* by syllables. ■ For spelling say *broth-er*. ■ First  
syllable? ■ Careful. (Offer help.) Write *broth-*.  
Second syllable? ■ Question? ■ Use the first spelling under the  
“robot” picture. Write *-er*. (Check.)
4. knowledge. . . . . Number 4: knowledge. His grandfather has a lot of knowledge  
about gardening. Say *knowledge*.  
Say *knowledge* by syllables. ■ For spelling say *knowl-edge*. ■  
First syllable?  
MNEMONIC Here is the mnemonic: *knowledge* is related to *know*.  
Write *knowl-*.  
Second syllable? ■ Careful. It's spelled **e-d-g-e**.
5. alone . . . . . Number 5: alone. The dog was alone in the backyard. Say *alone*.  
Say *alone* by syllables. ■ The first syllable has a schwa. For spelling  
say *a-lone*. ■ First syllable? ■ (Offer help.) Write *a-*.  
Second syllable? ■ Question? ■ Use the first spelling under the  
“bone” picture. Write *-lone*. (Check.)
6. before . . . . . Number 6: before. She will study hard before taking the test.  
Say *before*.  
FREQUENTLY MISSPELLED WORD *Before* is a frequently  
misspelled word.  
Say *before* by syllables. ■ For spelling say *be-fore*. ■ First syllable? ■  
(Offer help.) Write *be-*.  
Second syllable? ■ Question? ■ Use the second spelling under the  
“fork” picture. Write *-fore*. (Check.)  
  
NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. wife . . . . . Number 7: wife. My uncle's wife is my aunt. Say *wife*.  
Write *wife*. (Check.)

8. another . . . . . Number 8: another. I would like to have another tropical fish.  
Say *another*.  
I'll say the syllables for spelling: *an-oth-er*. Write *another*. (Check.)

9. matter . . . . . Number 9: matter. I will finish no matter how long it takes.  
Say *matter*.  
I'll say the syllables for spelling: *mat-ter*. Write *matter*. (Check.)

10. wasting . . . . . Number 10: wasting. I am very careful about not wasting water.  
Say *wasting*.  
Write *wasting*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain why you dropped **e**.

**MEMORY STEPS** Do the memory steps for *wasting*.

# Week 13 Day 3

## ► Pre-spelling: Syllables *-tion* and *-sion*

I will show you how to use clues to help you decide whether to use **t-i-o-n** or **s-i-o-n**.

permission . . . . . I will write *permission*. The word *permission* is related to the word *permit*.

► Write *permit* on the board.

*Permit* ends with **i-t**. Here is something surprising. *Permission* ends with **s-i-o-n**. When a word that ends with /shən/ is related to a word that ends with **i-t**, the syllable /shən/ is spelled **s-i-o-n**.

► Write *permission* on the board.

*Permission*. Here are other examples.

admission . . . . . The word *admission* is related to *admit*. Spell the last syllable of *admission*. (Students: s-i-o-n)

submission . . . . . The word *submission* is related to *submit*. Spell the last syllable of *submission*. (Students: s-i-o-n)

omission. . . . . The word *omission* is related to *omit*. Spell the last syllable of *omission*. (Students: s-i-o-n)

## ► Guided Spelling

► Have your students turn to page 74.

1. forest . . . . . Number 1: forest. It was cool and damp in the forest. Say *forest*. Say *forest* by syllables. ■ For spelling say *for-est*. ■ First syllable? ■ Write *for-*.

Second syllable? ■ (Offer help.) Write *-est*. (Check.)

2. another . . . . . Number 2: another. She checked out another book from the library. Say *another*.

Say *another* by syllables. ■ The first syllable has a schwa. For spelling say *an-oth-er*. ■ First syllable? ■ (Offer help.) Write *an-*.

Second syllable? ■ Careful. (Offer help.) Write *-oth-*.

Third syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er*. (Check.)

3. orange . . . . . Number 3: orange. They have an orange tree in their yard.  
Say *orange*.

Say *orange* by syllables. ■ For spelling say *or-ange*. ■ First syllable? ■  
Write *or-*.

Second syllable? ■ Careful. (Offer help.) Write *-ange*. (Check.)

4. microphones . . . . . Number 4: microphones. The principal and teachers used  
microphones during the assembly so everyone could hear them.  
Say *microphones*.

Base word?

**HISTORY** The word *microphone* comes from two ancient Greek words: *micro*, meaning *small*, and *phone*, meaning *sound* or *voice*. A *microphone* is a small instrument that changes sound waves into electrical current. The current can then be amplified to make the sound louder.

Say *microphone* by syllables. ■ The second syllable has a schwa. For spelling say *mi-cro-phone*. ■ First syllable? ■ Write *mi-*.

Second syllable? ■ (Offer help.) Write *-cro-*.

Third syllable? ■ Careful. The sound /f/ in *-phone* is spelled **p-h**. Finish writing *microphones*. (Check.)

5. knowledge . . . . . Number 5: knowledge. She will answer the question to the best of her knowledge. Say *knowledge*.

Say *knowledge* by syllables. ■ For spelling say *knowl-edge*. ■ First syllable?

**MNEMONIC** Here is the mnemonic: *knowledge* is related to *know*. Write *knowl-*.

Second syllable? ■ Careful. It's spelled **e-d-g-e**.

6. wife . . . . . Number 6: wife. He and his wife married ten years ago. Say *wife*.

Question? ■ Use the first spelling under the “kite” picture. Write *wife*. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

7. marked . . . . . Number 7: marked. My baby brother marked up my homework with crayons. Say *marked*.

Write *marked*. (Check.)

8. brother . . . . . Number 8: brother. My mother's brother is my uncle. Say *brother*.

Write *brother*. (Check.)

9. starting. . . . . Number 9: starting. I will be starting trumpet lessons this week.  
Say *starting*.  
Write *starting*. (Check.)

10. born. . . . . Number 10: born. My cousin was born two weeks ago. Say *born*.  
Write *born*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you used the spelling **o-r**.

MEMORY STEPS Do the memory steps for *born*.

# Week 13 Day 4

## ► Teacher Background

The syllables given in the dictionary for number 1, *participate*, are *par-tic-i-pate*. The dictionary shows the syllable boundary after *c* to indicate that the preceding *i* is short. When you pronounce this word by syllables, pronounce the second syllable as /tɪs/.

## ► Pre-spelling: Syllables *-tion* and *-sion*

I will show you how to use clues to help you decide whether to use **t-i-o-n** or **s-i-o-n**.

suggestion . . . . . I will write *suggestion*. *Suggestion* is related to *suggest*.

► Write *suggest* on the board.

The last syllable of *suggestion* is spelled **t-i-o-n**.

► Add *ion*.

*Suggestion*. Here are other examples.

digestion . . . . . The word *digestion* is related to *digest*. Spell the last syllable of *digestion*. (Students: t-i-o-n)

question. . . . . The word *question* is related to *quest*, meaning *a search for*. Spell the last syllable of *question*. (Students: t-i-o-n)

congestion . . . . . The word *congestion* is related to *congest*. Spell the last syllable of *congestion*. (Students: t-i-o-n)

## ► Guided Spelling

► Have your students turn to page 75.

I. participate. . . . . Number I: participate. We will all participate in the class play. Say *participate*.

Say *participate* by syllables. ■ For spelling say *par-tic-i-pate*. ■ First syllable? ■ Write *par-*.

Second syllable? ■ Careful. It's spelled **t-i-c**. Write *-tic-*.

Third syllable? ■ Write *-i-*.

Last syllable? ■ Write *-pate*. (Check.)

2. corners. . . . . Number 2: corners. A rhombus is a shape with four corners. Say *corners*.  
Base word? ■ Say *corner* by syllables. ■ First syllable? ■ Write *cor*.  
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Finish writing *corners*. (Check.)
3. forty-fourth. . . . . Number 3: forty-fourth. She was forty-fourth in line at the roller coaster ride. Say *forty-fourth*.  
FREQUENTLY MISSPELLED WORDS *Forty* and *fourth* are frequently misspelled words.  
The base word is *forty-four*. Numbers like *thirty-one*, *seventy-seven*, *ninety-four*, and *twenty-six* have a hyphen.  
*Forty*. Say *forty* by syllables. ■ First syllable? ■ Write *for*.  
Second syllable? ■ Write *-ty*. ■ Now write a hyphen. ■ Add *four*. ■ Finish writing *forty-fourth*. (Check.)  
MNEMONIC Here is a mnemonic: **f-o-u-r** is the beginning of the number *four*, *fourth* (as in the *fourth* after the *third*), and *fourteen*.  
MNEMONIC Here is another mnemonic: **f-o-r** is the beginning of *forty* and *fortieth*.
4. began . . . . . Number 4: began. The group began the hike at the bottom of the hill. Say *began*.  
Say *began* by syllables. ■ For spelling say *be-gan*. ■ First syllable? ■ (Offer help.) Write *be*.  
Second syllable? ■ Write *-gan*. (Check.)
5. wasting. . . . . Number 5: wasting. My parents don’t like us wasting food. Say *wasting*.  
Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *waste*.  
*Wasting*. What do you have to decide? (Students: Do we drop e?) Does *waste* end with a consonant and then e? (Students: yes) Suffix? (Students: -ing) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *wasting*. (Check.)
6. shores . . . . . Number 6: shores. My grandfather moved to these shores more than sixty years ago. Say *shores*.  
Base word? ■ Question? ■ Use the second spelling under the “fork” picture. Finish writing *shores*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. matter . . . . . Number 7: matter. It doesn't matter which sweater you wear.  
Say *matter*.

I'll say the syllables for spelling: *mat-ter*. Write *matter*. (Check.)

8. arrow. . . . . Number 8: arrow. He shot the arrow at the target. Say *arrow*.  
I'll say the syllables for spelling: *ar-row*. Write *arrow*. (Check.)

9. forming. . . . . Number 9: forming. The kindergartners will be forming the play  
dough into different shapes. Say *forming*.

Write *forming*. (Check.)

10. alone . . . . . Number 10: alone. Sometimes I like to spend time alone and  
read. Say *alone*.

I'll say the syllables for spelling: *a-lone*. Write *alone*. (Check.)

MEMORY STEPS Do the memory steps for *alone*.

► **Student Study**

Have the students turn to pages 60 and 61. If they missed a word on the test in Week 11, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. glow The glow of the candlelight was reflected in the mirror. (application word)
2. chopped I chopped up some carrots to put in the soup. (application word)
3. follow The cat will follow the squirrel up the tree.
4. start Drivers, start your engines!
5. began We began the day with a song.
6. known Had I known it was raining, I would have worn a raincoat.
7. form We will form the clay into bowls.
8. born I was born in the fall.
9. forest The bears roamed through the forest.
10. coast Sea lions live along the coast.
11. corner A corner is where two lines meet.
12. mark There is no mark on my paper.
13. shore We collected seashells at the shore.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. wasting The dripping faucet is wasting water.
15. knowledge To my knowledge he hasn't been here.
16. wife His wife left for a business trip.
17. another I'll use another color.
18. matter It doesn't matter who is first.
19. brother My brother left for camp today.
20. alone Sometimes I like to be alone and read.

### ADVANCED SPELLERS CONTINUE

21. remind Please remind me when to return the form.
22. argue Let's not argue about the game.

# Week 14 Introduction

## Syllables with Long **u** and Sound /**oo**/

### ► New Content

Long **u** is usually spelled **u-consonant-e**, as in *mule*.

The sound /**oo**/ is often spelled **u-consonant-e**, **ew**, or **oo**, as in *include*, *flew*, and *smooth*.

### ► Teacher Background

Make a copy of the Week 14 homework (*Blackline Masters* page 19) for each student.

The pronunciation of words with **u\_e**, **oo**, and **ew** varies according to regional dialect. Some people pronounce the second syllable of *produce* as /dūs/, whereas others say /dōs/.

Beginning this week, the guiding for dropping **e** before *-ed* and *-ing* is reduced. If your students continue to need full support for dropping **e**, continue to guide them as in Week 10.

In the pre-spelling activities, which begin on Day 2 this week, you will show the students some ways to decide between *-tion* and *-sion* in preparation for Week 15.

### ► Words Used This Week

NEW WORDS	*huge, *tool, *include, *drew, *used to, *produce, *afternoon, *different, figure, tonight, priced, shown, force, view, police
REVIEW WORDS	*mark, *forest, *shore, *began, *corner, knowledge, wife, matter, another, brother
CHALLENGE WORDS	restaurant, proof, introduce, cured, jewels
APPLICATION WORDS ON THE TEST	horn, smart
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	confused, school, chew, tornado, figured, attitude, including, producing, forces, zoo, carpets, tools, whole
FREQUENTLY MISPELLED WORDS	school, whole, used to

# Week 14 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 76 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. huge . . . . . Number 1: huge. The humpback whale is a huge mammal.

► Point to **u\_e** under the “mule” picture on the spelling-sound chart.

The long **u** sound in *huge* is spelled **u-blank-e**. Underline **u** and **e**.

2. tool . . . . . Number 2: tool. A hammer is a useful tool to have around the house.

► Point to **oo** under the “hoot owl” picture on the spelling-sound chart.

The picture shows a **hoot** owl for the sound /**oo**/. Underline **o-o**.

3. include . . . . . Number 3: include. The activity will include everyone.

*In-clude.*

► Point to **u-blank-e** under the “hoot owl” picture on the spelling-sound chart.

The sound /**oo**/ in *include* is spelled **u-blank-e**. Underline **u** and **e**.

4. drew . . . . . Number 4: drew. He drew a beautiful picture of a butterfly.

► Point to **\_ew** under the “hoot owl” picture on the spelling-sound chart.

The sound /**oo**/ in *drew* is spelled **e-w**.

► Point to the blank in **\_ew**.

The blank means that we don't usually use the spelling **e-w** at the beginning of a word. Underline **e-w**.

5. used to . . . . . Number 5: used to. I'm used to going to bed early.

**FREQUENTLY MISSPELLED WORD** The expression *used to* is frequently misspelled.

This expression is two words. Underline the space between *used* and *to*. ■ The base word in *used* is *use*. The suffix **e-d** begins with a vowel. The **e** was dropped and the suffix was added. Underline **u**.

6. produce . . . . . Number 6: produce. The new factory will produce new cars.  
*Pro-duce.* ■ The first syllable has a schwa. Underline **o**.  
 Underline **u** and **e**. Underline **c**.
7. afternoon . . . . . Number 7: afternoon. During vacation we do crafts in  
 the afternoon.  
*Af-ter-noon.* ■ Underline **e-r**. Underline **o-o**.
8. different . . . . . Number 8: different. There were different kinds of stories in  
 the book.  
*Dif-fer-ent.* ■ Underline **e-r**. ■ The third syllable has a schwa.  
 In the third syllable, underline **e**.
9. figure . . . . . Number 9: figure. The square is a four-sided figure.  
*Fig-ure.* ■ Underline **u** and **e**.
10. tonight . . . . . Number 10: tonight. They will be stargazing tonight.  
*To-night.* ■ The first syllable has a schwa. Underline **o**.  
 Underline **i-g-h**.
11. priced . . . . . Number 11: priced. The store offered low-priced office supplies.  
 The base word is *price*. The suffix **e-d** begins with a vowel. The **e**  
 was dropped and the suffix was added. Underline **i**. Underline **c**.
12. shown. . . . . Number 12: shown. We were shown to our seats at the concert.  
**HOMOPHONE** *Shown* is a homophone. It's not *shone*, as in *The sun  
 shone brightly*. It's *shown* as in *We were shown to our seats*.  
 Underline **o-w**.  
**MNEMONIC** Here is a mnemonic: *shown* is related to *show*.
13. force. . . . . Number 13: force. She hit the baseball with great force.  
 Underline **c-e**.
14. view . . . . . Number 14: view. The view of the valley was breathtaking.  
 Underline **i-e-w**.
15. police . . . . . Number 15: police. The police were directing traffic.  
*Po-lice.* ■ The first syllable has a schwa. Underline **o**. In the second  
 syllable, underline **i-c-e**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |             |               |
|-------------|---------------|
| 16. *mark   | 21. knowledge |
| 17. *forest | 22. wife      |
| 18. *shore  | 23. matter    |
| 19. *began  | 24. another   |
| 20. *corner | 25. brother   |

► **Guided Spelling**

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► Have your students turn to page 78.

1. huge . . . . . Number 1: huge. The humpback whale is a huge mammal.  
Say *huge*.  
Write *huge*. (Check.)
2. tool . . . . . Number 2: tool. A hammer is a useful tool to have around the house. Say *tool*.  
Question? ■ Use the first spelling under the “hoot owl” picture.  
Write *tool*. (Check.)
3. include . . . . . Number 3: include. The activity will include everyone. Say *include*.  
Say *include* by syllables. ■ First syllable? ■ Write *in-*.  
Second syllable? ■ Write *-clude*. (Check.)
4. drew . . . . . Number 4: drew. He drew a beautiful picture of a butterfly.  
Say *drew*.  
Question? ■ Use the third spelling under the “hoot owl” picture.  
Write *drew*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. used to . . . . . Number 5: used to. I’m used to going to bed early. Say *used to*.  
Write *used to*. (Check.)
6. produce . . . . . Number 6: produce. Several factories in the city produce steel.  
Say *produce*.  
I’ll say the syllables for spelling: *prod-uce*. Write *produce*. (Check.)

7. afternoon . . . . . Number 7: afternoon. During vacation we do crafts in the afternoon. Say *afternoon*.

Write *afternoon*. (Check.)

8. different . . . . . Number 8: different. There were different kinds of stories in the book. Say *different*.

I'll say the syllables for spelling: *dif-fer-ent*. Write *different*. (Check.)

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► **Introduce the Homework**

Hand out the Week 14 homework.

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► **Record Words Missed**

Return the students' spelling tests from Week 13. Have them turn to pages 70 and 71 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 14 Day 2

## ► Teacher Background

In the pre-spelling activities this week, you will show the students some ways to decide between *-tion* and *-sion* in preparation for Week 15 guided spelling.

## ► Pre-spelling: Syllables *-tion* and *-sion*

Soon in guided spelling you will be writing words that end with **t-i-o-n** and **s-i-o-n**. Deciding whether to write **t-i-o-n** or **s-i-o-n** can be very confusing in English spelling. I will show you how to use clues.

action . . . . . I will write *action*. First I say *action* by syllables: *ac-tion*.

► Write *ac* on the board.

Now I must decide whether to use **t-i-o-n** or **s-i-o-n**. *Action* is related to *act*. Act ends with a consonant and then **t**. I will use **t-i-o-n**.

► Add *tion*.

*Action*. Here are other examples.

subtraction . . . . . The word *subtraction* is related to *subtract*. Spell the last syllable of *subtraction*. (Students: t-i-o-n)

prevention . . . . . The word *prevention* is related to *prevent*. Spell the last syllable of *prevention*. (Students: t-i-o-n)

selection . . . . . The word *selection* is related to *select*. Spell the last syllable of *selection*. (Students: t-i-o-n)

## ► Guided Spelling

► Have your students turn to page 79.

I. confused . . . . . Number I: confused. I was confused by the unclear instructions. Say *confused*.

Base word? ■ Say *confuse* by syllables. ■ The first syllable has a schwa. For spelling say *con-fuse*. ■ First syllable? ■ (Offer help.) Write *con-*.

Second syllable? ■ Careful. The sound /z/ in *-fuse* is spelled **s**. Finish writing *confused*. (Check.)

2. view . . . . . Number 2: view. The view of the valley was breathtaking.  
Say *view*.

Careful. (Offer help.) Write *view*. (Check.)

3. school . . . . . Number 3: school. My friend and I walk to school together.  
Say *school*.

FREQUENTLY MISPELLED WORD *School* is a frequently misspelled word.

Careful. *School* begins with **s-c-h**. Question? ■ Use the first spelling under the “hoot owl” picture. Write *school*. (Check.)

4. priced. . . . . Number 4: priced. The store offered low-priced office supplies.  
Say *priced*.

Base word? ■ Question? ■ Use the first spelling under the “kite” picture. Careful. The sound /s/ in *price* is spelled **c**. Write *priced*. (Check.)

5. figure . . . . . Number 5: figure. The square is a four-sided figure. Say *figure*.

Say *figure* by syllables. ■ For spelling say *fig-ure*. ■ First syllable? ■ Write *fig-*.

Second syllable? ■ Careful. (Offer help.) Write *-ure*. (Check.)

6. police . . . . . Number 6: police. The police were directing traffic. Say *police*.

Say *police* by syllables. ■ The first syllable has a schwa. For spelling say *po-lice*. ■ First syllable? ■ (Offer help.) Write *po-*.

Second syllable? ■ Careful. (Offer help.) Write *-lice*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. chew . . . . . Number 7: chew. Always chew your food before you swallow it.  
Say *chew*.

Write *chew*. (Check.)

8. shown . . . . . Number 8: shown. We were shown to our seats at the concert.  
Say *shown*.

Write *shown*. (Check.)

9. tonight . . . . . Number 9: tonight. They will be stargazing tonight. Say *tonight*.

Write *tonight*. (Check.)

10. force. . . . . Number 10: force. She hit the baseball with great force. Say *force*.

Write *force*. (Check.)

MEMORY STEPS Do the memory steps for *force*.

# Week 14 Day 3

## ► Pre-spelling: Syllables *-tion* and *-sion*

I will show you how to use clues to help you decide whether to use **t-i-o-n** or **s-i-o-n**.

discussion . . . . . I will write *discussion*. The word *discussion* is related to the word *discuss*.

► Write *discuss* on the board.

*Discuss* ends with **s-s**. In *discussion* the last syllable is **s-i-o-n**.

► Add *ion*.

*Discussion*. Here are other examples.

impression . . . . . The word *impression* is related to *impress*. Spell the last syllable of *impression*. (Students: s-i-o-n)

expression . . . . . The word *expression* is related to *express*. Spell the last syllable of *expression*. (Students: s-i-o-n)

## ► Guided Spelling

► Have your students turn to page 80.

1. tornado . . . . . Number 1: tornado. The tornado left destruction in its path. Say *tornado*.

**HISTORY** The English word *tornado* used to mean *thunderstorm*. Then people confused the English word *tornado* with the Spanish word *tornado*, which meant *turned*, and they started using *tornado* to mean a *whirlwind*, a type of storm in which the wind turns and whirls.

Say *tornado* by syllables. ■ First syllable? ■ Write *tor-*.

Second syllable? ■ Write *-na-*.

Third syllable? ■ Careful. It's spelled **d-o**. Write *-do*. (Check.)

2. used to . . . . . Number 2: used to. I'm used to the summer storms. Say *used to*. *Used to* is two words. Write *used*. ■ Write *to*. (Check.)

3. **figured** . . . . . Number 3: figured. I figured out the total expense of our meal.  
Say *figured*.

Base word? ■ Say *figure* by syllables. ■ For spelling say *fig-ure*. ■  
First syllable? ■ Write *fig-*.

Second syllable? ■ Careful. (Offer help.) Finish writing *figured*.  
(Check.)

4. **afternoon** . . . . . Number 4: afternoon. Let's go swimming this afternoon.  
Say *afternoon*.

Say *afternoon* by syllables. ■ First syllable? ■ Write *af-*.

Second syllable? ■ Question? ■ Use the first spelling under the  
"robot" picture. Write *-ter-*.

Last syllable? ■ Question? ■ Use the first spelling under the  
"hoot owl" picture. Write *-noon*. (Check.)

5. **priced**. . . . . Number 5: priced. The bike was reasonably priced. Say *priced*.

Base word? ■ Question? ■ Use the first spelling under the  
"kite" picture. Careful. The sound /s/ in *price* is spelled *c*.  
Write *priced*. (Check.)

6. **view**. . . . . Number 6: view. We sat high in the bleachers to get a good view.  
Say *view*.

Careful. (Offer help.) Write *view*. (Check.)

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **huge**. . . . . Number 7: huge. The egg of an ostrich is huge. Say *huge*.  
Write *huge*. (Check.)

8. **attitude** . . . . . Number 8: attitude. She is very pleasant and has a positive  
attitude. Say *attitude*.

I'll say the syllables for spelling: *at-ti-tude*. Write *attitude*. (Check.)

9. **police**. . . . . Number 9: police. The park police patrol on horseback.  
Say *police*.

I'll say the syllables for spelling: *po-lice*. Write *police*. (Check.)

10. **including** . . . . . Number 10: including. The store is including a helmet with each  
new bike. Say *including*.

Write *including*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped *e*.

MEMORY STEPS Do the memory steps for *including*.

## ► Pre-spelling: Syllables *-tion* and *-sion*

I will show you how to use clues to help you decide whether to use **t-i-o-n** or **s-i-o-n**.

decision . . . . . I will write *decision*. I have two clues about the last syllable. First, the last syllable is /zhən/. The syllable /zhən/ is usually spelled **s-i-o-n**. My second clue is that *decision* is related to *decide*.

► Write *decide* on the board.

*Decide* ends with **d-e**. If a /zhən/ word like *decision* is related to a word that ends with **d-e** like *decide*, /zhən/ is spelled **s-i-o-n**.

► Write *decision* on the board.

*Decision*. Here are other examples.

explosion . . . . . The word *explosion* is related to *explode*. Spell the last syllable of *explosion*. (Students: s-i-o-n)

division . . . . . The word *division* is related to *divide*. Spell the last syllable of *division*. (Students: s-i-o-n)

invasion . . . . . The word *invasion* is related to *invade*. Spell the last syllable of *invasion*. (Students: s-i-o-n)

## ► Guided Spelling

► Have your students turn to page 81.

1. producing . . . . . Number 1: producing. That apple tree is producing a lot of fruit. Say *producing*.

Base word? ■ Say *produce* by syllables. ■ The first syllable has a schwa. For spelling say *pro-duce*. ■ First syllable? ■ (Offer help.) Write *pro-*.

Second syllable? ■ Careful. The sound /s/ in *-duce* is spelled **c**. Finish writing *producing*. (Check.)

2. shown . . . . . Number 2: shown. She has shown us this book before. Say *shown*.  
 HOMOPHONE *Shown* is a homophone. It's not *shone*, as in *The lights shone in the dark*. It's *shown*, *She has shown us the book*.  
 MNEMONIC Here is the mnemonic: *shown* is related to *show*.  
 Write *shown*. (Check.)
3. forces . . . . . Number 3: forces. The wind forces the door shut. Say *forces*.  
 Careful. The sound /s/ in *force* is spelled **c-e**. Write *forces*.  
 (Check.)
4. different . . . . . Number 4: different. Salt water is very different from fresh water. Say *different*.  
 Say *different* by syllables. ■ The last syllable has a schwa. For spelling say *dif-fer-ent*. ■ First syllable? ■ Write *dif-*.  
 Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-fer-*.  
 Third syllable? ■ (Offer help.) Write *-ent*. (Check.)
5. zoo . . . . . Number 5: zoo. I love to go to the zoo at night because the nocturnal animals are active. Say *zoo*.  
 HISTORY In 1829 an exhibit of wild animals opened in London. It was called "the Zoological Gardens." After a while people started calling it "the Zoological" and later just "the zoo."  
 Zoo. Question? ■ Use the first spelling under the "hoot owl" picture. Write *zoo*. (Check.)
6. tonight . . . . . Number 6: tonight. There will be a full moon tonight. Say *tonight*.  
 Say *tonight* by syllables. ■ The first syllable has a schwa. For spelling say *to-night*. ■ First syllable? ■ (Offer help.) Write *to-*.  
 Second syllable? ■ It comes from the word *night*. Use the second spelling under the "kite" picture. Write *-night*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. carpets . . . . . Number 7: carpets. The carpets were cleaned over vacation. Say *carpets*.  
 I'll say the syllables for spelling: *car-pets*. Write *carpets*. (Check.)
8. tools . . . . . Number 8: tools. Chimpanzees use sticks as tools to catch termites. Say *tools*.  
 Write *tools*. (Check.)

9. whole . . . . . Number 9: whole. He read the whole book. Say *whole*.

FREQUENTLY MISSPELLED WORD *Whole* is a frequently misspelled word.

Write *whole*. (Check.)

10. drew . . . . . Number 10: drew. She drew a picture of her pet bird. Say *drew*.

Write *drew*. (Check.)

MEMORY STEPS Do the memory steps for *drew*.

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 **Student Study**

Have the students turn to pages 70 and 71. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. horn A rhinoceros's horn is made of hair. (application word)
2. smart My dog is smart; she obeys several commands. (application word)
3. include Let's include her in the group going to the movies.
4. corner The deli is located on the corner.
5. produce The pea plant will produce a lot of peas.
6. tool A hammer is an important tool to have around the house.
7. mark There is a mark on the newly painted wall.
8. afternoon Soccer practice is in the afternoon.
9. huge Elephants are huge animals.
10. used to I used to be afraid of snakes.
11. shore On Saturday we took a trip to the shore.
12. different I have many different kinds of marbles.
13. drew I drew a picture of the garden.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. police The police put on a safety assembly.
15. figure A tall figure stood in the doorway.
16. priced The store priced the item a little high.
17. view From the balcony there was a great view of the city.
18. tonight There will be a full moon tonight.
19. shown I have shown that to you before.
20. force We had to force the window open.

### ADVANCED SPELLERS CONTINUE

21. restaurant The family went to a restaurant for a celebration.
22. introduce I'll introduce you to my parents.

## Syllables *-tion* and *-sion*

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### ► New Content

Related words are often clues for spelling *-tion* and *-sion*. For example, a clue for *action* is found in the related word *act*.

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### ► Teacher Background

Make a copy of the Week 15 homework (*Blackline Masters* page 20) for each student.

The syllables *-tion* and *-sion* are a challenge in English spelling:

- The written syllable *-tion* has various pronunciations, as in *nation*, *suggestion*, and *equation*. The written syllable *-sion* has two common pronunciations, as in *division* and *mission*.
- The spoken syllable /shən/ has many spellings, for example, *nation*, *mission*, *musician*, *fashion*, and *ocean*. In guided spelling you will teach that the spoken syllable /shən/ is usually spelled **tion**.
- The spoken syllable /zhən/ is usually spelled **sion** but there are exceptions, as in *equation*.

The chart on the following page describes clues that will help your students decide between *-tion* and *-sion*.

Beginning in this week, an instruction labeled THINK appears for some words. You will say, “Let’s think,” and remind the students of a spelling clue in a related word.

One additional guiding point is introduced this week: when the last syllable of a base word is /chər/, it is usually spelled **ture**.

In the pre-spelling activities, which begin on Day 2 this week, you will explain possessive words to the students in preparation for Week 16 guided spelling.

## Clues for Spelling *-tion* and *-sion*

Clue	Examples
When a word that ends with /shən/ is related to a word that ends with consonant- <b>t</b> , /shən/ is spelled <b>tion</b> .	subtract → subtraction except → exception correct → correction prevent → prevention
When a word that ends with /shən/ is related to a word that ends with <b>te</b> , /shən/ is spelled <b>tion</b> .	operate → operation migrate → migration dictate → dictation pollute → pollution
When a word that ends with /shən/ is related to a word that ends with <b>it</b> , /shən/ is spelled <b>sion</b> .	permit → permission admit → admission omit → omission submit → submission
When a word that ends with /shən/ is related to a word that ends with <b>ss</b> , /shən/ is spelled <b>sion</b> .	discuss → discussion impress → impression express → expression possess → possession
When a word that ends with /zhən/ is related to a word that ends with <b>de</b> , /zhən/ is spelled <b>sion</b> .	divide → division explode → explosion conclude → conclusion invade → invasion
When a word that ends with /chən/ is related to a word that ends with <b>st</b> , /chən/ is spelled <b>tion</b> .	suggest → suggestion digest → digestion quest → question exhaust → exhaustion

## ► Words Used This Week

NEW WORDS	*action, *discussion, *television, *information, *attention, *section, *decision, *question, future, driving, below, party, tube, answer, period
REVIEW WORDS	*tool, *huge, *afternoon, *used to, *drew, priced, police, view, force, shown
CHALLENGE WORDS	canyon, emotions, protection, reward, vision
APPLICATION WORDS ON THE TEST	crow, storm
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	mission, explosion, vacation, excused, answers, decisions, subtraction, actions, sections, tubes, questions, toothpaste, prescription, weather
FREQUENTLY MISPELLED WORDS	weather

# Week 15 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 82 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. action . . . . . Number 1: action. The movie was full of action.  
*Ac-tion.* ■ Underline **t-i-o-n**.
2. discussion . . . . . Number 2: discussion. We had a discussion about the problem.  
*Dis-cus-sion.* ■ Underline **s-i-o-n**.
3. television . . . . . Number 3: television. Mom turns off the television when we do our homework.  
*Tel-e-vi-sion.* ■ Underline the second **e**. Underline **s-i-o-n**.
4. information . . . . . Number 4: information. The ranger gave us information about animals.  
*In-for-ma-tion.* ■ Underline **t-i-o-n**.
5. attention . . . . . Number 5: attention. Pay attention when the instructions are given.  
*At-ten-tion.* ■ The first syllable has a schwa. Underline **a**. Underline **t-i-o-n**.
6. section . . . . . Number 6: section. They sat in the front section.  
*Sec-tion.* ■ Underline **t-i-o-n**.
7. decision . . . . . Number 7: decision. I will decide now and stick to my decision.  
*De-ci-sion.* ■ Underline **e**. In the second syllable underline **c**. Underline **s-i-o-n**.
8. question . . . . . Number 8: question. I have a question about the assignment.  
*Ques-tion.* ■ Underline **t-i-o-n**.
9. future . . . . . Number 9: future. A new soccer field is planned for the future.  
*Fu-ture.* ■ Underline **t-u-r-e**.

10. driving . . . . . Number 10: driving. My sister will be driving home from college.  
*Driv-ing*. ■ The base word is *drive*. The suffix *-ing* begins with a vowel. The **e** was dropped and the suffix was added. Underline the first **i**.
11. below . . . . . Number 11: below. The temperature dipped below freezing this morning.  
*Be-low*. ■ Underline **e**.
12. party . . . . . Number 12: party. We planned a party for my grandparents.  
*Par-ty*.
13. tube . . . . . Number 13: tube. They floated down the river on an inner tube.  
 Underline **u** and **e**.
14. answer . . . . . Number 14: answer. I knew the answer to the question.  
*An-swer*. ■ Underline **s-w**. Underline **e-r**.
15. period . . . . . Number 15: period. The grading period ended in November.  
*Pe-ri-od*. Underline **i**. The third syllable has a schwa. Underline **o**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |                |            |
|----------------|------------|
| 16. *tool      | 21. priced |
| 17. *huge      | 22. police |
| 18. *afternoon | 23. view   |
| 19. *used to   | 24. force  |
| 20. *drew      | 25. shown  |

**► Guided Spelling**

► Have your students turn to page 84.

1. action . . . . . Number 1: action. The movie was full of action. Say *action*.  
 Say *action* by syllables. ■ First syllable? ■ Write *ac-*.  
 Second syllable?

**THINK** Let's think about two clues. First, the syllable /shən/ is usually spelled **t-i-o-n**. Second, *action* is related to *act*. How will we spell the second syllable of *action*? (Students: t-i-o-n) Finish writing *action*. (Check.)

2. discussion . . . . . Number 2: discussion. We had a discussion about the problem.  
Say *discussion*.

Say *discussion* by syllables. ■ For spelling say *dis-cus-sion*. ■ First syllable? ■ Write *dis-*.

Second syllable? ■ Write *-cus-*.

Last syllable?

THINK Let's think. *Discussion* is related to *discuss*. How will we spell the last syllable of *discussion*? (Students: *s-i-o-n*) Finish writing *discussion*. (Check.)

3. television . . . . . Number 3: television. Mom turns off the television when we do our homework. Say *television*.

Say *television* by syllables. ■ For spelling say *tel-e-vi-sion*. ■ First syllable? ■ Write *tel-*.

Second syllable? ■ (Offer help.) Write *-e-*.

Third syllable? ■ Write *-vi-*.

Last syllable? ■ The syllable /zhən/ is usually spelled **s-i-o-n**. Finish writing *television*. (Check.)

4. decision . . . . . Number 4: decision. I will decide now and stick to my decision. Say *decision*.

Say *decision* by syllables. ■ For spelling say *de-ci-sion*. ■ First syllable? ■ (Offer help.) Write *de-*.

Second syllable? ■ Careful. It begins with **c**. Write *-ci-*.

Last syllable?

THINK Let's think about two clues. First, the syllable /zhən/ is usually spelled **s-i-o-n**. Second, *decision* is related to *decide*. *Decide* ends with **d-e**. If a /zhən/ word is related to a word that ends with **d-e**, /zhən/ is spelled **s-i-o-n**. Finish writing *decision*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. attention. . . . . Number 5: attention. Pay attention when the instructions are given. Say *attention*.

I'll say the syllables for spelling: *at-ten-tion*. Write *attention*. (Check.)

6. section . . . . . Number 6: section. They sat in the front section. Say *section*.  
Write *section*. (Check.)
7. information . . . . . Number 7: information. The ranger gave us information about animals. Say *information*.  
Write *information*. (Check.)
8. question . . . . . Number 8: question. I have a question about the assignment.  
Say *question*.  
Write *question*. (Check.)

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 **Introduce the Homework**

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Hand out the Week 15 homework.

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 **Record Words Missed**

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Return the students' spelling tests from Week 14. Have them turn to pages 76 and 77 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

## ► Teacher Background

The pre-spelling activities this week introduce the students to possessives. Possessives are one of the more difficult concepts in English for several reasons:

- In general, a possessive shows ownership. *The girl's hat* can mean that the girl *owns* the hat; it *belongs to* her. Yet *the girl's hat* can also mean that the girl *has* the hat, as in *The girl's hat was one she borrowed from her friend*. *The men's job* means the job *of* the men. *Boys' shoes* means shoes *for* boys, yet *the boys' shoes* can mean either shoes *for* boys, as in *The boys' shoes in that store are the latest styles*, or the shoes *of* the boys, as in *The boys' shoes needed to be replaced*.
- Readers must be able to determine whether the possessive is singular (as in *the girl's dogs*) or plural (as in *the girls' dogs*). Spellers must select and spell the correct possessive to say what they mean.
- The apostrophe in a possessive does not have the same function as an apostrophe in a contraction.

Possessives are especially difficult for English Language Learners, as well as for other speakers who do not usually pronounce the *s* in possessives. Many students will need an extended period of modeling and guiding to master the spelling of possessives.

## ► Pre-spelling: Possessives

I will explain possessive words to you.

girl's . . . . . ► Write on the board: The girl's hat is blue.

*The girl's hat is blue.* This sentence shows us that the hat *belongs to* the girl. The girl *owns* the hat.

► Cover 's.

We know there is one girl.

► Point to *girl's*.

The word *girl's* is a possessive. Say "possessive."

► Write on the board: girls girl's

These two words are not the same.

► Point to *girls*.

This means “more than one girl.”

► Point to *girl's*.

This is possessive.

► Write on the board: didn't girl's hat

► Point to *didn't* and *girl's*.

Both of these words have apostrophes. In the contraction *didn't* what does the apostrophe show? (Students: a letter was left out) In *girl's* the apostrophe does *not* show letters left out. The apostrophe shows that the word is possessive.

► Point to the “girl's hat” picture on the spelling-sound chart.

This is the picture for the possessive “girl's hat.”

## ► Guided Spelling

► Have your students turn to page 85.

1. mission . . . . . Number 1: mission. Astronauts receive their orders from mission control. Say *mission*.

Say *mission* by syllables. ■ For spelling say *mis-sion*. ■ First syllable? ■ Write *mis-*.

Second syllable? ■ Careful. It's spelled **s-i-o-n**. Finish writing *mission*. (Check.)

2. explosion . . . . . Number 2: explosion. There was a huge explosion inside the volcano. Say *explosion*.

Say *explosion* by syllables. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Write *-plo-*.

Last syllable?

**THINK** Let's think about two clues. First, the syllable /zhən/ is usually spelled **s-i-o-n**. Second, *explosion* is related to *explode*. If a /zhən/ word is related to a word that ends with **d-e**, /zhən/ is spelled **s-i-o-n**. Finish writing *explosion*. (Check.)

**HISTORY** The English word *explode* comes from the ancient Romans' word *explodere*, which meant “to drive the actors off the stage with hisses and boos.”

3. future . . . . . Number 3: future. A new soccer field is planned for the future.  
Say *future*.  
Say *future* by syllables. ■ First syllable? ■ Write *fu*-.  
Second syllable? ■ When you hear the syllable /chər/ at the end of a base word, it's usually spelled **t-u-r-e**, as in *nature*, *adventure*, and *creature*. Finish writing *future*. (Check.)
4. period . . . . . Number 4: period. The grading period ended in November.  
Say *period*.  
Say *period* by syllables. ■ The third syllable has a schwa. For spelling say *pe-ri-od*. ■ First syllable? ■ Write *pe*-.  
Second syllable? ■ Careful. It's spelled **r-i**. Write *-ri*-.  
Third syllable? ■ (Offer help.) Write *-od*. (Check.)
5. below . . . . . Number 5: below. The temperature dipped below freezing this morning. Say *below*.  
Say *below* by syllables. ■ For spelling say *be-low*. ■ First syllable? ■ (Offer help.) Write *be*-.  
Second syllable? ■ Write *-low*. (Check.)
6. answer . . . . . Number 6: answer. I knew the answer to the question.  
Say *answer*.  
Say *answer* by syllables. ■ For spelling say *an-swer*. ■ First syllable? ■ Write *an*-.  
Second syllable? ■ Careful. It begins with **s-w**. Question? ■ Use the first spelling under the “robot” picture. Write *-swer*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. tube . . . . . Number 7: tube. They floated down the river on an inner tube.  
Say *tube*.  
Write *tube*. (Check.)
8. vacation . . . . . Number 8: vacation. We go camping during summer vacation.  
Say *vacation*.  
Write *vacation*. (Check.)
9. party . . . . . Number 9: party. We planned a party for my grandparents.  
Say *party*.  
Write *party*. (Check.)

10. driving. . . . . Number 10: driving. My sister will be driving home from college.

Say *driving*.

Write *driving*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped **e**.

MEMORY STEPS Do the memory steps for *driving*.

# Week 15 Day 3

## ► Pre-spelling: Possessives

I will explain possessive words to you.

- cats' . . . . . ► Write on the board: The cats' dish is full.  
*The cats' dish is full. The dish belongs to the cats. The dish is their dish.*
- Cover the apostrophe.  
There is more than one cat.
- Point to *cats'*.  
The word *cats'* is a possessive. Say "possessive."
- Point to the "cats' dish" picture on the spelling-sound chart.  
This is the picture for the possessive "cats' dish."

## ► Guided Spelling

► Have your students turn to page 86.

1. television. . . . . Number 1: television. My parents watch the news on television.  
Say *television*.
- Say *television* by syllables. ■ For spelling say *tel-e-vi-sion*. ■ First syllable? ■ Write *tel-*.
- Second syllable? ■ (Offer help.) Write *-e-*.
- Third syllable? ■ Write *-vi-*.
- Last syllable? ■ The syllable /zhən/ is usually spelled **s-i-o-n**.  
Finish writing *television*. (Check.)
2. attention. . . . . Number 2: attention. Their puppy attracts a lot of attention.  
Say *attention*.
- Say *attention* by syllables. ■ The first syllable has a schwa. For spelling say *at-ten-tion*. ■ First syllable? ■ (Offer help.) Write *at-*.
- Second syllable? ■ Write *-ten-*.
- Third syllable? ■ The syllable /shən/ is usually spelled **t-i-o-n**.  
Finish writing *attention*. (Check.)

3. period . . . . . Number 3: period. Please put a period at the end of that sentence. Say *period*.

Say *period* by syllables. ■ The third syllable has a schwa. For spelling say *pe-ri-od*. ■ First syllable? ■ Write *pe-*.

Second syllable? ■ Careful. It's spelled **r-i**. Write *-ri-*.

Third syllable? ■ (Offer help.) Write *-od*. (Check.)

4. excused . . . . . Number 4: excused. She was excused from P.E. because she sprained her ankle. Say *excused*.

Base word? ■ Say *excuse* by syllables. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Careful. The sound /z/ in this syllable is spelled **s**. Finish writing *excused*. (Check.)

5. answers . . . . . Number 5: answers. The doctor answers all of my health questions. Say *answers*.

Base word? ■ Say *answer* by syllables. ■ For spelling say *an-swer*. ■ First syllable? ■ Write *an-*.

Second syllable? ■ Careful. It begins with **s-w**. Question? ■ Use the first spelling under the “robot” picture. Finish writing *answers*. (Check.)

6. decisions . . . . . Number 6: decisions. The coach made the decisions about batting order. Say *decisions*.

Base word? ■ Say *decision* by syllables. ■ For spelling say *de-ci-sion*. ■ First syllable? ■ (Offer help.) Write *de-*.

Second syllable? ■ Careful. It starts with **c**. Write *-ci-*.

Last syllable?

**THINK** Let's think about two clues. First, the syllable /zhən/ is usually spelled **s-i-o-n**. Second, *decision* is related to *decide*. If a /zhən/ word is related to a word that ends with **d-e**, /zhən/ is spelled **s-i-o-n**. Finish writing *decisions*. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

7. subtraction . . . . . Number 7: subtraction. Addition is the opposite of subtraction. Say *subtraction*.

Write *subtraction*. (Check.)

8. future . . . . . Number 8: future. The committee discussed the future of the new bike path. Say *future*.

Write *future*. (Check.)

9. actions . . . . . Number 9: actions. His actions showed me that he was shy.  
Say *actions*.

Write *actions*. (Check.)

10. below . . . . . Number 10: below. We went below deck on the boat when the  
storm hit. Say *below*.

Write *below*. (Check.)

MEMORY STEPS Do the memory steps for *below*.

## ► Pre-spelling: Possessives

I will explain possessive words to you.

men's. . . . . ► Write on the board: The men's dog wanted to fetch the flying disc.

*The men's dog wanted to fetch the flying disc. The men's dog means that the dog belongs to the men, or they have the dog right now.*

► Cover 's.

How many men are there, one or more than one?

► Point to *men's*.

What do we call the word *men's*? (Students: possessive)

► Point to the "men's dog" picture on the spelling-sound chart. This is the picture for the possessive "men's dog."

## ► Guided Spelling

► Have your students turn to page 87.

1. information . . . . . Number 1: information. You can get more information about the town's history at city hall. Say *information*.

Say *information* by syllables. ■ For spelling say *in-for-ma-tion*. ■ First syllable? ■ Write *in-*.

Second syllable? ■ Write *-for-*.

Third syllable? ■ Write *-ma-*.

Last syllable? ■ The syllable /shən/ is usually spelled **t-i-o-n**. Finish writing *information*. (Check.)

2. driving . . . . . Number 2: driving. Her family will be driving across country this summer. Say *driving*.

Write *driving*. (Check.)

3. sections . . . . . Number 3: sections. She divided the orange into sections. Say *sections*.

Base word? ■ Say *section* by syllables. ■ First syllable? ■ Write *sec-*.

Second syllable? ■ The syllable /shən/ is usually spelled **t-i-o-n**.  
Finish writing *sections*. (Check.)

4. tubes . . . . . Number 4: tubes. I replaced the tubes in my bike tires.  
Say *tubes*.

Question?

► If your students pronounce *tube* as /tōōb/, have them use the second spelling under the “hoot owl” picture. If they say /tūbe/, they will use the first spelling under the “mule” picture.

Write *tubes*. (Check.)

5. questions . . . . . Number 5: questions. I have some questions for the museum guide. Say *questions*.

Base word? ■ Say *question* by syllables. ■ For spelling say *ques-tion*. ■ First syllable? ■ Write *ques-*.

Second syllable? ■ Careful. It’s spelled **t-i-o-n**. Finish writing *questions*. (Check.)

The word *question* is related to *quest*, meaning *search for*. The word *suggestion* is related to *suggest*.

6. party . . . . . Number 6: party. They played games at the party. Say *party*.

Say *party* by syllables. ■ First syllable? ■ Write *par-*.

Second syllable? ■ Write *-ty*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. toothpaste. . . . . Number 7: toothpaste. I brush my teeth using a toothbrush and toothpaste. Say *toothpaste*.

Write *toothpaste*. (Check.)

8. prescription. . . . . Number 8: prescription. I wear prescription glasses for reading. Say *prescription*.

I’ll say the syllables for spelling: *pre-scrip-tion*. Write *prescription*. (Check.)

9. weather . . . . . Number 9: weather. The weather was clear and cool. Say *weather*.

FREQUENTLY MISSPELLED WORD *Weather* is a frequently misspelled word.

Write *weather*. (Check.)

10. discussion . . . . . Number 10: discussion. Our class had a discussion on how to save energy in the classroom. Say *discussion*.

I'll say the syllables for spelling: *dis-cus-sion*. Write *discussion*.  
(Check.)

PARTNER STUDY Turn to your neighbor. Explain why the last syllable is spelled **s-i-o-n**.

MEMORY STEPS Do the memory steps for *discussion*.

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 **Student Study**

Have the students turn to pages 76 and 77. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

# Week 15 Day 5

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. crow The crow cawed loudly. (application word)
2. storm A storm is forming over the ocean. (application word)
3. information Call this number for information about directions.
4. decision The umpire made the decision.
5. action We need to take action and pick up this litter.
6. question Do you have a question for the author?
7. television I don't watch television on school nights.
8. attention We need to pay attention to hear the directions.
9. huge An ostrich is a huge bird.
10. discussion We had a great discussion about the book.
11. used to I'm used to doing this on my own.
12. section This section of the paper is for the comics.
13. afternoon She was a little sleepy in the afternoon.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. party The party was for her birthday.
15. period Don't forget a period at the end of the sentence.
16. answer I always answer the phone.
17. below The captain of the ship went below.
18. future In the future we may not need cars.
19. tube I need this tube for my aquarium.
20. driving It's difficult driving in the rain.

### ADVANCED SPELLERS CONTINUE

21. protection When biking, always wear a helmet for protection.
22. reward There was a reward posted for the lost dog.

## Spelling Possessives

### ► New Content

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If we write about *one boy's hat*, we show that one boy owns the hat by adding apostrophe-s. We make *boy* possessive.

If we write about *the five boys' team*, we show that it's the team of the five boys by adding an apostrophe. We make *boys* possessive.

If we write about *the men's team*, we show that it's the team of the men by adding apostrophe-s. We make *men* possessive.

### ► Teacher Background

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Make a copy of the Week 16 homework (*Blackline Masters* page 21) for each student.

The Teacher Background for Week 15, Day 2, on page 248, explains the spelling of possessives.

Three additional guiding points are introduced this week: when a word that ends with /shən/ is related to a word that ends with **it**, /shən/ is spelled **sion** (*permission* is related to *permit*); when a word that ends with /shən/ is related to a word that ends with **te**, /shən/ is spelled **tion** (*operation* is related to *operate*); when the last syllable of a polysyllabic base word ends with /ɪj/ (often pronounced /əj/), /ɪj/ is spelled **age**, as in *damage* and *postage* (an exception is *knowledge*).

You may wish to occasionally consult the appendices for reminders of the guiding procedures: checking procedure, page 478; memory steps, page 479; offering help, page 481; and the index to full guiding, page 495.

In the pre-spelling activities, which begin on Day 2 of this week, you will model the spelling of possessives.

## Words Used This Week

### NEW WORDS

\*today's, \*nation's, \*nations', \*children's, \*tree's, \*trees',  
\*women's, \*village, language, window, morning, threw,  
population, parents, island

### REVIEW WORDS

\*discussion, \*decision, \*television, \*information, \*question,  
\*action, below, period, party, driving

### CHALLENGE WORDS

attic, envelope, wander, collar, ticket

### APPLICATION WORDS ON THE TEST

fraction, invention

### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

schools', people's, baby's, definition, game's, permission, we're,  
window's, parents'

### FREQUENTLY MISPELLED WORDS

people, women

# Week 16 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 88 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. today's . . . . . Number 1: today's. They will have today's spelling test after lunch.

*To-day's*. ■ It's the spelling test of today. *Today's* is a possessive. Start underlining *today's*, but stop when you get to the apostrophe. What have you underlined? (Students: today) The part you underlined shows that there is just one today.

The first syllable has a schwa. Draw another line under **o**.

2. nation's. . . . . Number 2: nation's. One of our nation's symbols is the bald eagle.

*Na-tion's*. ■ It's a symbol of the nation. *Nation's* is a possessive. Start underlining *nation's*, but stop when you get to the apostrophe. What have you underlined? (Students: nation) The part you underlined shows that there is just one nation.

Underline **t-i-o-n**.

3. nations'. . . . . Number 3: nations'. The nations' leaders discussed how to protect their shared coastline.

*Na-tions'*. ■ The leaders are leaders of the nations. *Nations'* is a possessive. Start underlining *nations'*, but stop when you get to the apostrophe. What have you underlined? (Students: nations) The part you underlined shows that there is more than one nation.

4. children's. . . . . Number 4: children's. The children's zoo has an animal nursery.

*Chil-dren's*. ■ The zoo is for children. *Children's* is a possessive. Start underlining *children's*, but stop when you get to the apostrophe. What have you underlined? (Students: children) The part you underlined shows that there are *children*, more than one child.

The second syllable has a schwa. Underline **e**.

5. tree's . . . . . Number 5: tree's. Our one tree's branches shade our backyard.  
*Tree's*. The branches are branches of our one tree. *Tree's* is a possessive. Start underlining *tree's*, but stop when you get to the apostrophe. What have you underlined? (Students: tree) The part you underlined shows that there is just one tree.  
 Underline **e-e**.
6. trees' . . . . . Number 6: trees'. Many trees' canopies keep the rain forest cool and damp.  
*Trees'*. These are canopies of many trees. *Trees'* is a possessive. Start underlining *trees'*, but stop when you get to the apostrophe. What have you underlined? (Students: trees) The part you underlined shows that there is more than one tree.
7. women's . . . . . Number 7: women's. The women's softball tournament will be this weekend.  
 FREQUENTLY MISPELLED WORD *Women* is a frequently misspelled word.  
*Wom-en's*. ■ It is the tournament of the women. *Women's* is a possessive. Start underlining *women's*, but stop when you get to the apostrophe. What have you underlined? (Students: women) The part you underlined shows that there are *women*, more than one woman.  
 In the first syllable, underline **o**. Underline **e**.
8. village . . . . . Number 8: village. The village was located in a beautiful valley.  
*Vil-lage*. ■ Underline **a** and **e**.
9. language . . . . . Number 9: language. My father speaks more than one language.  
*Lan-guage*. ■ Underline **u**, **a**, and **e**.
10. window . . . . . Number 10: window. Shut the window to keep the bees out.  
*Win-dow*.
11. morning . . . . . Number 11: morning. I love to wake up early in the morning.  
*Morn-ing*.
12. threw . . . . . Number 12: threw. He threw the ball over the fence.  
 HOMOPHONE It's not *through*, as in *through the tunnel*. It's *threw*, as in *He threw the ball*.  
 Underline **e-w**.

13. population . . . . . Number 13: population. The population of the school has increased this year.

*Pop-u-la-tion.* ■ Underline **t-i-o-n**.

14. parents . . . . . Number 14: parents. Her parents walk her to school every day.

*Par-ents.* ■ Underline **a-r**. ■ The second syllable has a schwa. Underline **e**.

15. island . . . . . Number 15: island. There is an island in the middle of the lake.

*Is-land.* ■ Underline **i-s**. ■ The second syllable has a schwa. Underline **a**.

**MNEMONIC** Here is a mnemonic for the second syllable. An island is *land* surrounded by water.

**HISTORY** The word *island* did not used to have an **s**. About 600 years ago, **s** was added to make the word look more like the word *isle*, spelled **i-s-l-e**. The **s**'s in *isle* and *island* have always been silent.

### NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |                  |             |
|------------------|-------------|
| 16. *discussion  | 21. *action |
| 17. *decision    | 22. below   |
| 18. *television  | 23. period  |
| 19. *information | 24. party   |
| 20. *question    | 25. driving |

## ► Guided Spelling

► Have your students turn to page 90.

1. nation's. . . . . Number 1: nation's. One of our nation's symbols is the bald eagle. Say *nation's*.

What do we call the word *nation's*? (Students: possessive) How many nations does the sentence mean, one or more than one? (Students: one) *Nation* ends with **t-i-o-n**. Write *nation*. ■ Make *nation* possessive by adding apostrophe-**s**. (Check.)

2. nations'. . . . . Number 2: nations'. The nations' leaders discussed how to protect their shared coastline. Say *nations'*.

What do we call the word *nations'*? (Students: possessive) *The nations' leaders discussed how to protect their shared coastline.* One nation or more than one nation? (Students: more than one) Write the plural word *nations*. ■ Now make *nations* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)

3. children's . . . . . Number 3: children's. The children's zoo has an animal nursery.  
Say *children's*.  
What do we call the word *children's*? (Students: possessive) *The children's zoo*. Is this sentence about a child or about children? ■  
The second syllable of *children* is spelled **d-r-e-n**. Write *children*. ■  
Make *children* possessive by adding apostrophe-**s** at the end.  
(Check.)

4. tree's . . . . . Number 4: tree's. Our one tree's branches shade our backyard.  
Say *tree's*.  
What do we call the word *tree's*? (Students: possessive) How many trees does the sentence mean, one or more than one?  
(Students: one) Write *tree*. ■ Make *tree* possessive by adding apostrophe-**s**. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. trees' . . . . . Number 5: trees'. Many trees' canopies keep the rain forest cool and damp. Say *trees'*.  
Write *trees'*. (Check.)

6. women's . . . . . Number 6: women's. The women's softball tournament will be this weekend. Say *women's*.  
Write *women's*. (Check.)

7. today's . . . . . Number 7: today's. They will have today's spelling test after lunch. Say *today's*.  
Write *today's*. (Check.)

8. village . . . . . Number 8: village. The village was located in a beautiful valley. Say *village*.  
Write *village*. (Check.)

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► **Introduce the Homework**

Hand out the Week 16 homework.

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► **Record Words Missed**

Return the students' spelling tests from Week 15. Have them turn to pages 82 and 83 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

## ► Pre-spelling: Spelling Possessives

I will spell a possessive.

monkeys' . . . . . Monkeys'. Monkeys' tails are long. Monkeys'.

What do we call the word *monkeys'*? (Students: possessive) *Monkeys' tails*. Is there one monkey or more than one monkey? (Students: more than one) How do you know? (Students: You said tails. One monkey would have just one tail.)

First I write *monkeys*, meaning *more than one monkey*. There is already an *s*, so I just add an apostrophe at the end. *Monkeys'*, as in *Monkeys' tails are long*.

## ► Guided Spelling

► Have your students turn to page 91.

1. schools' . . . . . Number 1: schools'. Every school has a team, and all the schools' teams will be at the track meet. Say *schools'*.

What do we call the word *schools'*? (Students: possessive) How many schools have teams, one or more than one? (Students: more than one) Write the plural word *schools*. ■ Now make *schools* possessive. There's already an *s*. Just add an apostrophe at the end. (Check.)

2. window . . . . . Number 2: window. Shut the window to keep the bees out. Say *window*.

Say *window* by syllables. ■ First syllable? ■ Write *win-*.  
Second syllable? ■ Write *-dow*. (Check.)

3. people's . . . . . Number 3: people's. She was the people's choice to be the elected mayor. Say *people's*.

FREQUENTLY MISSPELLED WORD *People* is a frequently misspelled word.

What do we call the word *people's*? (Students: possessive) She was the choice of the people. ■ First you will write *people*. (Offer help.) Write *people*. ■ Make *people* possessive by adding apostrophe-*s* at the end. (Check.)

4. island . . . . . Number 4: island. There is an island in the middle of the lake.  
Say *island*.

Say *island* by syllables. ■ The second syllable has a schwa.  
First syllable? ■ Careful: there is a silent letter. This syllable is spelled **i-s**. Write *is-*.

Second syllable?

MNEMONIC Here is the mnemonic. An island is *land* surrounded by water.

Write *-land*. (Check.)

5. language . . . . . Number 5: language. My father speaks more than one language.  
Say *language*.

Say *language* by syllables. ■ For spelling say *lan-guage*. ■ First syllable? ■ Careful. It's spelled **l-a-n**. Write *lan-*.

Second syllable? ■ Careful. The beginning is spelled **g-u**. *Language*. When you hear /ij/ at the end of a polysyllabic base word, it's usually spelled **a-g-e**, as in *village*, *damage*, and *courage*. Finish writing *language*. (Check.)

6. parents . . . . . Number 6: parents. Her parents walk her to school every day.  
Say *parents*.

Base word? ■ Say *parent* by syllables. ■ The second syllable has a schwa. For spelling say *par-ent*. ■ First syllable? ■ Careful. It's spelled **p-a-r**. Write *par-*.

Second syllable? ■ (Offer help.) Finish writing *parents*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. morning . . . . . Number 7: morning. I love to wake up early in the morning.  
Say *morning*.

Write *morning*. (Check.)

8. threw . . . . . Number 8: threw. He threw the ball over the fence. Say *threw*.

Write *threw*. (Check.)

9. baby's . . . . . Number 9: baby's. The baby's carriage was near the door.  
Say *baby's*.

Write *baby's*. (Check.)

10. population . . . . . Number 10: population. The population of the school has increased this year. Say *population*.

Write *population*. (Check.)

MEMORY STEPS Do the memory steps for *population*.

► **Pre-spelling: Spelling Possessives**

I will spell a possessive.

mice's . . . . . Mice's. The mice's cage is large enough for all of them. Mice's.  
What do we call the word *mice's*? (Students: possessive) Is there one mouse or more than one mouse? (Students: more than one)  
First I write *mice*, meaning *more than one mouse*. Then I add apostrophe-*s*. *Mice's*, as in *The mice's cage is large enough for all of them*.

► **Guided Spelling**

► Have your students turn to page 92.

1. village . . . . . Number 1: village. The cottage was located in a charming village.  
Say *village*.  
Say *village* by syllables. ■ For spelling say *vil-lage*. ■ First syllable? ■ Write *vil-*.  
Second syllable? ■ Careful. *Village*. When you hear /ij/ at the end of a polysyllabic base word, it's usually spelled **a-g-e**. Finish writing *village*. (Check.)
2. today's . . . . . Number 2: today's. I forgot today's date. Say *today's*.  
What do we call the word *today's*? (Students: possessive)  
How many today's, one or more than one? (Students: one)  
The first syllable of *today* is spelled **t-o**. Write *today*. ■ Make *today* possessive by adding apostrophe-*s*. (Check.)
3. parents . . . . . Number 3: parents. The parents took their children to the park.  
Say *parents*.  
Base word? ■ Say *parent* by syllables. ■ The second syllable has a schwa. For spelling say *par-ent*. ■ First syllable? ■ Careful. It's spelled **p-a-r**. Write *par-*.  
Second syllable? ■ (Offer help.) Finish writing *parents*. (Check.)
4. island . . . . . Number 4: island. We canoed to the island and had a picnic.  
Say *island*.

Say *island* by syllables. ■ The second syllable has a schwa.  
First syllable? ■ Careful: there is a silent letter. This syllable  
is spelled *i-s*. Write *is-*.  
Second syllable?

MNEMONIC Here is the mnemonic. An island is *land* surrounded  
by water.

Write *-land*. (Check.)

5. children's . . . . . Number 5: children's. They browsed in the children's section of  
the library. Say *children's*.

What do we call the word *children's*? (Students: possessive)  
*The children's section*. Is this sentence about a child or about  
children? ■ The second syllable of children is spelled *d-r-e-n*.  
Write *children*. ■ Make *children* possessive by adding apostrophe-*s*.  
(Check.)

6. morning . . . . . Number 6: morning. This morning there was dew on the grass.  
Say *morning*.

Say *morning* by syllables. ■ For spelling say *morn-ing*. ■ First  
syllable? ■ Write *morn-*.

Second syllable? ■ Write *-ing*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. nation's . . . . . Number 7: nation's. Our nation's capital is located in  
Washington DC. Say *nation's*.

Write *nation's*. (Check.)

8. definition . . . . . Number 8: definition. You can find the definition in a dictionary.  
Say *definition*.

I'll say the syllables for spelling: *def-i-ni-tion*. Write *definition*.  
(Check.)

9. game's . . . . . Number 9: game's. The game's final score was reported in the  
local paper. Say *game's*.

Write *game's*. (Check.)

10. trees' . . . . . Number 10: trees'. Those trees' cherries were ripe and sweet.  
Say *trees'*.

Write *trees'*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how you spelled  
the possessive *trees'* in the sentence *Those trees' cherries were ripe  
and sweet*.

MEMORY STEPS Do the memory steps for *trees'*.

## ► Pre-spelling: Spelling Possessives

I will spell a possessive.

sun's . . . . . Sun's. The sun's light is very bright. Sun's.

What do we call the word *sun's*? (Students: possessive) Is there one sun or more than one sun? (Students: one)

First I write *sun*. Then I add apostrophe-*s*. *Sun's*, as in *The sun's light is very bright*.

## ► Guided Spelling

► Have your students turn to page 93.

1. nation's . . . . . Number 1: nation's. The nation's flag flew above the fire station. Say *nation's*.

What do we call the word *nation's*? (Students: possessive)

How many nations does the sentence mean, one or more than one? (Students: one) *Nation* ends with **t-i-o-n**. Write *nation*. ■ Make *nation* possessive by adding apostrophe-*s*. (Check.)

2. permission . . . . . Number 2: permission. I need my parent's permission to go on the field trip. Say *permission*.

Say *permission* by syllables. ■ For spelling say *per-mis-sion*. ■ First syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *per-*.

Second syllable? ■ Write *-mis-*.

Third syllable? ■ *Permission* is related to *permit*. When a word that ends with /shən/ is related to a word that ends with **i-t**, the syllable /shən/ is spelled **s-i-o-n**. Another example is that *admission* is related to *admit*. Finish writing *permission*. (Check.)

3. tree's . . . . . Number 3: tree's. This tree's branches need trimming. Say *tree's*.

What do we call the word *tree's*? (Students: possessive) Branches of how many trees, one or more than one? (Students: one) Write *tree*. ■ Make *tree* possessive by adding apostrophe-*s*. (Check.)

4. threw . . . . . Number 4: threw. I threw away the rotten apple. Say *threw*.  
HOMOPHONE *Threw* is a homophone. It's not *through*, as in *through the tunnel*. It's *threw*, as in *I threw it away*.  
Question? ■ Use the third spelling under the "hoot owl" picture. Write *threw*. (Check.)

5. women's . . . . . Number 5: women's. The women's rowing team practices on the lake. Say *women's*.  
What do we call the word *women's*? (Students: possessive) Is this sentence about a woman or about women? ■ *Women* is spelled **w-o-m-e-n**. Write *women*. ■ Make *women* possessive by adding apostrophe-s at the end. (Check.)

6. population . . . . . Number 6: population. Owls keep the mouse population down. Say *population*.  
Say *population* by syllables. ■ The second syllable has a schwa. For spelling say *pop-u-la-tion*. ■ First syllable? ■ Write *pop-*.  
Second syllable? ■ (Offer help.) Write *-u-*.  
Third syllable? ■ Write *-la-*.  
Last syllable? ■ *Population* is related to *populate*. When a word that ends with /shən/ is related to a word that ends with **t-e**, the syllable /shən/ is spelled **t-i-o-n**. Other examples are *operate* and *operation* and *pollute* and *pollution*. Finish writing *population*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. we're . . . . . Number 7: we're. Tomorrow we're leaving on our trip. Say *we're*. Write *we're*. (Check.)

8. parents' . . . . . Number 8: parents'. His parents' new car is green; his mom and dad both like it. Say *parents'*. Write *parents'*. (Check.)

9. language . . . . . Number 9: language. I want to learn a second language. Say *language*. Write *language*. (Check.)

10. window's . . . . . Number 10: window's. The window's panes were streaked from the rain. Say *window's*. Write *window's*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain how you spelled the possessive *window's* in the sentence *The window's panes were streaked from the rain.*

**MEMORY STEPS** Do the memory steps for *window's*.

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▶ **Student Study**

Have the students turn to pages 82 and 83. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |                 |  |
|-----------------|--|
| 1. fraction     | Three-fourths is a common fraction. (application word)         |
| 2. invention    | The solar-powered car is a great invention. (application word) |
| 3. nations'     | These nations' western borders touch the Pacific Ocean.        |
| 4. television   | He helped me carry the television into the other room.         |
| 5. today's      | We're hoping today's weather will be sunny and warm.           |
| 6. women's      | The women's basketball team is playing tonight.                |
| 7. question     | Do you have a question for the doctor?                         |
| 8. tree's       | My favorite tree's leaves are turning orange.                  |
| 9. village      | The village was located in a valley.                           |
| 10. information | There wasn't enough information to assemble the model car.     |
| 11. children's  | This is the children's section of the library.                 |
| 12. trees'      | The two trees' roots have cracked the sidewalk.                |
| 13. nation's    | That nation's flag is red, blue, and white.                    |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |                |   |
|----------------|---|
| 14. window     | We need to wash that window.                |
| 15. island     | Hawaii is an island.                        |
| 16. threw      | He threw a strike.                          |
| 17. morning    | The morning sky was pink and purple.        |
| 18. parents    | Their parents will watch them perform.      |
| 19. language   | Many students speak more than one language. |
| 20. population | The school population is about 500.         |

### ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 21. envelope | She put her letter in an envelope.           |
| 22. wander   | I'll wander over to the park bench and rest. |

## Syllables with /ōō/ Spelled **oo**; Syllables with /ou/ Spelled **ou** and **ow**

### ► New Content

The sound /ōō/ is usually spelled **oo**, as in *cook*.

The sound /ou/ is often spelled **ou** or **ow**, as in *amount* and *flower*.

The sound /ou/ at the end of a word is usually spelled **ow**, as in *allow*.

### ► Teacher Background

Make a copy of the Week 17 homework (*Blackline Masters* page 22) for each student.

In the pre-spelling activities, which begin on Day 2 of this week, you will model ways for students to memorize the spelling of words.

### ► Words Used This Week

NEW WORDS	*shook, *round, *cow, *wool, *amount, *flower, *mountain, *allow, temperature, order, cool, education, year's, cover, discover
REVIEW WORDS	*nations', *women's, *children's, *nation's, *tree's, threw, parents, window, language, population
CHALLENGE WORDS	playground, avenue, aloud, tower, owl
APPLICATION WORDS ON THE TEST	car's, shark
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	wound, hook, bow, mountains, cooled, men's, temperatures, aloud, cow's, powder, rose's, allowed, too
FREQUENTLY MISSPELLED WORDS	men's, too

# Week 17 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 94 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. shook . . . . . Number 1: shook. I shook my head in disbelief.

► Point to the “book” picture on the spelling-sound chart.

The picture shows a book for the sound /oo/. The sound /oo/ is spelled **o-o**.

2. round . . . . . Number 2: round. Their kitchen table is round.

► Point to **ou** under the “ouch” picture on the spelling-sound chart.

The picture shows a hurt knee for the sound /ou/: “ouch.”

► Point to the blank in **ou** . . . . .

The blank means that we don't usually use this spelling at the end of a word. The sound /ou/ in *round* is spelled **o-u**. Underline **o-u**.

3. cow . . . . . Number 3: cow. The cow grazed in the meadow.

► Point to **ow** under the “ouch” picture.

When you hear the sound /ou/ at the end of a word, it is usually spelled **o-w**.

4. wool . . . . . Number 4: wool. Most of my winter sweaters are made from wool.

Look at the “book” picture to spell the sound /oo/ in *wool*.

5. amount . . . . . Number 5: amount. The amount of flour needed is two cups.

*A-mount*. ■ The first syllable has a schwa. Underline **a**. Underline **o-u**.

6. flower . . . . . Number 6: flower. A rose is a fragrant flower.

**HOMOPHONE** Flower is a homophone. It's not the *flour* in *bread*. It's a *flower*, such as a rose.

*Flow-er*. ■ Underline **o-w**. Underline **e-r**.

7. mountain . . . . . Number 7: mountain. There was snow on the mountain year round.  
*Moun-tain.* ■ Underline **o-u**. Underline **a-i**.
8. allow . . . . . Number 8: allow. Does the museum allow dogs?  
*Al-low.* ■ The first syllable has a schwa. Underline **a**.
9. temperature . . . . . Number 9: temperature. We set the oven temperature at 375 degrees.  
*Tem-per-a-ture.* ■ Underline **e-r**. Underline **a**. Underline **t-u-r-e**.
10. order . . . . . Number 10: order. I placed my lunch order at the counter.  
*Or-der.* ■ Underline **e-r**.
11. cool . . . . . Number 11: cool. It became cool at sunset.  
Underline **o-o**.
12. education . . . . . Number 12: education. My sister will finish her college education this spring.  
*Ed-u-ca-tion.* ■ Underline **t-i-o-n**.  
The word *education* is one of the few English words that includes **a, e, i, o,** and **u**.
13. year's . . . . . Number 13: year's. This year's rainfall has been less than predicted.  
*Year's.* It's the rainfall *of* this year. *Year's* is a possessive. Start underlining *year's*, but stop when you get to the apostrophe. What have you underlined? (Students: *year*) The part you underlined shows that there is just one year.  
Underline **e-a**.
14. cover . . . . . Number 14: cover. The back cover had information about the author.  
*Cov-er.* ■ Underline **o**. Underline **e-r**.
15. discover . . . . . Number 15: discover. You'll discover many tiny creatures in a garden.  
*Dis-cov-er.* ■ Underline **o**. Underline **e-r**.

## NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |                 |                |
|-----------------|----------------|
| 16. *nations’   | 21. threw      |
| 17. *women’s    | 22. parents    |
| 18. *children’s | 23. window     |
| 19. *nation’s   | 24. language   |
| 20. *tree’s     | 25. population |

## ► Guided Spelling

---

► Have your students turn to page 96.

1. shook . . . . . Number 1: shook. I shook my head in disbelief. Say *shook*.  
If you’re not sure how to spell the sound /ō/, look under the “book” picture. Write *shook*. (Check.)

2. round . . . . . Number 2: round. Their kitchen table is round. Say *round*.  
Question? ■ Use the first spelling under the “ouch” picture. Write *round*. (Check.)

3. cow . . . . . Number 3: cow. The cow grazed in the meadow. Say *cow*.  
The sound /ou/ at the end of a word is usually spelled **o-w**. Write *cow*. (Check.)

4. wool . . . . . Number 4: wool. Most of my winter sweaters are made from wool. Say *wool*.  
If you’re not sure how to spell the sound /ō/, look under the “book” picture. Write *wool*. (Check.)

### NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

If you’re not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. amount . . . . . Number 5: amount. The amount of flour needed is two cups. Say *amount*.  
I’ll say the syllables for spelling: *a-mount*. Write *amount*. (Check.)

6. flower . . . . . Number 6: flower. A rose is a fragrant flower. Say *flower*.  
HOMOPHONE *Flower* is a homophone. It’s not *flour in bread*. It’s a *flower that grows in the garden*.  
I’ll say the syllables for spelling: *flow-er*. Write *flower*. (Check.)

7. mountain. . . . . Number 7: mountain. There was snow on the mountain year round. Say *mountain*.  
I'll say the syllables for spelling: *moun-tain*. Write *mountain*. (Check.)

8. allow . . . . . Number 8: allow. Does the museum allow dogs? Say *allow*.  
I'll say the syllables for spelling: *al-low*. Write *allow*. (Check.)

---

▶ **Introduce the Homework**

---

Hand out the Week 17 homework.

---

▶ **Record Words Missed**

---

Return the students' spelling tests from Week 16. Have them turn to pages 88 and 89 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 17 Day 2

## ► Pre-spelling: Memorizing Words

► Write *flower* and *flour* on the board. Point to *flower*.

Let's think about how to memorize the spelling of words.

*flower* . . . . . One of the words you will learn this week is *flower*. When I study *flower*, I have to remember that it's a homophone. I'm learning the *flower* that blossoms, not *flour* that's in bread.

The word *flower* that I am studying has two syllables: *flow-er*.

I will visualize **o-w** and **e-r** to help me remember them.

## ► Guided Spelling

► Have your students turn to page 97.

1. *wound* . . . . . Number 1: *wound*. I wound up the old alarm clock. Say *wound*.

Question? ■ Use the first spelling under the "ouch" picture. Write *wound*. (Check.)

2. *year's* . . . . . Number 2: *year's*. This year's rainfall has been less than predicted. Say *year's*.

What do we call the word *year's*? (Students: possessive) How many years, one or more than one? (Students: one) Write *year*. ■ Make *year* possessive by adding apostrophe-**s**. (Check.)

3. *hook* . . . . . Number 3: *hook*. Hang your coat on the hook. Say *hook*.

If you're not sure how to spell the sound /**oo**/, look under the "book" picture. Write *hook*. (Check.)

4. *education* . . . . . Number 4: *education*. My sister will finish her college education this spring. Say *education*.

Say *education* by syllables. ■ The second syllable has a schwa. For spelling say *ed-u-ca-tion*. ■ First syllable? ■ Write *ed-*.

Second syllable? ■ (Offer help.) Write *-u-*.

Third syllable? ■ Write *-ca-*.

Last syllable? ■ *Education* is related to *educate*. When a word that ends with /**shən**/ is related to a word that ends with **te**, the syllable /**shən**/ is spelled **t-i-o-n**. Finish writing *education*. (Check.)

5. cover . . . . . Number 5: cover. The back cover had information about the author. Say *cover*.  
Say *cover* by syllables. ■ For spelling say *cov-er*. ■ First syllable? ■ Careful. (Offer help.) Write *cov-*.  
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er*. (Check.)

6. discover . . . . . Number 6: discover. You’ll discover many tiny creatures in a garden. Say *discover*.  
Say *discover* by syllables. ■ For spelling say *dis-cov-er*. ■ First syllable? ■ Write *dis-*.  
Second syllable? ■ Careful. (Offer help.) Write *-cov-*.  
Third syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. cool . . . . . Number 7: cool. It became cool at sunset. Say *cool*.  
Write *cool*. (Check.)

8. bow . . . . . Number 8: bow. The singer took a bow after her performance. Say *bow*.  
Write *bow*. (Check.)

9. order . . . . . Number 9: order. I placed my lunch order at the counter. Say *order*.  
Write *order*. (Check.)

10. temperature. . . . . Number 10: temperature. We set the oven temperature at 375 degrees. Say *temperature*.  
I’ll say the syllables for spelling: *tem-per-a-ture*. Write *temperature*. (Check.)

MEMORY STEPS Do the memory steps for *temperature*.

# Week 17 Day 3

## ► Pre-spelling: Memorizing Words

► Write *education* on the board.

Let's think about how to memorize the spelling of words.

education . . . . . One of this week's words is *education*.

This word can be confusing because it sounds as if it has **g** in it. When I say it by syllables, I will exaggerate so I hear **d** and hear long **u**: *ed-ū-ca-tion*.

The word *education* is related to *educate*, so it's easy to remember that the last syllable it spelled **t-i-o-n**.

## ► Guided Spelling

► Have your students turn to page 98.

1. mountains . . . . . Number 1: mountains. They saw mountains in the distance. Say *mountains*.

Base word? ■ Say *mountain* by syllables. ■ For spelling say *moun-tain*. ■ First syllable? ■ Question? ■ Use the first spelling under the "ouch" picture. Write *moun-*.

Second syllable? ■ (Offer help.) Finish writing *mountains*. (Check.)

2. cooled . . . . . Number 2: cooled. The water cooled at night. Say *cooled*.

Base word? ■ Question? ■ Use the first spelling under the "hoot owl" picture. Write *cool*.

*Cooled*. What do you have to decide? (Students: Do we double?) Does *cool* have one syllable? (Students: yes) One vowel? (Students: no, two) Will you double the last consonant of *cool*? (Students: no) Finish writing *cooled*. (Check.)

3. men's . . . . . Number 3: men's. The men's water polo team won the game. Say *men's*.

FREQUENTLY MISPELLED WORD *Men's* is a frequently misspelled word.

What do we call the word *men's*? (Students: possessive) *The men's team*. A team of one man or of men? ■ Write *men*. ■ Make *men* possessive by adding apostrophe-s. (Check.)

4. **temperatures** . . . . . Number 4: temperatures. The temperatures in the desert often top 100 degrees. Say *temperatures*.  
Base word? ■ Say *temperature* by syllables. ■ For spelling say *tem-per-a-ture*. ■ First syllable? ■ Write *tem-*.  
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er-*.  
Third syllable? ■ (Offer help.) Write *-a-*.  
Last syllable? ■ When you hear the syllable /chər/ at the end of a base word, it’s usually spelled **t-u-r-e**, as in *nature* and *future*. Finish writing *temperatures*. (Check.)

5. **amount** . . . . . Number 5: amount. The amount of money in his wallet is not enough to buy the toy. Say *amount*.  
Say *amount* by syllables. ■ The first syllable has a schwa. For spelling say *a-mount*. ■ First syllable? ■ Write *a-*.  
Second syllable? ■ Question? ■ Use the first spelling under the “ouch” picture. Write *-mount*. (Check.)

6. **cover** . . . . . Number 6: cover. I cover my ears when the fireworks go off. Say *cover*.  
Say *cover* by syllables. ■ For spelling say *cov-er*. ■ First syllable? ■ Careful. (Offer help.) Write *cov-*.  
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er*. (Check.)

**NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.**

7. **discover** . . . . . Number 7: discover. The treasure hunters hope to discover the sunken ship. Say *discover*.  
Write *discover*. (Check.)

8. **aloud** . . . . . Number 8: aloud. She read the poem both silently and aloud. Say *aloud*.  
Careful. *Aloud* is a homophone. I’ll say the syllables for spelling: *a-loud*. Write *aloud*. (Check.)

9. **shook** . . . . . Number 9: shook. The ground shook during the earthquake. Say *shook*.  
Write *shook*. (Check.)

10. cow's . . . . . Number 10: cow's. Our cow's name is Softie. Say cow's.

Write cow's. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain how you spelled the possessive cow's in the sentence *Our cow's name is Softie.*

**MEMORY STEPS** Do the memory steps for cow's.

## ► Pre-spelling: Memorizing Words

► Write *temperature* on the board.

Let's think about how to memorize the spelling of words.

temperature . . . . . One of this week's words is *temperature*.

This word can be confusing because some people say /tem-pə-chər/. I will say *temperature* by syllables to help me remember to spell *all* the syllables: *tem-per-a-ture*.

I have to remember **e-r** in the second syllable, so I visualize **e-r**.

I have to remember how to spell the third syllable, so I will exaggerate **a**: *tem-per-ā-ture*.

The last syllable will be easy. When the last syllable of a base word is /chər/, it's usually spelled **t-u-r-e**.

## ► Guided Spelling

► Have your students turn to page 99.

1. powder . . . . . Number 1: powder. Mix water with the paint powder. Say *powder*.

Say *powder* by syllables. ■ First syllable? ■ Question? ■ Use the second spelling under the "ouch" picture. Write *pow-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-der*. (Check.)

2. round . . . . . Number 2: round. They drew perfectly round circles with a compass. Say *round*.

Question? ■ Use the first spelling under the "ouch" picture. Write *round*. (Check.)

3. rose's . . . . . Number 3: rose's. The rose's petals fell to the ground when I picked it. Say *rose's*.

What do we call the word *rose's*? (Students: possessive) How many roses, one or more than one? (Students: one) Write *rose*. ■ Make *rose* possessive by adding apostrophe-**s**. (Check.)

4. allowed . . . . . Number 4: allowed. Her little sister is not allowed to cross the street by herself. Say *allowed*.

Base word? ■ Say *allow* by syllables. ■ The first syllable has a schwa. For spelling say *al-low*. ■ First syllable? ■ (Offer help.)  
Write *al-*.

Second syllable? ■ The sound /ou/ at the end of a word is usually spelled **o-w**. Finish writing *allow*.

*Allowed*. The letter **w** acts as a vowel in the vowel spelling **o-w**.  
Just add **e-d**. (Check.)

5. flower . . . . . Number 5: flower. I have one beautiful flower in a vase. Say *flower*.

HOMOPHONE *Flower* is a homophone. It's not *flour in bread*. It's a *flower that grows in the garden*.

Say *flower* by syllables. ■ For spelling say *flow-er*. ■ First syllable? ■ Question? ■ Use the second spelling under the "ouch" picture.  
Write *flow-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-er*. (Check.)

6. order . . . . . Number 6: order. We lined up in alphabetical order. Say *order*.

Say *order* by syllables. ■ First syllable? ■ Write *or-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-der*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. wool. . . . . Number 7: wool. The wool blanket is warm and soft. Say *wool*.

Write *wool*. (Check.)

8. too . . . . . Number 8: too. There was too much glue on the paper. Say *too*.

FREQUENTLY MISSPELLED WORD *Too* is a frequently misspelled word.

Write *too*. (Check.)

9. education . . . . . Number 9: education. My cousin will continue his education after high school. Say *education*.

I'll say the syllables for spelling: *ed-u-ca-tion*. Write *education*. (Check.)

10. year's . . . . . Number 10: year's. This year's Fourth of July parade will be on Friday. Say *year's*.

Write *year's*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how you spelled the possessive *year's* in the sentence *This year's Fourth of July parade will be on Friday*.

MEMORY STEPS Do the memory steps for *year's*.

## ▶ Student Study

---

Have the students turn to pages 88 and 89. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |               |   |
|---------------|---|
| 1. car's      | The car's bumper needs to be replaced. (application word) |
| 2. shark      | The shark slowly swam past the boat. (application word)   |
| 3. wool       | This warm sweater is made of wool.                        |
| 4. children's | A children's author will give a talk at the library.      |
| 5. flower     | The daisy is a favorite flower of mine.                   |
| 6. cow        | The cow grazed in the pasture.                            |
| 7. amount     | We need a small amount of pepper for the soup.            |
| 8. tree's     | This tree's branches need trimming.                       |
| 9. shook      | The window shook as the truck rumbled by.                 |
| 10. mountain  | There was still snow at the top of the mountain.          |
| 11. nations'  | Two hundred nations' flags were on display.               |
| 12. allow     | His parents allow him to play outside after dinner.       |
| 13. round     | Some ship windows are round.                              |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |                 |  |
|-----------------|--|
| 14. cool        | The breeze was cool and refreshing.                              |
| 15. year's      | This year's graduation will be on June 13.                       |
| 16. temperature | We graph the temperature every day.                              |
| 17. discover    | There is always something new to discover about animal behavior. |
| 18. education   | I want to get a college education.                               |
| 19. order       | Put the blocks in order, smallest to largest.                    |
| 20. cover       | Please cover the chair with a towel.                             |

### ADVANCED SPELLERS CONTINUE

- |            |   |
|------------|---|
| 21. tower  | They built a tower with the blocks.     |
| 22. avenue | The school is located on Solano Avenue. |

## Review of Weeks 11, 13, 14, 15, and 16

### ► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 23–25).

The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Studying for the review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 111, for more details about the structure of the review weeks.

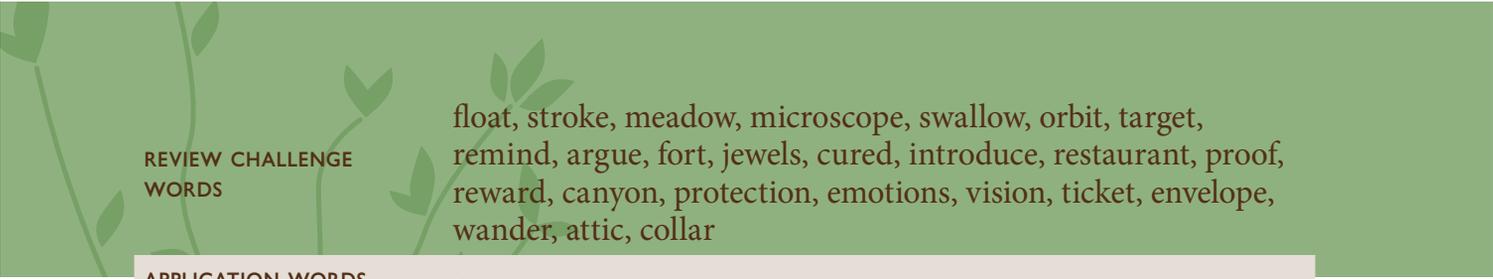
For information on differentiating instruction based on your students' needs, see Week 2, pages 29–30.

In the pre-spelling activities, which begin on Day 2 this week, you will model the spelling of suffixes on base words that end with consonant-y, such as *replies*, *worried*, *replying*, and *happiness*. These activities prepare the students for the change y to i generalization in Week 19.

### ► Words Used This Week

#### REVIEW WORDS

\*wrote, \*known, \*approach, \*follow, \*coast, surface, spoke, saved, slightly, breakfast, \*shore, \*born, \*forest, \*began, \*mark, alone, knowledge, wasting, brother, another, \*afternoon, \*huge, \*include, \*produce, \*used to, \*different, force, figure, police, tonight, \*television, \*attention, \*discussion, \*decision, \*section, \*question, tube, period, answer, future, \*nation's, \*trees', \*today's, \*village, \*children's, \*tree's, population, island, morning, parents



REVIEW CHALLENGE  
WORDS

float, stroke, meadow, microscope, swallow, orbit, target,  
remind, argue, fort, jewels, cured, introduce, restaurant, proof,  
reward, canyon, protection, emotions, vision, ticket, envelope,  
wander, attic, collar

APPLICATION WORDS  
ON THE TEST

followed, village's

## Pretest

### ► Administer the Pretest

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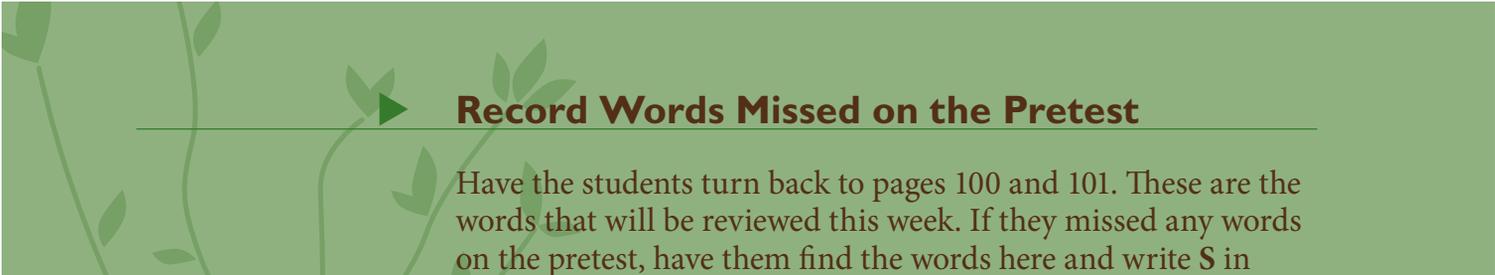
Have your students turn to page 102 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 11, 13, 14, 15, and 16. The pretest in this lesson will help them identify words they especially need to study.

- |               |   |
|---------------|---|
| 1. tree's     | The bird made a nest in the tree's branches.          |
| 2. born       | My sister was born on January 1.                      |
| 3. spoke      | He spoke to his friend on the phone.                  |
| 4. decision   | The umpire made the decision to call him out.         |
| 5. period     | Put a period at the end of the sentence.              |
| 6. surface    | The surface of the water is as still as glass.        |
| 7. discussion | They had a discussion about the movie.                |
| 8. huge       | Whales are huge mammals.                              |
| 9. trees'     | Woodpeckers have made holes in all the trees' trunks. |
| 10. approach  | Always approach a strange dog with caution.           |
| 11. saved     | He had saved stamps for years.                        |
| 12. include   | Let's include a piñata in the party decorations.      |
| 13. police    | The police hurried to the scene of the accident.      |
| 14. tube      | A hose is a tube.                                     |
| 15. alone     | He was alone in the room.                             |

### ► Correct the Pretest

---

Read and spell the 15 words out loud. For each word, have the students point under each letter in their word as you spell. If any students did not spell a word correctly, have them draw a line through each word they misspelled.



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## ▶ Record Words Missed on the Pretest

Have the students turn back to pages 100 and 101. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

---

## ▶ Introduce the Homework

Hand out the homework for Week 18. There are three pages of homework this week. The students will practice every review word.

---

## ▶ Record Words Missed on Last Week's Test

Return the students' spelling tests from Week 17. Have them turn to pages 94 and 95 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

## Proofreading

### ▶ Teacher Background

**ELPS 5.C.iii**  
Teacher Background and  
Pre-spelling: Endings on  
Consonant-y Words  
sections

In the pre-spelling activities this week, you will model how to add suffixes to base words that end with consonant-y. This will prepare the students for writing similar words in Week 19. More information about adding suffixes to consonant-y words is included in the Week 19 introduction.

**TEKS 2.A.ii**  
**TEKS 2.A.xviii**  
Student/Teacher Narrative  
Pre-spelling: Endings on Consonant y  
Words (Instruction under the  
words worried and replying)

### ▶ Pre-spelling: Endings on Consonant-y Words

Next week you will add endings to words that end with consonant-y. I will show you how.

worried . . . . . I will spell *worried*. The base word is *worry*.

▶ Write on the board: worry + ed

If the base word ends with a consonant and then **y** and the suffix begins with any letter except **i**, we change **y** to **i** before we add the suffix. *Worry* ends with a consonant and then **y**. *Worried*. The suffix begins with **e**. I change **y** to **i** and add **e-d**. *Worried*.

▶ Write *worried* on the board.

replying . . . . . I will spell *replying*. The base word is *reply*.

▶ Write on the board: reply + ing

If the base word ends with a consonant and then **y** and the suffix begins with **i**, we just add **i-n-g**. *Replying*.

▶ Write *replying* on the board.

### ▶ Partner Proofreading

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 103. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the

sentences with their partners and look for the misspelled words. Have them draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

## ▶ **Correct Sentences Together**

---

▶ Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. That nations' population passed the one million mark.  
Misspelled words?

▶ Write *nation's* on the board as the students read and spell the word.

2. They gained knowlage by paying attension to other students' ansers. Misspelled words?

▶ Write *knowledge*, *attention*, and *answers* on the board as the students read and spell the words.

3. The iland off the coast had a beautiful sandy shor.  
Misspelled words?

▶ Write *island* and *shore* on the board as the students read and spell the words.

4. The childrens parents' make brekfast every morning.  
Misspelled words?

▶ Write *children's*, *parents*, and *breakfast* on the board as the students read and spell the words.

5. We saw on television that todays weather will be warm in the afternoon and slightly cooler tonite. Misspelled words?

▶ Write *television*, *today's*, and *tonight* on the board as the students read and spell the words.

6. I use to follow my bruther wherever he went. Misspelled words?

▶ Write *used* and *brother* on the board as the students read and spell the words.

## ▶ Record Words Missed in Proofreading

---

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 100 and 101 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 100 and 101. These are words the students especially need to study.

## Partner Study

### ► Pre-spelling: Endings on Consonant-y Words

I will add endings to words that end with consonant-y.

replies . . . . . I will spell *replies*. The base word is *reply*.

► Write on the board: reply + es

To add /z/ to a word that ends with a consonant and then y, change y to i and add e-s.

► Write *replies* on the board.

copying . . . . . I will spell *copying*. The base word is *copy*.

► Write on the board: copy + ing

If the base word ends with a consonant and then y and the suffix begins with i, we just add i-n-g. *Copying*.

► Write *copying* on the board.

### ► Partner Study

Have your students open their spelling books to pages 100 and 101. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud. The students also say which parts of the word are hard to spell. For example, one student says, “I will spell number 26, *different*. The hard parts are remembering the three syllables, e-r in the second syllable, and e in the last syllable.” He covers the word and spells it aloud as his partner checks. If he makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes S in front of the word to remind him to study it.

You may want to model the partner study before your students begin.

## Spelling Discussion

### ▶ Teacher Background

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The purpose of today's spelling discussion is to identify resources for spelling and to consider the advantages and disadvantages of each.

### ▶ Pre-spelling: Endings on Consonant-y Words

---

I will add endings to words that end with consonant-**y**.

happiness . . . . . I will spell *happiness*. The base word is *happy*.

▶ Write on the board: happy + ness

If the base word ends with a consonant and then **y** and the suffix begins with any letter except **i**, we change **y** to **i** before we add the suffix. *Happy* ends with a consonant and then **y**. *Happiness*. The suffix begins with **n**. I change **y** to **i** and add **-ness**. *Happiness*.

▶ Write *happiness* on the board.

tries . . . . . I will spell *tries*. The base word is *try*.

▶ Write on the board: try + es

To add /z/ to a word that ends with a consonant and then **y**, change **y** to **i** and add **e-s**.

▶ Write *tries* on the board.

### ▶ Spelling Discussion

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There are times when we just can't figure out the correct spelling of a word. We need to consult a resource. Let's name the resources we can use for spelling and think about the advantages and disadvantages of each one.

Students might say:

“The ‘dictionary and personal word list’ in the *Student Spelling Book*.”

**Advantages:**

“It’s handy because it’s in the back of my *Student Spelling Book*.”

“It’s easy to look up words in it.”

“I can add words that are hard for me and find them quickly.”

**Disadvantages:**

“It contains only the words that we are studying in spelling this year.”

“It doesn’t tell me which homophone a word is.”

“The ‘frequently misspelled words’ list in the *Student Spelling Book*.”

**Advantages:**

“It’s in the back of my *Student Spelling Book*.”

“It’s easy to look up words.”

“I can write on it and mark the words that I often miss.”

“If a word is a homophone, it tells me which one.”

**Disadvantages:**

“There are some words that I misspell often that are not on this list.”

“The dictionary.”

**Advantages:**

“The dictionary has information that I might need or be interested in: syllables, pronunciation, definitions, the word in a sentence, the history of the word, illustrations.”

“If a word is a homophone, it tells me which one.”

**Disadvantages:**

“I don’t have a dictionary at my desk.”

“The dictionary is so large that it takes time to look up the word.”

“If I don’t know how to spell the word correctly, it might be hard to find. For example, if I don’t know that *koala* begins with **k**, I would be looking under **c**.”

“A spell-checker on a computer.”

**Advantages:**

“It shows me which words might be misspelled.”

“It gives me choices of correctly spelled words. Often I recognize the word I need.”

“It’s quick.”

**Disadvantages:**

“It doesn’t mark all the incorrect words. If I wrote the wrong homophone, the spell-checker won’t know.”

“Sometimes I don’t know which choice is the word I’m trying to use.”

“It doesn’t know whether I have spelled a possessive correctly.”

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 **Partner Study**

If time permits, have the students study the review words on pages 100 and 101 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. followed      The ducklings followed their mother. (application word)
2. village's      The little village's sidewalks are shaded by elm trees.  
(application word)
3. forest      The mule deer grazed in the forest.
4. produce      That tree will produce sweet apples.
5. discussion      We had a great discussion about Arctic explorers.
6. began      The race began on time.
7. trees'      Our four trees' roots go deep into the ground.
8. known      He had not known I would be joining him.
9. tree's      This tree's branches need to be cut back.
10. different      We are in different classrooms.
11. village      There are a lot of farmhouses in the village.
12. section      I use the left section of the closet to store my clothes.
13. wrote      She wrote a postcard to her aunt.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. another      My parents won't let me get another pet.
15. future      In the future, I hope to go to college.
16. island      She sailed to the island in the middle of the lake.
17. population      The population of the city has increased.
18. breakfast      I had eggs and toast for breakfast.
19. figure      I'm trying to figure out how this works.
20. wasting      Their mother doesn't like wasting food.

### ADVANCED SPELLERS CONTINUE

21. jewels      The crown was studded with jewels.
22. canyon      We hiked down into the canyon.

## ▶ Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on *-tion* and *-sion* words? Consider repeating the pre-spelling activities of Weeks 13 and 14. Were there many errors on possessive words? Many students require an extended period of time to become proficient in spelling possessives. Guiding on possessives will continue through grade 6 of the *Guided Spelling* program.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using knowledge of phonics or word structure. Examples are the underlined letters in the following words: *produce*, *island*, and *different*. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Do your students need encouragement to transfer their knowledge from *Guided Spelling* lessons to their writing? When they ask how to spell a word during writing, have them ask about the parts of the word they're not sure of. Provide the guiding and assistance that you would provide during a *Guided Spelling* lesson.

## Change **y** to **i** Generalization

### ► New Content

If the base word ends with consonant-**y** and the suffix begins with any letter except **i**, we change **y** to **i**, as in *plentiful*, *ugliest*, *mysterious*, and *happiness*.

If the base word ends with consonant-**y** and the suffix is */z/*, change **y** to **i** and add **es**, as in *puppies* and *hurries*.

### ► Teacher Background

Make a copy of the Week 19 homework (*Blackline Masters* page 26) for each student.

Guided spelling this week includes two “no change” generalizations that also involve **y** at the end of a word:

- If the base word ends with consonant-**y** and the suffix begins with **i**, we just add the suffix, as in *marrying* and *babyish*.
- If the base word ends with vowel-**y**, just add the suffix, as in *staying*, *obeyed*, *employable*, and *buying*. Exceptions: *paid*, *laid*, *daily*.

There are a few exceptions to the generalization for changing **y** to **i**, for example, *slyness*, *dryness*, and *flyable*. Dictionaries vary as to whether both words in the following pairs are acceptable: *drier/dryer*, *driest/dryest*, *drily/dryly*, *shier/shyer*, *shiest/shyest*, *slier/slyest*, *slily/slyly*, and *frier/fryer*.

To help the students understand this week’s generalization for changing **y** to **i**, you will have them write first the base word, then the suffix, and then the whole word for three items each day this week. These items in the *Student Spelling Book* look like this:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Some of your students may know rhymes to remind them of changing **y** to **i** before **-es** and **-ed**: Change **y** to **i** and add e-s.  
Change **y** to **i** and add e-d.

### Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Encourage your students to ask questions, even in the four independently written words in daily guided spelling. *Knowing when they don't know* is an important metacognitive ability in spelling.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in a choral response, tell the class the correct answer and repeat the question.

In the pre-spelling activities, which begin on Day 2 of this week, the students will practice asking how to spell the last syllable of words that end with the sounds /əl/, such as *stumble*, *final*, and *level*, in preparation for guided spelling in Week 20.

## ► Words Used This Week

NEW WORDS	*replied, *stories, *copying, *married, *babies, *activities, *supplies, *picture, nature, room, conditions, streets', understood, sugar, worry
REVIEW WORDS	*allow, *flower, *mountain, *cow, *shook, cover, order, temperature, discover, education
CHALLENGE WORDS	groceries, fasten, alphabet, victories, relying
APPLICATION WORDS ON THE TEST	brook, plowed
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	denying, denied, worries, emergencies, ounce, identifying, identified, shower, classroom
FREQUENTLY MISSPELLED WORDS	classroom

# Week 19 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 104 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. replied . . . . . Number 1: replied. She replied to the question.  
*Re-plied.* ■ Underline the first **e**. ■ The base word is *reply*. The suffix **e-d** does not begin with **i**. The **y** was changed to **i** and **e-d** was added.
2. stories . . . . . Number 2: stories. The librarian reads children's stories aloud.  
*Sto-ries.* ■ Underline **o**. ■ The base word is *story*. The **y** was changed to **i** and **e-s** was added.
3. copying . . . . . Number 3: copying. I will be copying your address into my book.  
*Cop-y-ing.* ■ The base word is *copy*. The suffix **-ing** begins with **i**, so **y** was not changed.
4. married . . . . . Number 4: married. Their parents were married in Paris.  
*Mar-ried.* ■ Underline **a-r**. ■ The base word is *marry*. The suffix **e-d** does not begin with **i**. The **y** was changed to **i** and **e-d** was added.
5. babies . . . . . Number 5: babies. The babies were sleeping in the nursery.  
*Ba-bies.* ■ The base word is *baby*. The **y** was changed to **i** and **e-s** was added.
6. activities . . . . . Number 6: activities. There were many activities at the school carnival.  
*Ac-tiv-i-ties.* ■ The base word is *activity*. The **y** was changed to **i** and **e-s** was added.
7. supplies . . . . . Number 7: supplies. I need to get new school supplies.  
*Sup-plies.* ■ The first syllable has a schwa. Underline **u**. ■ The base word is *supply*. The **y** was changed to **i** and **e-s** was added.

8. picture . . . . . Number 8: picture. My grandmother put my picture on her mantel.  
*Pic-ture*. ■ Underline **t-u-r-e**.
9. nature. . . . . Number 9: nature. We hiked on the nature trail to the redwood trees.  
*Na-ture*. ■ Underline **t-u-r-e**.
10. room . . . . . Number 10: room. There is plenty of room for everyone.  
► If your students pronounce this word as /rōm/, have them underline **o-o**.
11. conditions . . . . . Number 11: conditions. The weather conditions were excellent for skiing.  
*Con-di-tions*. ■ The first syllable has a schwa. Underline **o** in the first syllable. Underline **t-i-o-n**.
12. streets' . . . . . Number 12: streets'. Our city streets' dividing lines need repainting.  
*Streets'*. These are lines of many streets. *Streets'* is a possessive. Start underlining *streets'*, but stop when you get to the apostrophe. What have you underlined? (Students: streets) The part you underlined shows that there is more than one street. Underline **e-e**.
13. understood . . . . . Number 13: understood. They understood all of the rules of the game.  
*Un-der-stood*. ■ Underline **e-r**.
14. sugar. . . . . Number 14: sugar. We made lemonade from lemon, water, and sugar.  
*Sug-ar*. ■ Underline **s**. Underline **u**. Underline **a-r**.
15. worry . . . . . Number 15: worry. Don't worry about the test; I'm sure you did well.  
*Wor-ry*. Underline **o-r**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |               |                 |
|---------------|-----------------|
| 16. *allow    | 21. cover       |
| 17. *flower   | 22. order       |
| 18. *mountain | 23. temperature |
| 19. *cow      | 24. discover    |
| 20. *shook    | 25. education   |

## ► Guided Spelling

► Have your students turn to page 106.

1. replied . . . . . Number 1: replied. She replied to the question. Say *replied*.

Base word? ■ Say *reply* by syllables. ■ For spelling say *re-ply*. ■

First syllable? ■ (Offer help.) Write *re-* in the first space at number 1.

Second syllable? ■ Finish writing *reply* in the first space at number 1.

*Replied*. Suffix? (Students: **e-d**) Write **e-d** in the second space.

*Replied*. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 106, number 1. Everyone point to **l-y**.

Does *reply* end with a consonant and then **y**? (Students: yes)

Everyone point to **e** in **e-d**. Does the suffix begin with a letter that is not **i**? (Students: yes)

Will you change **y** to **i**? (Students: yes)

Write *replied* in the third space. (Check.)

2. supplies . . . . . Number 2: supplies. I need to get new school supplies.

Say *supplies*.

Base word? ■ Say *supply* by syllables. ■ The first syllable has a schwa. For spelling say *sup-ply*. ■ First syllable? ■ (Offer help.)

Write *sup-* in the first space at number 2.

Second syllable? ■ Finish writing *supply*.

*Supplies*. The suffix is **e-s**. Write **e-s** in the second space.

*Supplies*. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 106, number 2. Does *supply* end with a consonant and then **y**? (Students: yes)

Does the suffix begin with a letter that is not **i**? (Students: yes)

Will you change **y** to **i**? (Students: yes)

Write *supplies* in the third space. (Check.)

3. copying . . . . . Number 3: copying. I will be copying your address into my book.

Say *copying*.

Base word? ■ Say *copy* by syllables. ■ For spelling say *cop-y*. ■

First syllable? ■ Write *cop-*.

Second syllable? ■ Finish writing *copy*.

*Copying.* What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 106, number 3. Does *copy* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: no, the suffix begins with **i**) Will you change **y** to **i**? (Students: no) Finish writing *copying*. (Check.)

4. married . . . . . Number 4: married. Their parents were married in Paris.  
Say *married*.

Base word? ■ Say *marry* by syllables. ■ For spelling say *mar-ry*. ■  
First syllable? ■ Careful. It's spelled **m-a-r**. Write *mar-*.

Second syllable? ■ Finish writing *marry*.

*Married.* What do you have to decide? (Students: Do we change **y** to **i**?) Does *marry* end with a consonant and then **y**? (Students: yes) Suffix? (Students: e-d) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *married*. (Check.)

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. babies. . . . . Number 5: babies. The babies were sleeping in the nursery.  
Say *babies*.

Reread the change **y** to **i** generalization on page 185 if you need to. Write the base word, then the suffix, and then the whole word *babies*. (Check.)

6. activities . . . . . Number 6: activities. There were many activities at the school carnival. Say *activities*.

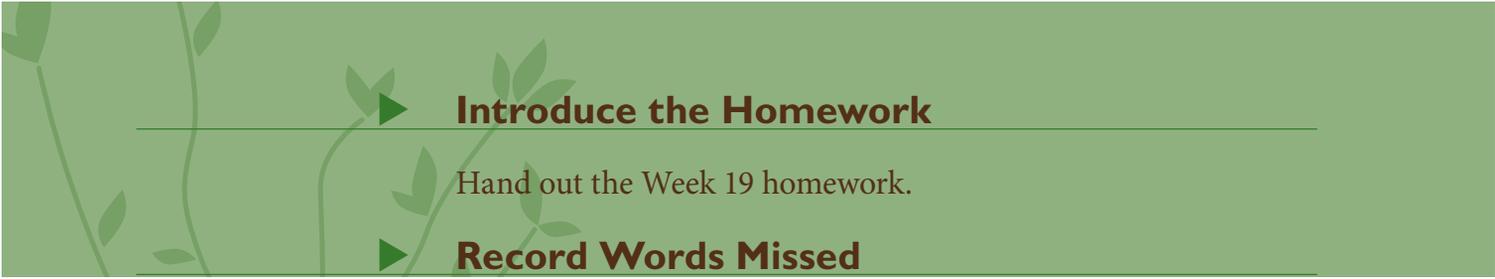
I'll say the syllables for spelling: *ac-tiv-i-ties*. Write *activities*. (Check.)

7. stories . . . . . Number 7: stories. The librarian reads children's stories aloud. Say *stories*.

I'll say the syllables for spelling: *sto-ries*. Write *stories*. (Check.)

8. picture . . . . . Number 8: picture. My grandmother put my picture on her mantel. Say *picture*.

Write *picture*. (Check.)



## ▶ Introduce the Homework

Hand out the Week 19 homework.

## ▶ Record Words Missed

Return the students' spelling tests from Week 18. Have them turn to pages 100 and 101 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

## ▶ Teacher Background

In the pre-spelling activities this week, the students will practice asking how to spell the last syllable of words that end with the sounds /əl/, such as *stumble*, *final*, and *level*.

## ▶ Pre-spelling: Sounds /əl/ at the End

▶ Write on the board: gentle metal camel fossil capitol

The sounds /əl/ at the end of polysyllabic words are spelled several ways. You will usually use **l-e** or **a-l**, but sometimes you will use **e-l**, **i-l**, or **o-l**.

I will say a word. You ask, “How do we spell the last syllable?”

grumble . . . . . *Grumble*. (Students: How do we spell the last syllable?) The syllable *-ble* is spelled **b-l-e**.

vessel. . . . . *Vessel*. (Students: How do we spell the last syllable?) The syllable *-sel* is spelled **s-e-l**.

equal . . . . . *Equal*. (Students: How do we spell the last syllable?) The syllable *-qual* is spelled **q-u-a-l**.

## ▶ Guided Spelling

▶ Have your students turn to page 107.

1. denying . . . . . Number 1: denying. There is no denying that she’s the best player on the team. Say *denying*.

Base word? ■ Say *deny* by syllables. ■ For spelling say *de-ny*. ■ First syllable? ■ (Offer help.) Write *de-* in the first space at number 1.

Second syllable? ■ Finish writing *deny* in the first space at number 1.

*Denying*. Suffix? (Students: *-ing*) Write *-ing* in the second space.

*Denying*. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We’ll read the change **y** to **i** generalization together: “IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change

**y to i.”** Turn back to page 107, number 1. Does *deny* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: no, it begins with i) Will you change **y** to **i**? (Students: no) Write *denying* in the third space. (Check.)

2. denied . . . . . Number 2: denied. She denied that she broke the window with the baseball. Say *denied*.

Base word? ■ Write *deny* in the first space at number 2.

*Denied*. Suffix? (Students: e-d) Write **e-d** in the second space.

*Denied*. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We'll read the change **y** to **i** generalization together: "IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**." Turn back to page 107, number 2. Does *deny* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Write *denied* in the third space. (Check.)

3. conditions . . . . . Number 3: conditions. The weather conditions were excellent for skiing. Say *conditions*.

Base word? ■ Say *condition* by syllables. ■ The first syllable has a schwa. For spelling say *con-di-tion*. ■ First syllable? ■ (Offer help.) Write *con-*.

Second syllable? ■ Write *-di-*.

Third syllable? ■ The syllable /shən/ is usually spelled **t-i-o-n**. Finish writing *conditions*. (Check.)

4. nature . . . . . Number 4: nature. We hiked on the nature trail to the redwood trees. Say *nature*.

Say *nature* by syllables. ■ First syllable? ■ Write *na-*.

Second syllable? ■ When you hear the syllable /chər/ at the end of a base word, it's usually spelled **t-u-r-e**. Finish writing *nature*. (Check.)

5. sugar . . . . . Number 5: sugar. We made lemonade from lemon, water, and sugar. Say *sugar*.

**HISTORY** The word *sugar* came from a French word, which came from an Italian word, which came from a Latin word, which came from an Arabic word, which came from a Persian word, which came from a Pankrit word, which came from a Sanskrit word. The Sanskrit word meant *sugar*, and it also meant *gravel*.

Say *sugar* by syllables. ■ For spelling say *sug-ar*. ■ First syllable? ■ Careful. It's spelled **s-u-g**. Write *sug-*.

Second syllable? ■ Careful. It's spelled **a-r**. Write *-ar*. (Check.)

6. worry. . . . . Number 6: worry. Don't worry about the test; I'm sure you did well. Say *worry*.

Say *worry* by syllables. ■ For spelling say *wor-ry*. ■ First syllable? ■ Careful. It's spelled **w-o-r**. Write *wor-*.

Second syllable? ■ Write *-ry*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. worries. . . . . Number 7: worries. My mother worries when I don't eat all of my vegetables. Say *worries*.

Reread the change **y** to **i** generalization on page 185 if you need to. Write the base word, then the suffix, and then the whole word *worries*. (Check.)

8. understood. . . . . Number 8: understood. They understood all of the rules of the game. Say *understood*.

Write *understood*. (Check.)

9. room . . . . . Number 9: room. There is plenty of room for everyone. Say *room*.

Write *room*. (Check.)

10. streets' . . . . . Number 10: streets'. Our city streets' dividing lines need repainting. Say *streets'*.

Write *streets'*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain how you spelled *streets'* in the sentence *Our city streets' dividing lines need repainting*.

**MEMORY STEPS** Do the memory steps for *streets'*.

► **Pre-spelling: Sounds /əl/ at the End**

► Write on the board: marble signal channel

The sounds /əl/ at the end of polysyllabic words are spelled several ways. You will usually use **l-e** or **a-l**, but sometimes you will use **e-l**, **i-l**, or **o-l**.

I will say a word. You ask, “How do we spell the last syllable?”

model . . . . . *Model.* (Students: How do we spell the last syllable?) The syllable *-el* is spelled **e-l**.

normal. . . . . *Normal.* (Students: How do we spell the last syllable?) The syllable *-mal* is spelled **m-a-l**.

shingle . . . . . *Shingle.* (Students: How do we spell the last syllable?) The syllable *-gle* is spelled **g-l-e**.

► **Guided Spelling**

► Have your students turn to page 108.

1. emergencies . . . . . Number 1: emergencies. They have saved money for emergencies. Say *emergencies*.

Base word? ■ Say *emergency* by syllables. ■ For spelling say *e-mer-gen-cy*. ■ The third syllable has a schwa. First syllable? ■ (Offer help.) Write **e-** in the first space at number 1.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Add **-mer-**.

Third syllable? ■ (Offer help.) Add **-gen-**.

Next syllable? ■ Careful. The syllable starts with **c**. Add **-cy**.

*Emergencies*. The suffix is **e-s**. Write **e-s** in the second space.

*Emergencies*. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We’ll read the change **y** to **i** generalization together: “IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**.” Turn back to page 108, number 1. Does *emergency* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes)

Will you change **y** to **i**? (Students: yes) Write *emergencies* in the third space. (Check.)

2. copying . . . . . Number 2: copying. We will be copying each poem into our notebooks. Say *copying*.

Base word? ■ Say *copy* by syllables. ■ For spelling say *cop-y*. ■

First syllable? ■ Write *cop-* in the first space at number 2.

Second syllable? ■ Finish writing *copy* in the first space at number 2.

*Copying*. Suffix? (Students: -ing) Write *-ing* in the second space.

*Copying*. What do you have to decide? (Students: Do we change **y** to **i**?) Does *copy* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: no, it begins with **i**) Will you change **y** to **i**? (Students: no) Write *copying* in the third space. (Check.)

3. replied . . . . . Number 3: replied. She has not replied to my request. Say *replied*.

Base word? ■ Say *reply* by syllables. ■ For spelling say *re-ply*. ■

First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Finish writing *reply*.

*Replied*. What do you have to decide? (Students: Do we change **y** to **i**?) Does *reply* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *replied*. (Check.)

4. ounce . . . . . Number 4: ounce. I need one ounce of cream cheese for this recipe. Say *ounce*.

Question? ■ Use the first spelling under the “ouch” picture. Careful. The end of *ounce* is spelled **c-e**. Write *ounce*. (Check.)

5. nature . . . . . Number 5: nature. My dog has a very friendly nature; he never growls or bites. Say *nature*.

Say *nature* by syllables. ■ First syllable? ■ Write *na-*.

Second syllable? ■ Finish writing *nature*. (Check.)

6. sugar . . . . . Number 6: sugar. You need brown sugar for this recipe. Say *sugar*.

Say *sugar* by syllables. ■ For spelling say *sug-ar*. ■ First syllable? ■ Careful. It’s spelled **s-u-g**. Write *sug-*.

Second syllable? ■ Careful. It’s spelled **a-r**. Write *-ar*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. supplies . . . . . Number 7: supplies. The dairy company supplies the school with milk. Say *supplies*.

Write the base word, then the suffix, and then the whole word *supplies*. (Check.)

8. worry . . . . . Number 8: worry. I worry that it may rain because I forgot my umbrella. Say *worry*.

Write *worry*. (Check.)

9. conditions . . . . . Number 9: conditions. The weather conditions were perfect. Say *conditions*.

Write *conditions*. (Check.)

10. babies . . . . . Number 10: babies. He held both babies on his lap. Say *babies*.

Write *babies*. (Check.)

PARTNER STUDY Turn to your neighbor and explain why you changed **y** to **i**.

MEMORY STEPS Do the memory steps for *babies*.

► **Pre-spelling: Sounds /əl/ at the End**

► Write on the board: struggle final evil

The sounds /əl/ at the end of polysyllabic words are spelled several ways. You will usually use **l-e** or **a-l**, but sometimes you will use **e-l**, **i-l**, or **o-l**.

I will say a word. You ask, “How do we spell the last syllable?”

tropical . . . . . *Tropical*. (Students: How do we spell the last syllable?) The syllable *-cal* is spelled **c-a-l**.

poodle . . . . . *Poodle*. (Students: How do we spell the last syllable?) The syllable *-dle* is spelled **d-l-e**.

label . . . . . *Label*. (Students: How do we spell the last syllable?) The syllable *-bel* is spelled **b-e-l**.

► **Guided Spelling**

► Have your students turn to page 109.

1. activities . . . . . Number 1: activities. We have many art activities from which to choose. Say *activities*.  
Base word? ■ Say *activity* by syllables. ■ For spelling say *ac-tiv-i-ty*. ■  
First syllable? ■ Write *ac-* in the first space at number 1.  
Second syllable? ■ Add *-tiv-*.  
Third syllable? ■ Add *-i-*.  
Next syllable? ■ Finish writing *activity* in the first space.  
*Activities*. The suffix is **e-s**. Write **e-s** in the second space.  
*Activities*. What do you have to decide? (Students: Do we change **y** to **i**?) Everyone turn to page 185. We’ll read the change **y** to **i** generalization together: “IF the base word ends with consonant-**y** AND the suffix begins with any letter except **i**, THEN change **y** to **i**.” Turn back to page 109, number 1. Does *activity* end with a consonant and then **y**? (Students: yes) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Write *activities* in the third space. (Check.)

2. identifying . . . . . Number 2: identifying. We will be identifying different plants in the garden. Say *identifying*.
- Base word? ■ Say *identify* by syllables. ■ For spelling say *i-den-ti-fy*. ■  
 First syllable? ■ Write *i-* in the first space at number 2.  
 Second syllable? ■ Add *-den-*.  
 Third syllable? ■ Add *-ti-*.  
 Next syllable? ■ Finish writing *identify* in the first space.  
*Identifying*. Suffix? (Students: -ing) Write *-ing* in the second space.  
*Identifying*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *identify* end with a consonant and then *y*? (Students: yes) Does the suffix begin with a letter that is not *i*? (Students: no, it begins with *i*) Will you change *y* to *i*? (Students: no) Write *identifying* in the third space. (Check.)
3. identified. . . . . Number 3: identified. The park ranger identified several birds of prey. Say *identified*.
- Base word? ■ Write *identify*.  
*Identified*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *identify* end with a consonant and then *y*? (Students: yes) Suffix? (Students: e-d) Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Finish writing *identified*. (Check.)
4. understood . . . . . Number 4: understood. I hope you understood the directions. Say *understood*.
- Say *understood* by syllables. ■ First syllable? ■ Write *un-*.  
 Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-der-*.  
 Third syllable? ■ Write *-stood*. (Check.)
5. stories . . . . . Number 5: stories. The counselor told stories around the campfire. Say *stories*.
- Base word? ■ Say *story* by syllables. ■ For spelling say *sto-ry*. ■  
 First syllable? ■ (Offer help.) Write *sto-*.  
 Second syllable? ■ Finish writing *story*.  
*Stories*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *story* end with a consonant and then *y*? (Students: yes) The suffix is *e-s*. Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Finish writing *stories*. (Check.)

6. shower . . . . . Number 6: shower. The clouds formed and a light shower fell.  
Say *shower*.

Say *shower* by syllables. ■ For spelling say *show-er*. ■ First syllable? ■ Question? ■ Use the second spelling under the “ouch” picture. Write *show-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. married . . . . . Number 7: married. My cousin will be married in October.  
Say *married*.

Write the base word, then the suffix, and then the whole word *married*. (Check.)

8. streets’ . . . . . Number 8: streets’. Downtown the streets’ crosswalks are wide.  
Say *streets’*.

Write *streets’*. (Check.)

9. classroom . . . . . Number 9: classroom. My classroom is at the end of the hallway.  
Say *classroom*.

FREQUENTLY MISSPELLED WORD *Classroom* is a frequently misspelled word.

Write *classroom*. (Check.)

10. picture . . . . . Number 10: picture. We took a picture of our grandparents and had it framed. Say *picture*.

Write *picture*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how you spelled the second syllable.

MEMORY STEPS Do the memory steps for *picture*.

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## Student Study

Have the students turn to pages 94 and 95. If they missed a word on the test in Week 17, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |               |   |
|---------------|---|
| 1. brook      | We crossed the brook and made our camp. (application word)  |
| 2. plowed     | The farmer plowed the fields. (application word)            |
| 3. mountain   | They skied down the mountain.                               |
| 4. replied    | I replied that I could not attend.                          |
| 5. babies     | The babies were happy in their strollers.                   |
| 6. flower     | A rose is a flower with thorns.                             |
| 7. married    | For their honeymoon, the married couple went on a cruise.   |
| 8. allow      | The teachers allow us to talk quietly.                      |
| 9. activities | There were a lot of different activities at the fair.       |
| 10. copying   | We will be copying our homework assignments from the board. |
| 11. picture   | The picture fit perfectly into the frame.                   |
| 12. stories   | My grandfather tells wonderful stories about his childhood. |
| 13. supplies  | I need to get supplies before school begins.                |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |                |  |
|----------------|--|
| 14. streets'   | The downtown streets' potholes were filled last month. |
| 15. room       | There is plenty of room for another suitcase.          |
| 16. sugar      | Some people like sugar in their tea.                   |
| 17. conditions | The road conditions in the mountains were poor.        |
| 18. understood | I understood that you would be joining us.             |
| 19. nature     | She is by nature a kindhearted person.                 |
| 20. worry      | I worry that I may be late for the concert.            |

### ADVANCED SPELLERS CONTINUE

- |               |   |
|---------------|---|
| 21. alphabet  | The alphabet was posted above the bulletin board.     |
| 22. groceries | We put the bags of groceries in the trunk of the car. |

## Syllables Ending in Consonant-l-e and Consonant-a-l

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### ► New Content

Final syllables that end with /əl/ are usually spelled consonant-**l-e**, as in *stable* and *puzzle*, or consonant-**a-l**, as in *final* and *legal*.

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### ► Teacher Background

Make a copy of the Week 20 homework (*Blackline Masters* page 27) for each student.

When the last syllable of a polysyllabic word ends with the sounds /əl/, the syllable usually ends with **le** or **al**, as in *middle* and *final*. Sometimes it ends with **el**, **il**, or **ol**, as in *level*, *fossil*, and *symbol*.

The students will be introduced to a syllable construction this week. A *consonant-l-e syllable* is the last syllable of a base word and consists of a consonant followed by **le**, as in *table*, *simple*, and *uncle*.

When you and the students pronounce words by syllables, there should be a pause between syllables to indicate the syllable boundary clearly. For example, say “sev...er...al,” not “sevvverral.”

In the pre-spelling activities, which begin on Day 2 this week, the students will practice adding suffixes to base words.

## Words Used This Week

### NEW WORDS

\*table, \*several, \*level, \*example, \*animal, \*travel, \*bicycle,  
\*general, single, addition, stones', around, libraries, receive, iron

### REVIEW WORDS

\*activities, \*picture, \*stories, \*supplies, \*married, conditions,  
worry, understood, room, streets'

### CHALLENGE WORDS

colonial, label, whistle, saddle, sandwich

### APPLICATION WORDS ON THE TEST

copies, replying

### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

purple, mental, channel, animals, received, startled, bicycling,  
pennies, tables, examples, travels, replying, there, identical,  
generally

### FREQUENTLY MISPELLED WORDS

there

# Week 20 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 110 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. table . . . . . Number 1: table. We set the table for dinner.  
*Ta-ble.* ■ Underline **b-l-e**.  
The second syllable in *table* is called a *consonant-l-e syllable*. A consonant-**l-e** syllable is the last syllable of a base word. It is a consonant followed by **l-e**. Here are some other words that have consonant-**l-e** syllables: *angle*, *people*, *settle*, and *puzzle*.
2. several . . . . . Number 2: several. There are several peaches in the bowl.  
*Sev-er-al.* ■ Underline **e-r**. The last syllable has a schwa. Underline **a-l**.
3. level . . . . . Number 3: level. Some areas of Death Valley are below sea level.  
*Lev-el.* ■ The second syllable has a schwa. Underline **e-l**.
4. example . . . . . Number 4: example. This painting is an example of the artist's early work.  
*Ex-am-ple.* ■ Underline **p-l-e**.
5. animal . . . . . Number 5: animal. The koala is an animal native to Australia.  
*An-i-mal.* ■ The last syllable has a schwa. Underline **m-a-l**.
6. travel . . . . . Number 6: travel. My aunt loves to travel to South America.  
*Trav-el.* ■ The second syllable has a schwa. Underline **e-l**.
7. bicycle . . . . . Number 7: bicycle. She rode her bicycle to her friend's house.  
*Bi-cy-cle.* ■ Underline **c** and **y**. Underline **c-l-e**.
8. general . . . . . Number 8: general. In general, the bus is here by 8:30 a.m.  
*Gen-er-al.* ■ Underline **e-r**. The last syllable has a schwa. Underline **a-l**.

9. single . . . . . Number 9: single. She took a single helping.  
*Sin-gle.* ■ Underline **n**. Underline **g-l-e**.
10. addition. . . . . Number 10: addition. Their school will have an addition of six classrooms.  
*Ad-di-tion.* ■ The first syllable has a schwa. Underline **a**.  
 Underline **t-i-o-n**.
11. stones' . . . . . Number 11: stones'. We gathered many stones. The stones' weight was too great for the pickup truck.  
*Stones'* It is the weight of many stones. *Stones'* is a possessive. Start underlining *stones'*, but stop when you get to the apostrophe. What have you underlined? (**Students: stones**) The part you underlined shows that there is more than one stone. Underline **o** and **e**.
12. around . . . . . Number 12: around. We will leave for the game around 4:00 p.m.  
*A-round.* ■ The first syllable has a schwa. Underline **a**.  
 Underline **o-u**.
13. libraries. . . . . Number 13: libraries. There are libraries in our district schools.  
*Li-brar-ies.* ■ Underline **r-a-r**. ■ The base word is *library*. The **y** was changed to **i** and **e-s** was added.
14. receive . . . . . Number 14: receive. He will receive an award for his science project.  
*Re-ceive.* ■ Underline **e** in the first syllable. Underline **c**.  
 Underline **e-i**. Underline the last **e**.
15. iron . . . . . Number 15: iron. The gate was made of iron.  
*I-ron.* ■ The second syllable has a schwa. Underline **o**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |                 |                |
|-----------------|----------------|
| 16. *activities | 21. conditions |
| 17. *picture    | 22. worry      |
| 18. *stories    | 23. understood |
| 19. *supplies   | 24. room       |
| 20. *married    | 25. streets'   |

## ▶ Guided Spelling

▶ Have your students turn to page 112.

1. **table.** . . . . . Number 1: table. We set the table for dinner. Say *table*.  
Say *table* by syllables. ■ First syllable? ■ Write *ta-*.  
Last syllable? ■ Ask me how to spell the last syllable. ■ It's **b-l-e**.  
Write *-ble*. (Check.)
  
2. **several** . . . . . Number 2: several. There are several peaches in the bowl.  
Say *several*.  
Say *several* by syllables. ■ The last syllable has a schwa. For spelling say *sev-er-al*. ■ First syllable? ■ Write *sev-*.  
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-er-*.  
Last syllable? ■ Ask me how to spell the last syllable. ■ It's **a-l**.  
Write *-al*. (Check.)
  
3. **level** . . . . . Number 3: level. Some areas of Death Valley are below sea level.  
Say *level*.  
Say *level* by syllables. ■ The last syllable has a schwa. For spelling say *lev-el*. ■ First syllable? ■ Write *lev-*.  
Last syllable? ■ Ask me how to spell the last syllable. ■ It's **e-l**.  
Write *-el*. (Check.)
  
4. **example** . . . . . Number 4: example. This painting is an example of the artist's  
early work. Say *example*.  
Say *example* by syllables. ■ For spelling say *ex-am-ple*. ■ First  
syllable? ■ Write *ex-*.  
Second syllable? ■ Write *-am-*.  
Last syllable? ■ Ask me how to spell the last syllable. ■ It's **p-l-e**.  
Write *-ple*. (Check.)

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. **animal.** . . . . . Number 5: animal. The koala is an animal native to Australia.  
Say *animal*.  
I'll say the syllables for spelling: *an-i-mal*. Write *animal*. (Check.)

6. travel . . . . . Number 6: travel. My aunt loves to travel to South America.  
Say *travel*.

I'll say the syllables for spelling: *trav-el*. Write *travel*. (Check.)

7. bicycle . . . . . Number 7: bicycle. She rode her bicycle to her friend's house.  
Say *bicycle*.

I'll say the syllables for spelling: *bi-cy-cle*. Write *bicycle*. (Check.)

8. general . . . . . Number 8: general. In general, the bus is here by 8:30 a.m.  
Say *general*.

I'll say the syllables for spelling: *gen-er-al*. Write *general*. (Check.)

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► **Introduce the Homework**

Hand out the Week 20 homework.

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► **Record Words Missed**

Return the students' spelling tests from Week 19. Have them turn to pages 104 and 105 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 20 Day 2

## ► Teacher Background

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In the pre-spelling activities, you will guide the students in adding suffixes to base words.

## ► Pre-spelling: Base Words and Suffixes

---

Help me add suffixes to base words.

requiring . . . . . Requiring. They respected their teacher for requiring hard work.

Base word?

► Write *require* on the board.

*Requiring*. What do we have to decide? (Students: Do we drop e?)  
Is there a consonant and then **e** at the end? (Students: yes)

*Requiring*. Does the suffix begin with a vowel? (Students: yes)

What will we do now? (Students: erase e) And now?

(Students: add -ing) *Requiring*.

skidded . . . . . Skidded. She skidded in the mud and fell down.

Base word?

► Write *skid* on the board.

*Skidded*. What do we have to decide? (Students: Do we double?)

Does *skid* have one syllable? (Students: yes) One vowel?

(Students: yes) One consonant after the vowel? (Students: yes)

*Skidded*. Does the suffix begin with a vowel? (Students: yes)

Will we double the last consonant? (Students: yes) *Skidded*.

## ► Guided Spelling

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► Have your students turn to page 113.

l. purple. . . . . Number l: purple. The iris was a shade of purple. Say *purple*.

Say *purple* by syllables. ■ First syllable? ■ Question? ■ Use the third spelling under the “robot” picture. Write *pur-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It’s **p-l-e**. Write *-ple*. (Check.)

The second syllable in *purple* is called a *consonant-l-e syllable*. A consonant-**l-e** syllable is the last syllable of a base word. It is a consonant followed by **l-e**.

2. libraries . . . . . Number 2: libraries. There are libraries in our district schools. Say *libraries*.

Base word? ■ Say *library* by syllables. ■ For spelling say *li-brar-y*. ■ First syllable? ■ Write *li-*.

Second syllable? ■ Careful. It's spelled **b-r-a-r**. Write *-brar-*.

Third syllable? ■ Finish writing *library*.

*Libraries*. What do you have to decide? (Students: Do we change **y** to **i**?) Does *library* end with a consonant and then **y**? (Students: yes) The suffix is **e-s**. Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *libraries*. (Check.)

3. receive . . . . . Number 3: receive. He will receive an award for his science project. Say *receive*.

Say *receive* by syllables. ■ For spelling say *re-ceive*. ■ First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Careful. It's spelled **c-e-i-v-e**. Write *-ceive*. (Check.)

4. single . . . . . Number 4: single. She took a single helping. Say *single*.

Say *single* by syllables. ■ For spelling say *sin-gle*. First syllable? ■ Careful. It's spelled **s-i-n**. Write *sin-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **g-l-e**. Write *-gle*. (Check.)

5. stones' . . . . . Number 5: stones'. We gathered many stones. The stones' weight was too great for the pickup truck. Say *stones'*.

What do we call the word *stones'* as in *the stones' weight*? (Students: possessive) How many stones, one or more than one? (Students: more than one) Write the plural word *stones*. ■ Make *stones* possessive by adding an apostrophe. (Check.)

6. iron . . . . . Number 6: iron. The gate was made of iron. Say *iron*.

Say *iron* by syllables. ■ The second syllable has a schwa. For spelling say *i-ron*. ■ First syllable? ■ Write *i-*.

Second syllable? ■ (Offer help.) Write *-ron*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. around . . . . . Number 7: around. We will leave for the game around 4:00 p.m.  
Say *around*.

I'll say the syllables for spelling: *a-round*. Write *around*. (Check.)

8. mental . . . . . Number 8: mental. The class does mental arithmetic daily.  
Say *mental*.

Write *mental*. (Check.)

9. channel . . . . . Number 9: channel. Please change the television channel.  
Say *channel*.

I'll say the syllables for spelling: *chan-nel*. Write *channel*. (Check.)

10. addition. . . . . Number 10: addition. Their school will have an addition of six  
classrooms. Say *addition*.

I'll say the syllables for spelling: *ad-di-tion*. Write *addition*. (Check.)

PARTNER STUDY Turn to your neighbor and explain why you spelled the last syllable **t-i-o-n**.

MEMORY STEPS Do the memory steps for *addition*.

# Week 20 Day 3

## ► Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

applied . . . . . Applied. He applied for a job.

Base word?

► Write *apply* on the board.

*Applied.* What do we have to decide? (Students: Do we change *y* to *i*?) Does *apply* end with a consonant and then *y*? (Students: yes) *Applied.* Does the suffix begin with any letter except *i*? (Students: yes) What will we do now? (Students: change *y* to *i*) And now? (Students: add *e-d*) *Applied.*

staying . . . . . Staying. He was staying at home because of his cold.

Base word?

► Write *stay* on the board.

*Staying.* In the vowel spelling **a-y**, the letter **y** is a vowel. Will we double the final letter? (Students: no) Will we change **y** to **i**? (Students: no) We just add *-ing*. *Staying.*

## ► Guided Spelling

► Have your students turn to page 114.

1. animals . . . . . Number 1: animals. Most of the animals at the zoo are fed in the morning. Say *animals*.

Base word? ■ Say *animal* by syllables. ■ The third syllable has a schwa. For spelling say *an-i-mal*. ■ First syllable? ■ Write *an-*.

Second syllable? ■ Write *-i-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **m-a-l**. Finish writing *animals*. (Check.)

2. received . . . . . Number 2: received. She received a package from her grandparents. Say *received*.

Base word? ■ Say *receive* by syllables. ■ For spelling say *re-ceive*. ■ First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Careful. It's spelled **c-e-i-v-e**. Finish writing *received*. (Check.)

3. level . . . . . Number 3: level. I practiced very hard and moved to the next level of karate. Say *level*.

Say *level* by syllables. ■ The second syllable has a schwa. For spelling say *lev-el*. ■ First syllable? ■ Write *lev-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **e-l**. Write *-el*. (Check.)

Notice that the word *level* is spelled the same way forward as backward: **l-e-v-e-l**. It's called a *palindrome*.

4. startled . . . . . Number 4: startled. The baby was startled by the loud noise and began to cry. Say *startled*.

Base word? ■ Say *startle* by syllables. ■ For spelling say *star-tle*. ■ First syllable? ■ Write *star-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **t-l-e**. Finish writing *startled*. (Check.)

5. bicycling . . . . . Number 5: bicycling. Let's go bicycling on the bike path this morning. Say *bicycling*.

Base word? ■ Say *bicycle* by syllables. ■ For spelling say *bi-cy-cle*. ■ First syllable? ■ Write *bi-*.

Second syllable? ■ Careful. It's spelled **c-y**. Write *-cy-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **c-l-e**. Finish writing *bicycling*. (Check.)

6. single . . . . . Number 6: single. He hasn't missed a single day. Say *single*.

Say *single* by syllables. ■ For spelling say *sin-gle*. First syllable? ■ Careful. It's spelled **s-i-n**. Write *sin-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **g-l-e**. Write *-gle*. (Check.)

The second syllable in *single* is called a *consonant-l-e syllable*. A consonant-**l-e** syllable is the last syllable of a base word. It is a consonant followed by **l-e**.

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. pennies . . . . . Number 7: pennies. His uncle saves pennies. Say *pennies*.

I'll say the syllables for spelling: *pen-nies*. Write *pennies*. (Check.)

8. iron . . . . . Number 8: iron. My father uses an iron skillet to cook pancakes.  
Say *iron*.

I'll say the syllables for spelling: *i-ron*. Write *iron*. (Check.)

9. tables . . . . . Number 9: tables. The picnic tables were covered with pretty  
tablecloths. Say *tables*.

Write *tables*. (Check.)

10. stones' . . . . . Number 10: stones'. In his rock collection, the stones' sizes vary.  
Say *stones'*.

Write *stones'*. (Check.)

**PARTNER STUDY** Turn to a neighbor. Explain how you spelled *stones'* in the sentence *In his rock collection, the stones' sizes vary*.

**MEMORY STEPS** Do the memory steps for the possessive *stones'*.

# Week 20 Day 4

## ► Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

marrying . . . . . Marrying. She was marrying a man from another state.

Base word?

► Write *marry* on the board.

*Marrying*. What do we have to decide? (Students: Do we change *y* to *i*?) Does *marry* end with a consonant and then *y*? (Students: yes) *Marrying*. The suffix begins with *i*. What will we do now? (Students: just add *i-n-g*) *Marrying*.

strangely . . . . . Strangely. We thought the cat was acting strangely, and then we saw it was hurt.

Base word?

► Write *strange* on the board.

*Strangely*. What do we have to decide? (Students: Do we drop *e*?) Is there a consonant and then *e* at the end? (Students: yes) *Strangely*. Does the suffix begin with a vowel? (Students: no) What will we do now? (Students: add *l-y*) *Strangely*.

## ► Guided Spelling

► Have your students turn to page 115.

1. addition . . . . . Number 1: addition. In addition to directing the play, she painted the scenery and made the costumes. Say *addition*.

Say *addition* by syllables. ■ The first syllable has a schwa. For spelling say *ad-di-tion*. ■ First syllable? ■ (Offer help.) Write *ad-*.

Second syllable? ■ Write *-di-*.

Third syllable? ■ The syllable /shən/ is usually spelled **t-i-o-n**. Finish writing *addition*. (Check.)

2. libraries . . . . . Number 2: libraries. All of the libraries have computers. Say *libraries*.

Base word? ■ Say *library* by syllables. ■ For spelling say *li-brar-y*. ■ First syllable? ■ Write *li-*.

Second syllable? ■ Careful. It's spelled **b-r-a-r**. Write **-brar-**.

Third syllable? ■ Finish writing *library*.

*Libraries*. What do you have to decide? (Students: Do we change **y** to **i**?) Does *library* end with a consonant and then **y**? (Students: yes) The suffix is **e-s**. Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *libraries*. (Check.)

3. examples. . . . . Number 3: examples. Orcas and dolphins are examples of sea mammals. Say *examples*.

Base word? ■ Say *example* by syllables. ■ For spelling say *ex-am-ple*. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Write *-am-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **p-l-e**. Finish writing *examples*. (Check.)

The third syllable in *example* is called a *consonant-l-e syllable*. A consonant-**l-e** syllable is the last syllable of a base word. It is a consonant followed by **l-e**.

4. around . . . . . Number 4: around. She tied the ribbon around the package. Say *around*.

Say *around* by syllables. ■ The first syllable has a schwa. For spelling say *a-round*. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ Question? ■ Use the first spelling under the "ouch" picture. Write *-round*. (Check.)

5. several . . . . . Number 5: several. There were several backpacks left in the classroom. Say *several*.

Say *several* by syllables. ■ The last syllable has a schwa. For spelling say *sev-er-al*. ■ First syllable? ■ Write *sev-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-er-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **a-l**. Write *-al*. (Check.)

6. travels . . . . . Number 6: travels. He always travels with water in the car. Say *travels*.

Base word? ■ Say *travel* by syllables. ■ The last syllable has a schwa. For spelling say *trav-el*. ■ First syllable? ■ Write *trav-*.

Last syllable? ■ Ask me how to spell the last syllable. ■ It's **e-l**. Finish writing *travels*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. replying . . . . . Number 7: replying. We will be replying to your invitation tomorrow. Say *replying*.  
Write *replying*. (Check.)
8. there . . . . . Number 8: there. They have lived there for years. Say *there*.  
FREQUENTLY MISSPELLED WORD *There* is a frequently misspelled word.  
Write *there*. (Check.)
9. identical . . . . . Number 9: identical. The twins were identical; they looked exactly alike. Say *identical*.  
I'll say the syllables for spelling: *i-den-ti-cal*. Write *identical*. (Check.)
10. generally . . . . . Number 10: generally. We generally go to lunch at noon. Say *generally*.  
I'll say the syllables for spelling: *gen-er-al-ly*. Write *generally*. (Check.)  
MEMORY STEPS Do the memory steps for *generally*.

 **Student Study**

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Have the students turn to pages 104 and 105. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

**TEKS 2.B.xiv**  
Student/Teacher Activity  
Spelling Test  
(Words: bicycle, example,  
single)

### ALL STUDENTS

- |               |  |
|---------------|--|
| 1. copies     | We'll get extra copies of the book. (application word)     |
| 2. replying   | They are not replying to our questions. (application word) |
| 3. several    | I haven't seen you for several weeks.                      |
| 4. bicycle    | My bicycle has a flat tire.                                |
| 5. general    | The general spoke to the troops.                           |
| 6. level      | The recipe calls for one level teaspoon of salt.           |
| 7. picture    | We hung the picture over the fireplace.                    |
| 8. animal     | The giant panda is a quiet, solitary animal.               |
| 9. activities | There will be plenty of activities at the school carnival. |
| 10. travel    | They will travel by train to visit their relatives.        |
| 11. table     | Set the table for eight people.                            |
| 12. example   | This painting is an example of the artist's early work.    |
| 13. married   | They were married at city hall.                            |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |               |   |
|---------------|---|
| 14. stones'   | They have a precious stone collection. The stones' value is high. |
| 15. iron      | The old kettle was made of iron.                                  |
| 16. around    | I rode my bicycle around the block.                               |
| 17. receive   | You will receive your certificate in the mail.                    |
| 18. single    | Not a single pencil was left.                                     |
| 19. libraries | The city libraries are open to the public.                        |
| 20. addition  | We had several addition problems on the test.                     |

### ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 21. sandwich | He packed a sandwich for lunch.                      |
| 22. colonial | During colonial times, people traveled on horseback. |

## Syllables with **oi** and **oy**; Syllables with /aw/ Spelled **au**, **aw**, and **a**

### ► New Content

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The sound /oi/ is spelled **oi** or **oy**, as in *choice* and *annoy*.

The sound /oi/ at the end of a word is usually spelled **oy**, as in *destroy* and *employ*.

The sound /aw/ is often spelled **au** or **aw**, as in *audience* and *awful*.

The sound /aw/ before the sound /l/ is often spelled **a**, as in *always* and *tall*.

The sound /aw/ at the end of a word is usually spelled **aw**, as in *jaw* and *law*.

### ► Teacher Background

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Make a copy of the Week 21 homework (*Blackline Masters* page 28) for each student.

In some regions, speakers pronounce **au**, **aw**, and short **o** identically.

Spelling the sound /aw/ before the sound /l/ requires attention, as the spelling could be **au**, **aw**, or just **a**, as in *haul*, *crawl*, *halt*, and *fall*.

One additional guiding point is introduced this week: the sounds /awl/ at the beginning of a polysyllabic word are usually spelled **al**, as in *almost*, *although*, and *altogether*.

The pre-spelling activities, which begin on Day 2 this week, focus on the prefixes *un-*, *re-*, and *dis-* in preparation for writing prefixes in Week 22.

## Words Used This Week

### NEW WORDS

\*soil, \*destroy, \*fault, \*law, \*already, \*all ready, \*although,  
\*family, result, lake's, power, factories, little, machine, taught

### REVIEW WORDS

\*several, \*travel, \*example, \*general, \*table, libraries, around,  
single, stones', receive

### CHALLENGE WORDS

false, dinosaur, coins, straw, altogether

### APPLICATION WORDS ON THE TEST

story's, marrying

### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

moist, pause, annoy, eagle, results, machines, awfully, families,  
mammals, boiling, you've, destroyed

### FREQUENTLY MISPELLED WORDS

all ready

# Week 21 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 116 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. soil. . . . . Number 1: soil. The soil was perfect for growing vegetables.

► Point to **oi** under the “noisy toy” picture on the spelling-sound chart.

The picture shows a **noisy toy** for the sound /oi/. Underline **o-i**.

2. destroy. . . . . Number 2: destroy. A big fire can destroy many homes.

*De-stry*. ■ Underline **e**.

► Point to **oy** under the “noisy toy” picture.

When you hear the sound /oi/ at the end of a word, it is usually spelled **o-y**.

3. fault. . . . . Number 3: fault. It was her fault that the dog got out of the yard.

► Point to **au** under the “awful yawn” picture on the spelling-sound chart.

The picture shows an “**awful yawn**” for the sound /aw/. Underline **a-u**.

4. law. . . . . Number 4: law. The law requires you to wear your seatbelt.

► Point to **aw** under the “**yawn**” picture.

When you hear the sound /aw/ at the end of a word, it is usually spelled **a-w**.

5. already. . . . . Number 5: already. She has already graduated from high school.

*Al-read-y*.

► Point to **a(l)** under the “**yawn**” picture.

When the first syllable of a polysyllabic word sounds like /awl/, it is usually spelled **a-l**. Other examples are *altogether*, *although*, *also*, and *always*. Underline **a-l**. Underline **e-a**.

6. all ready . . . . . Number 6: all ready. The dinner was all ready, so we sat down to eat.

FREQUENTLY MISSPELLED WORDS *All ready* and *already* are frequently confused and frequently misspelled. You need to think of the meaning of the sentence to know whether to use *all ready* or *already*.

► Point to **a(II)** under the “yawn” picture.

**A-I-I** is the spelling for the word *all* and many rhyming words, such as *call*, *fall*, *small*, *mall*, and *hall*. Underline **a-I-I**. ■ Underline the space between the two words.

*Read-y*. ■ Underline **e-a**.

7. although . . . . . Number 7: although. She did not respond, although she knew the answer.

*Al-though*. ■ Underline **a-l**. Underline **o-u-g-h**.

8. family . . . . . Number 8: family. We will have a family reunion at the park.

*Fam-i-ly*.

9. result . . . . . Number 9: result. Your hard work will result in a good grade.

*Re-sult*. ■ Underline **e**. Underline **s**.

10. lake's . . . . . Number 10: lake's. The lake's shoreline is steep and rocky.

*Lake's*. It is the shoreline of a lake. *Lake's* is a possessive. Start underlining *lake's*, but stop when you get to the apostrophe. What have you underlined? (Students: *lake*) The part you underlined shows that there is one lake. Underline **a** and **e**.

11. power . . . . . Number 11: power. The house is heated with solar power.

*Pow-er*. ■ Underline **o-w**. Underline **e-r**.

12. factories . . . . . Number 12: factories. Many car factories are located nearby.

*Fac-to-ries*. ■ The second syllable has a schwa. Underline **o**. ■ The base word is *factory*. The **y** was changed to **i** and **e-s** was added.

13. little . . . . . Number 13: little. The little books were in a basket.

*Lit-tle*. ■ Underline **t-l-e**.

14. machine . . . . . Number 14: machine. The mechanic used a machine to lift the car.

*Ma-chine*. ■ The first syllable has a schwa. Underline **a**. Underline **c-h**. Underline **i** and **e**.

15. taught. . . . . Number 15: taught. I taught my brother how to write his name.

Underline **a-u-g-h**.

MNEMONIC Here’s a mnemonic: **a-u-g-h** is in the words *taught*, *caught*, and *daughter*.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- 16. \*several      21. libraries
- 17. \*travel      22. around
- 18. \*example    23. single
- 19. \*general     24. stones’
- 20. \*table       25. receive

**► Guided Spelling**

► Have your students turn to page 118.

1. soil. . . . . Number 1: soil. The soil was perfect for growing vegetables.

Say *soil*.

Question? ■ Use the first spelling under the “noisy toy” picture. Write *soil*. (Check.)

2. destroy. . . . . Number 2: destroy. A big fire can destroy many homes.

Say *destroy*.

TEKS 2.B.v  
Student/Teacher Narrative  
(Word: destroy)

Say *destroy* by syllables. ■ For spelling say *de-stry*. ■ First syllable? ■ (Offer help.) Write *de-*.

Second syllable? ■ The sound /oi/ at the end of a word is usually spelled **o-y**. Write *-stry*. (Check.)

3. fault . . . . . Number 3: fault. It was her fault that the dog got out of the yard.

Say *fault*.

Question? ■ Use the first spelling under the “yawn” picture. Write *fault*. (Check.)

4. law. . . . . Number 4: law. The law requires you to wear your seatbelt.

Say *law*.

The sound /aw/ at the end of a word is usually spelled **a-w**. Write *law*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. already . . . . . Number 5: already. She has already graduated from high school.

Say *already*.

Write *already*. (Check.)

6. all ready . . . . . Number 6: all ready. The dinner was all ready, so we sat down to eat. Say *all ready*.

Write *all ready*. (Check.)

7. although . . . . . Number 7: although. She did not respond, although she knew the answer. Say *although*.

Write *although*. (Check.)

8. family . . . . . Number 8: family. We will have a family reunion at the park. Say *family*.

I'll say the syllables for spelling: *fam-i-ly*. Write *family*. (Check.)

---

► **Introduce the Homework**

Hand out the Week 21 homework.

---

► **Record Words Missed**

Return the students' spelling tests from Week 20. Have them turn to pages 110 and 111 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 21 Day 2

## ▶ Teacher Background

The pre-spelling activities this week focus on the prefixes *un-*, *re-*, and *dis-*.

## ▶ Pre-spelling: Prefixes

The English language contains many words that begin with prefixes. Next week you will spell words that begin with three of the most common prefixes: *un-*, *re-*, and *dis-*.

The prefix *un-* usually means *not*. An untidy room is not tidy; it is messy. The prefix *un-* also means *to do the opposite of*. *Unlocking* a door is the opposite of locking a door. The prefix *un-* is spelled **u-n**.

unsolved . . . . . Unsolved. The mystery is still unsolved.

Prefix? ■ How do you spell the prefix? ■ What is the meaning of the prefix? ■ What is the meaning of *unsolved*?

▶ Write *unsolved* on the board.

When you add a prefix to a base word, you don't leave space between the prefix and the base word. You never change the base word.

unloaded . . . . . Unloaded. They unloaded boxes from the truck.

Prefix? ■ Spelling of the prefix? ■ Meaning of the prefix? ■ What is the meaning of *unloaded*?

## ▶ Guided Spelling

▶ Have your students turn to page 119.

1. moist . . . . . Number 1: moist. My dog's nose is always moist. Say *moist*.

Question? ■ Use the first spelling under the "noisy toy" picture. Write *moist*. (Check.)

2. pause . . . . . Number 2: pause. Speakers pause while the audience applauds. Say *pause*.

Question? ■ Use the first spelling under the "yawn" picture. Careful. *Pause* ends with **s-e**. Write *pause*. (Check.)

3. machine . . . . . Number 3: machine. The mechanic used a machine to lift the car.  
Say *machine*.  
Say *machine* by syllables. ■ The first syllable has a schwa. For spelling say *ma-chine*. ■ First syllable? ■ (Offer help.) Write *ma-*.  
Second syllable? ■ Careful. It's spelled **c-h-i-n-e**. Write *-chine*.  
(Check.)
4. lake's . . . . . Number 4: lake's. The lake's shoreline is steep and rocky.  
Say *lake's*.  
What do we call the word *lake's*? (Students: possessive) How many lakes, one or more than one? (Students: one) Write *lake*. ■  
Make *lake* possessive by adding apostrophe-**s**. (Check.)
5. taught. . . . . Number 5: taught. I taught my brother how to write his name.  
Say *taught*.  
MNEMONIC Here's a mnemonic: **a-u-g-h** is in the words *taught*, *caught*, and *daughter*.  
Careful. The vowel sound in *taught* is spelled **a-u-g-h**. Write *taught*. (Check.)
6. power . . . . . Number 6: power. The house is heated with solar power.  
Say *power*.  
TEKS 2.B.xii Student/Teacher Narrative Guided Spelling section (Word: power, annoy)  
Say *power* by syllables. ■ For spelling say *pow-er*. ■ First syllable? ■  
Question? ■ Use the second spelling under the "ouch" picture. Write *pow-*.  
Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-er*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. little . . . . . Number 7: little. The little books were in a basket. Say *little*.  
I'll say the syllables for spelling: *lit-tle*. Write *little*. (Check.)
8. result . . . . . Number 8: result. Your hard work will result in a good grade.  
Say *result*.  
I'll say the syllables for spelling: *re-sult*. Write *result*. (Check.)
9. annoy . . . . . Number 9: annoy. Did the mosquitoes annoy you? Say *annoy*.  
I'll say the syllables for spelling: *an-noy*. Write *annoy*. (Check.)

10. factories . . . . . Number 10: factories. Many car factories are located nearby.  
Say *factories*.

I'll say the syllables for spelling: *fac-to-ries*. Write *factories*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you changed **y** to **i**.

MEMORY STEPS Do the memory steps for *factories*.

# Week 21 Day 3

## ► Pre-spelling: Prefixes

---

The prefix *re-* usually means *again*. You would *remeasure* if you wanted to be sure you had measured correctly. The prefix *re-* is spelled **r-e**.

reawaken . . . . . Reawaken. His mother will have to reawaken him.

Prefix? ■ Spelling of the prefix? ■ Meaning of the prefix? ■  
Meaning of *reawaken*?

reconsider . . . . . Reconsider. She asked them to read the paragraph and reconsider her question.

Prefix? ■ Spelling of the prefix? ■ Meaning of the prefix? ■  
Meaning of *reconsider*?

## ► Guided Spelling

---

► Have your students turn to page 120.

1. taught . . . . . Number 1: taught. My sister taught me how to swim. Say *taught*.

MNEMONIC Here's the mnemonic. The vowel sound in *taught* is spelled the same as the vowel sound in *caught* and *daughter*.

Write *taught*. (Check.)

2. eagle . . . . . Number 2: eagle. The eagle soared over the lake looking for fish. Say *eagle*.

Say *eagle* by syllables. ■ First syllable? ■ Careful. It's spelled **e-a**.  
Write *ea-*.

Last syllable? ■ (Offer help.) Write *-gle*. (Check.)

3. although . . . . . Number 3: although. He's rather shy, although he occasionally raises his hand in class. Say *although*.

Say *although* by syllables. ■ First syllable? ■ When the first syllable of a polysyllabic word sounds like /awl/, it is usually spelled **a-l**.  
Write *al-*.

Second syllable? ■ Careful. The vowel sound is spelled **o-u-g-h**.  
Write *-though*. (Check.)

4. results . . . . . Number 4: results. The paper reported the results of the game. Say *results*.  
Base word? ■ Say *result* by syllables. ■ For spelling say *re-sult*. ■ First syllable? ■ Write *re-*.  
Second syllable? ■ Careful. It begins with **s**. Finish writing *results*. (Check.)

5. already . . . . . Number 5: already. He had already left when I called. Say *already*.  
Say *already* by syllables. ■ For spelling say *al-read-y*. ■ First syllable? ■ When the first syllable of a polysyllabic word sounds like /awl/, it is usually spelled **a-l**. Write *al-*.  
Second syllable? ■ Careful. It's spelled **r-e-a-d**. Write *-read-*.  
Third syllable? ■ Finish writing *already*. (Check.)

6. machines. . . . . Number 6: machines. The machines in the factory were very noisy. Say *machines*.  
Base word? ■ Say *machine* by syllables. ■ The first syllable has a schwa. For spelling say *ma-chine*. ■ First syllable? ■ (Offer help.) Write *ma-*.  
Second syllable? ■ Careful. It's spelled **c-h-i-n-e**. Finish writing *machines*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. power. . . . . Number 7: power. During the thunderstorm the power went out. Say *power*.  
I'll say the syllables for spelling: *pow-er*. Write *power*. (Check.)

8. awfully . . . . . Number 8: awfully. I was awfully sad when you moved away. Say *awfully*.  
I'll say the syllables for spelling: *aw-ful-ly*. Write *awfully*. (Check.)

9. soil. . . . . Number 9: soil. He mixed sand with the soil. Say *soil*.  
Write *soil*. (Check.)

10. fault . . . . . Number 10: fault. The earthquake fault line runs through the hills. Say *fault*.  
Write *fault*. (Check.)

MEMORY STEPS Do the memory steps for *fault*.

## ► Pre-spelling: Prefixes

The prefix *dis-* usually means *not*. A child who *disobeys* does *not* obey. The prefix *dis-* can also mean *to do the opposite of*. If you pull out a plug, you are *disconnecting* the power. The prefix *dis-* is spelled **d-i-s**.

dissatisfied . . . . . Dissatisfied. He was dissatisfied when his new toy broke so easily.  
Prefix? ■ Spelling of the prefix? ■ Meaning of the prefix? ■  
Meaning of *dissatisfied*?

disappear . . . . . Disappear. The magician made the rabbit disappear.  
Prefix? ■ Spelling of the prefix? ■ Meaning of the prefix? ■  
Meaning of *disappear*?

## ► Guided Spelling

► Have your students turn to page 121.

1. all ready . . . . . Number 1: all ready. The team had been practicing and was all ready for the game. Say *all ready*.  
The phrase *all ready* is two words. First write the word *all*.  
Say *ready* by syllables. ■ For spelling say *read-y*. ■ First syllable? ■  
Careful. It's spelled **r-e-a-d**. Write *read-*.  
Second syllable? ■ Finish writing *ready*. (Check.)

2. families . . . . . Number 2: families. There were many families attending the graduation ceremony. Say *families*.  
Base word? ■ Say *family* by syllables. ■ For spelling say *fam-i-ly*. ■  
First syllable? ■ Write *fam-*.  
Second syllable? ■ Write *-i-*.  
Third syllable? ■ Finish writing *family*.  
*Families*. What do you have to decide? (Students: Do we change **y** to **i**?) Does *family* end with a consonant and then **y**? (Students: yes) The suffix is **e-s**. Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *families*. (Check.)

3. mammals . . . . . Number 3: mammals. Giant pandas are solitary, quiet mammals.  
Say *mammals*.
- Base word? ■ Say *mammal* by syllables. ■ The second syllable has a schwa. For spelling say *mam-mal*. ■ First syllable? ■ Write *mam-*.  
Second syllable? ■ (Offer help.) Finish writing *mammals*. (Check.)
4. boiling . . . . . Number 4: boiling. We used boiling water to make the tea.  
Say *boiling*.
- HISTORY Several English words came from the Latin word *bullā*, which meant *bubble*: *boil*, *bulletin*, *bullet*, and *bowling*.
- Base word? ■ Question? ■ Use the first spelling under the “noisy toy” picture. Write *boil*.
- Boiling*. What do you have to decide? (Students: Do we double?) Does *boil* have one syllable? (Students: yes) One vowel? (Students: no, two) Will you double the last consonant of *boil*? (Students: no) Finish writing *boiling*. (Check.)
5. little . . . . . Number 5: little. I play tennis only a little; I don’t practice much.  
Say *little*.
- Say *little* by syllables. ■ For spelling say *lit-tle*. ■ First syllable? ■ Write *lit-*.  
Second syllable? ■ (Offer help.) Write *-tle*. (Check.)
6. factories . . . . . Number 6: factories. The blanket factories offer tours to the public. Say *factories*.
- Base word? ■ Say *factory* by syllables. ■ The second syllable has a schwa. For spelling say *fac-to-ry*. ■ First syllable? ■ Write *fac-*.  
Second syllable? ■ (Offer help.) Write *-to-*.  
Third syllable? ■ Write *-ry*.
- Factories*. What do you have to decide? (Students: Do we change y to i?) Does *factory* end with a consonant and then y? (Students: yes) The suffix is *e-s*. Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change y to i? (Students: yes) Finish writing *factories*. (Check.)
- NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.
7. you’ve . . . . . Number 7: you’ve. The swim coach thinks you’ve really improved.  
Say *you’ve*.
- CONTRACTION *You’ve* is a contraction of *you have*.  
Write *you’ve*. (Check.)

8. law. . . . . Number 8: law. My parents follow the law and drive the speed limit. Say *law*.

Write *law*. (Check.)

9. destroyed . . . . . Number 9: destroyed. The fierce wind destroyed my kite. Say *destroyed*.

I'll say the syllables for spelling: *de-destroyed*. Write *destroyed*. (Check.)

10. lake's. . . . . Number 10: lake's. The lake's bottom is sandy. Say *lake's*.

Write *lake's*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain how you spelled *lake's* in the sentence *The lake's bottom is sandy*.

MEMORY STEPS Do the memory steps for *lake's*.

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► **Student Study**

Have the students turn to pages 110 and 111. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |              |  |
|--------------|--|
| 1. story's   | The story's ending was a surprise. (application word)      |
| 2. marrying  | She will be marrying her fiancé. (application word)        |
| 3. law       | The law requires you to wear a seatbelt while in a car.    |
| 4. travel    | This summer I will travel to visit my grandparents.        |
| 5. soil      | The soil in my backyard is perfect for a vegetable garden. |
| 6. example   | I try to set a good example by always being on time.       |
| 7. all ready | I am all ready to start my tennis lesson.                  |
| 8. fault     | She knew it was her fault.                                 |
| 9. several   | Several runners finished the race in record time.          |
| 10. destroy  | The fire will destroy the building.                        |
| 11. although | She smiled, although she was still upset.                  |
| 12. family   | They will have a family reunion this summer.               |
| 13. already  | He has already finished his homework.                      |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |               |   |
|---------------|---|
| 14. factories | Many factories make furniture.                        |
| 15. result    | Success is often the result of hard work.             |
| 16. machine   | The old machine made a terrible noise.                |
| 17. lake's    | The lake's surface was smooth and calm.               |
| 18. taught    | She taught the choir a new song.                      |
| 19. little    | He was a little nervous when he stepped out on stage. |
| 20. power     | The power went out during the storm.                  |

### ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 21. dinosaur | The <i>Tyrannosaurus rex</i> was a huge dinosaur. |
| 22. coins    | I put plenty of coins in the meter.               |

## Prefixes *un-*, *re-*, and *dis-*

### ► New Content

The prefixes *un-*, *re-*, and *dis-* are three common prefixes, as in *unimportant*, *recycle*, and *disagree*.

When adding a prefix to a base word, we do not change the spelling of the base word.

### ► Teacher Background

Make a copy of the Week 22 homework (*Blackline Masters* page 29) for each student.

In a few instances, there is a hyphen between a prefix and the base word: before a capitalized word (for example, *mid-February* and *non-Asian*); to avoid ambiguity (for example, *re-create* and *re-collect*); with the prefixes *self-*, *all-*, and *ex-* (for example, *self-confidence*, *all-powerful* and *ex-secretary*); or to avoid awkwardness (for example, *semi-invalid*).

The pre-spelling activities, which begin on Day 2 this week, focus on the suffixes *-ful*, *-less*, and *-ness* in preparation for guided spelling in Week 23.

### ► Words Used This Week

#### NEW WORDS

\*unimportant, \*recycle, \*disagree, \*unusual, \*recharge, \*disconnected, \*disobey, \*doctor, million, thousand, memories, total, noise, weigh, neighbor

#### REVIEW WORDS

\*destroy, \*all ready, \*law, \*already, \*although, machine, result, little, lake's, factories

**CHALLENGE WORDS**

legend, unconscious, guest, disapprove, reawaken

**APPLICATION WORDS  
ON THE TEST**

jaw, wow

**ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING**

refreeze, unbutton, dishonest, disobeyed, recharged, loyal, disagreeing, weighing, unplanned, neighbors', three thousand, autumn, totally, unusually, noisy, disabled, Dr., recycling

**FREQUENTLY MISSPELLED  
WORDS**

Dr.

# Week 22 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 122 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. unimportant . . . . . Number 1: unimportant. This fact is unimportant to the case.  
*Un-im-por-tant.* ■ *Un-* is a prefix. The last syllable has a schwa. Underline **a**.

2. recycle . . . . . Number 2: recycle. We recycle plastic jars, aluminum cans, and paper.  
*Re-cy-cle.* ■ *Re-* is a prefix. In the next syllable, underline **c**. Underline **y**. Underline **c-l-e**.

**HISTORY** The base word *cycle* came from a Greek word meaning *circle*. English has other words from the same root, for example, *bicycle*, *encyclopedia*, and *cyclone*.

3. disagree . . . . . Number 3: disagree. Sometimes I disagree with my mom about what I will wear.  
*Dis-a-gree.* ■ *Dis-* is a prefix. The next syllable has a schwa. Underline **a**. Underline **e-e**.

4. unusual . . . . . Number 4: unusual. We knew there was something wrong because the car was making an unusual sound.  
*Un-u-su-al.* ■ *Un-* is a prefix. In the third syllable, underline **s**. The third syllable has a schwa. Underline **u**. ■ The last syllable has a schwa. Underline **a-l**.

5. recharge . . . . . Number 5: recharge. We must recharge the electric car every one hundred miles.  
*Re-charge.* ■ *Re-* is a prefix. Underline **g-e** at the end.

6. disconnected . . . . . Number 6: disconnected. The family moved and had the telephone disconnected.  
*Dis-con-nect-ed.* ■ *Dis-* is a prefix. The next syllable has a schwa. Underline **o**.

7. disobey . . . . . Number 7: disobey. If you disobey the rules, you won't get to play in the game.  
*Dis-o-bey.* ■ *Dis-* is a prefix. Underline **e-y**.
8. doctor . . . . . Number 8: doctor. His doctor advised him to exercise.  
*Doc-tor.* ■ Underline **o-r**.
9. million . . . . . Number 9: million. There seemed to be a million stars in the sky.  
*Mil-lion.* ■ Underline **i-o**.
10. thousand . . . . . Number 10: thousand. Ten one-hundred-dollar bills equal one thousand dollars.  
*Thou-sand.* ■ Underline **o-u**. ■ The second syllable has a schwa. Underline **a**.
11. memories . . . . . Number 11: memories. I have wonderful memories of my camping vacation.  
*Mem-o-ries.* ■ The second syllable has a schwa. Underline **o**. ■ The base word is *memory*. The **y** was changed to **i** and **e-s** was added.
12. total . . . . . Number 12: total. The total amount he owed was on the bill.  
*To-tal.* ■ Underline **t-a-l**.
13. noise . . . . . Number 13: noise. There was a faint chirping noise coming from the nest.  
Underline **o-i**. Underline **s-e**.
14. weigh . . . . . Number 14: weigh. She stepped on the scale to weigh herself.  
HOMOPHONE *Weigh* is a homophone. It's not *way*, as in *I'll show you the way*. It's *weigh*, meaning *to measure heaviness*.  
Underline **e-i-g-h**.
15. neighbor . . . . . Number 15: neighbor. We brought our new neighbor a plant.  
*Neigh-bor.* ■ Underline **e-i-g-h**. Underline **o-r**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |                |               |
|----------------|---------------|
| 16. *destroy   | 21. machine   |
| 17. *all ready | 22. result    |
| 18. *law       | 23. little    |
| 19. *already   | 24. lake's    |
| 20. *although  | 25. factories |

## ► Guided Spelling

► Have your students turn to page 124.

1. unimportant . . . . . Number 1: unimportant. This fact is unimportant to the case. Say *unimportant*.

TEKS 2.A.xiii

TEKS 2.A.xxix

TEKS 2.B.xxi

Student/Teacher Narrative

Guided Spelling section

(Words: unimportant, disagree, unusual, recharge, disconnected, disobey)

Prefix? (Students: un-) Write *un-*. You won't leave a space after *un-*. We don't leave a space between the prefix and the base word.

Base word? ■ Say *important* by syllables. ■ The third syllable has a schwa. For spelling say *im-por-tant*. ■ First syllable? ■ Write *im-*.

Next syllable? ■ Write *-por-*.

Last syllable? ■ (Offer help.) Write *-tant*. (Check.)

2. recycle . . . . . Number 2: recycle. We recycle plastic jars, aluminum cans, and paper. Say *recycle*.

Prefix? (Students: re-) Write *re-*.

Base word? ■ Say *cycle* by syllables. ■ First syllable? ■ Careful. It's spelled **c-y**. Write *cy-*.

Last syllable? ■ (Offer help.) Write *-cle*. (Check.)

3. disagree . . . . . Number 3: disagree. I often disagree with my mom about what I will wear. Say *disagree*.

Prefix? (Students: dis-) Write *dis-*.

Base word? ■ Say *agree* by syllables. ■ The first syllable has a schwa. For spelling say *a-gree*. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ Careful. The end is spelled **e-e**. Write *-gree*. (Check.)

4. unusual . . . . . Number 4: unusual. We knew there was something wrong because the car was making an unusual sound. Say *unusual*.

Prefix? ■ Write *un-*.

Base word? ■ Say *usual* by syllables. ■ The last syllable has a schwa. For spelling say *u-su-al*. ■ First syllable? ■ Write *u-*.

Second syllable? ■ Careful. It's spelled **s-u**. Write *-su-*.

Last syllable? ■ (Offer help.) Write *-al*. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. recharge . . . . . Number 5: recharge. We must recharge the electric car every one hundred miles. Say *recharge*.  
Write *recharge*. (Check.)
6. disconnected . . . . . Number 6: disconnected. The family moved and had the telephone disconnected. Say *disconnected*.  
I'll say the syllables for spelling: *dis-con-nect-ed*. Write *disconnected*. (Check.)
7. disobey . . . . . Number 7: disobey. If you disobey the rules, you won't get to play in the game. Say *disobey*.  
I'll say the syllables for spelling: *dis-o-bey*. Write *disobey*. (Check.)
8. doctor . . . . . Number 8: doctor. His doctor advised him to exercise. Say *doctor*.  
Write *doctor*. (Check.)

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 **Introduce the Homework**

Hand out the Week 22 homework.

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 **Record Words Missed**

Return the students' spelling tests from Week 21. Have them turn to pages 116 and 117 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 22 Day 2

## ► Teacher Background

The pre-spelling activities this week focus on the suffixes *-ful*, *-less*, and *-ness*.

## ► Pre-spelling: Suffixes

Thousands of English words have suffixes. Three suffixes that you use often are *-ful*, *-less*, and *-ness*.

The suffix *-ful* usually means *full of*. A *powerful* machine is full of power. The suffix *-ful* can also mean *enough to fill*. A spoonful of sugar is enough sugar to fill a spoon. The suffix *-ful* is spelled **f-u-l**.

armful . . . . . Armful. She carried an armful of wood.

Base word? ■ Suffix? ■ How do you spell the suffix? ■ What is the meaning of the suffix? ■ What is the meaning of *armful*?

watchful . . . . . Watchful. Our soccer goalie is very watchful.

Base word? ■ Suffix? ■ Spelling of the suffix? ■ Meaning of the suffix? ■ What is the meaning of *watchful*?

## ► Guided Spelling

► Have your students turn to page 125.

1. refreeze . . . . . Number 1: refreeze. The ice cubes melted, but we can refreeze them. Say *refreeze*.

TEKS 2.B.xxii  
Student/Teacher Narrative  
Guided Spelling section  
(Words: refreeze, unbutton,  
dishonest)

Prefix? ■ Write *re-*.

Base word? ■ Question? ■ Use the second spelling under the “tree” picture. Careful. The end is spelled **z-e**. Write *freeze*. (Check.)

2. unbutton . . . . . Number 2: unbutton. I helped my little brother unbutton his coat. Say *unbutton*.

Prefix? ■ Write *un-*.

Base word? ■ Say *button* by syllables. ■ For spelling say *but-ton*. ■ First syllable? ■ Write *but-*.

Last syllable? ■ (Offer help.) Write *-ton*. (Check.)

3. thousand . . . . . Number 3: thousand. Ten one-hundred-dollar bills equal one thousand dollars. Say *thousand*.

Say *thousand* by syllables. ■ The second syllable has a schwa. For spelling say *thou-sand*. ■ First syllable? ■ Question? ■ Use the first spelling under the “ouch” picture. Write *thou-*.

Second syllable? ■ Careful. It begins with **s-a**. Write *-sand*. (Check.)

4. dishonest . . . . . Number 4: dishonest. People who don’t tell the truth are dishonest. Say *dishonest*.

Prefix? ■ Write *dis-*.

Base word? ■ Say *honest* by syllables. ■ For spelling say *hon-est*. ■ First syllable? ■ Careful. It begins with silent **h**. Write *hon-*.

Second syllable? ■ (Offer help.) Write *-est*. (Check.)

5. neighbor . . . . . Number 5: neighbor. We brought a plant to our new neighbor. Say *neighbor*.

Say *neighbor* by syllables. ■ First syllable? ■ Careful. It’s spelled **n-e-i-g-h**. Write *neigh-*.

Second syllable? ■ Careful. It’s spelled **b-o-r**. Write *-bor*. (Check.)

6. million . . . . . Number 6: million. There seemed to be a million stars in the sky. Say *million*.

Say *million* by syllables. ■ For spelling say *mil-lion*. ■ First syllable? ■ Write *mil-*.

Second syllable? ■ Careful. It’s spelled **l-i-o-n**. Write *-lion*. (Check.)

NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. weigh . . . . . Number 7: weigh. She stepped on the scale to weigh herself. Say *weigh*.

Write *weigh*. (Check.)

8. noise . . . . . Number 8: noise. There was a faint chirping noise coming from the nest. Say *noise*.

Write *noise*. (Check.)

9. memories . . . . . Number 9: memories. I have wonderful memories of my camping vacation. Say *memories*.

I’ll say the syllables for spelling: *mem-o-ries*. Write *memories*. (Check.)

10. total . . . . . Number 10: total. The total amount he owed was on the bill.  
Say *total*.

Write *total*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain why you used **o** in the first syllable.

**MEMORY STEPS** Do the memory steps for *total*.

# Week 22 Day 3

## ► Pre-spelling: Suffixes

The suffix *-less* usually means *without*. A motionless fish is without motion, not moving. The suffix *-less* is spelled **l-e-s-s**.

spotless . . . . . Spotless. The clean room is spotless.

Base word? ■ Suffix? ■ Spelling of the suffix? ■ Meaning of the suffix? ■ What is the meaning of *spotless*?

useless . . . . . Useless. These broken scissors are useless.

Base word? ■ Suffix? ■ Spelling of the suffix? ■ Meaning of the suffix? ■ What is the meaning of *useless*?

## ► Guided Spelling

► Have your students turn to page 126.

1. disobeyed . . . . . Number 1: disobeyed. My dog has rarely disobeyed my commands. Say *disobeyed*.

TEKS 2.B.v  
TEKS 2.B.xii  
Student/Teacher Activity  
Guided Spelling: disobeyed

Prefix? ■ Write *dis-*.

Base word? ■ Say *obey* by syllables. ■ First syllable? ■ Write *o-*.

Second syllable? ■ Careful. It's spelled **b-e-y**. Write *-bey*.

*Disobeyed*. In the vowel spelling **e-y**, the letter **y** is a vowel. Will you double the final letter? (Students: no) Will you change **y** to **i**? (Students: no) Just add **e-d**. (Check.)

2. recharged . . . . . Number 2: recharged. I recharged the flashlight battery overnight. Say *recharged*.

Prefix? ■ Write *re-*.

Base word? ■ Finish writing *recharged*. (Check.)

3. loyal . . . . . Number 3: loyal. Our loyal dog stays with us and listens to us. Say *loyal*.

Say *loyal* by syllables. ■ The last syllable has a schwa. For spelling say *loy-al*. ■ First syllable? ■ Question? ■ Use the second spelling under the “noisy toy” picture. Write *loy-*.

Last syllable? ■ (Offer help.) Write *-al*. (Check.)

4. memories . . . . . Number 4: memories. My grandmother has fond memories of her childhood. Say *memories*.  
Base word? ■ Say *memory* by syllables. ■ The second syllable has a schwa. For spelling say *mem-o-ry*. ■ First syllable? ■ Write *mem-*.  
Second syllable? ■ (Offer help.) Write *-o-*.  
Third syllable? ■ Finish writing *memory*.  
*Memories*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *memory* end with a consonant and then *y*? (Students: yes) The suffix is *e-s*. Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Finish writing *memories*. (Check.)

5. disagreeing . . . . . Number 5: disagreeing. Those two students are disagreeing about the rules of the game. Say *disagreeing*.

TEKS 2.A.xxiv  
Student/Teacher Narrative  
Guided Spelling section  
(Word: disagreeing)

Prefix? ■ Write *dis-*.  
Base word? ■ Say *agree* by syllables. ■ The first syllable has a schwa. For spelling say *a-gree*. ■ First syllable? ■ (Offer help.) Write *a-*.  
Second syllable? ■ Careful. The end is spelled *e-e*. Write *-gree*.  
*Disagreeing*. Just add *-ing*. (Check.)

6. weighing . . . . . Number 6: weighing. The apples are weighing down the tree's branches. Say *weighing*.

Base word? ■ Careful. (Offer help.) Write *weigh*.  
*Weighing*. What do you have to decide? (Students: Do we double?) Does *weigh* have one syllable? (Students: yes) One vowel? (Students: no, two) Will you double the last consonant of *weigh*? (Students: no) Finish writing *weighing*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. million. . . . . Number 7: million. A million pennies equal ten thousand dollars. Say *million*.

I'll say the syllables for spelling: *mil-lion*. Write *million*. (Check.)

8. unplanned . . . . . Number 8: unplanned. On the spur of the moment we had a picnic; it was an unplanned treat. Say *unplanned*.

Write *unplanned*. (Check.)

9. neighbors' . . . . . Number 9: neighbors'. I like our next-door neighbors. I like our neighbors' dog, too. Say *neighbors'*.

Write the possessive *neighbors'*, as in *our neighbors' dog*. (Check.)

10. unimportant. . . . . Number 10: unimportant. That stack of papers can be recycled; they are unimportant. Say *unimportant*.

Write *unimportant*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain the meaning of *unimportant*.

MEMORY STEPS Do the memory steps for *unimportant*.

# Week 22 Day 4

## ► Pre-spelling: Suffixes

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The suffix *-ness* usually means *being*. When you feel *happiness* you are being happy. The suffix *-ness* is spelled **n-e-s-s**.

illness. . . . . Illness. They took care of her during her illness.

Base word? ■ Suffix? ■ Spelling of the suffix? ■ What does *during her illness* mean?

thickness . . . . . Thickness. The thickness of his jacket will keep him warm.

Base word? ■ Suffix? ■ Spelling of the suffix? ■ What does *the thickness of his jacket* mean?

## ► Guided Spelling

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► Have your students turn to page 127.

1. three thousand. . . . . Number 1: three thousand. My sister saved three thousand dollars to buy a used car. Say *three thousand*.

Numbers like *three thousand*, *five hundred*, and *seven million* are two words with no hyphen.

*Three thousand*. Write *three*.

*Thousand*. Say *thousand* by syllables. ■ The second syllable has a schwa. For spelling say *thou-sand*. ■ First syllable? ■ Question? ■ Use the first spelling under the “ouch” picture. Write *thou-*.

Second syllable? ■ Careful. It begins with **s-a**. Write *-sand*. (Check.)

2. disconnected. . . . . Number 2: disconnected. The repair expert disconnected the cable so he could work on the lines. Say *disconnected*.

Prefix? ■ Write *dis-*.

Base word? ■ Say *connect* by syllables. ■ The first syllable has a schwa. For spelling say *con-nect*. ■ First syllable? ■ (Offer help.) Write *con-*.

Second syllable? ■ Write *-nect*.

*Disconnected.* The base word has two consonants at the end of the last syllable, so you will not double **t**. Finish writing *disconnected*. (Check.)

3. doctor . . . . . Number 3: doctor. I will see the doctor to get a flu shot.  
Say *doctor*.  
Say *doctor* by syllables. ■ For spelling say *doc-tor*. ■ First syllable? ■ Write *doc-*.  
Second syllable? ■ Careful. It's spelled **t-o-r**. Write *-tor*. (Check.)

4. autumn. . . . . Number 4: autumn. Some trees' leaves turn red and yellow in the autumn. Say *autumn*.  
Say *autumn* by syllables. ■ The second syllable has a schwa. For spelling say *au-tumn*. ■ First syllable? ■ Question? ■ Use the first spelling under the "yawn" picture. Write *au-*.  
Second syllable? ■ (Offer help.) Careful. There's a silent **n** at the end. Write *-tumn*. (Check.)

5. noisy . . . . . Number 5: noisy. It was so noisy in the stadium that we couldn't hear the announcements. Say *noisy*.  
Base word? ■ Question? ■ Use the first spelling under the "noisy toy" picture. Careful. It ends with **s-e**. Write *noise*.  
*Noisy*. What do you have to decide? (Students: Do we drop e?)  
Does *noise* end with a consonant and then **e**? (Students: yes)  
► Write on the board: noise + y  
The spelling of the suffix is **y**. In this suffix the letter **y** is a vowel. Remember the drop **e** generalization. If the suffix begins with a vowel, such as **e-d**, **i-n-g**, or **y**, then you drop **e**. Finish writing *noisy*. (Check.)

6. totally. . . . . Number 6: totally. I am totally satisfied with your answer.  
Say *totally*.  
Base word? ■ Say *total* by syllables. ■ The second syllable has a schwa. For spelling say *to-tal*. ■ First syllable? ■ Write *to-*.  
Second syllable? ■ (Offer help.) Write *-tal*.  
*Totally*. Add the suffix *-ly*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. unusually . . . . . Number 7: unusually. He was unusually early for school; he arrived before any other students. Say *unusually*.  
I'll say the syllables for spelling: *un-u-su-al-ly*. (Check.)

8. disabled . . . . . Number 8: disabled. The disabled vehicle was at the side of the road. Say *disabled*.

Write *disabled*. (Check.)

9. Dr. . . . . . Number 9: Dr. We walked by Dr. Stewart's office but didn't go in. Say *Dr*.

FREQUENTLY MISPELLED WORD The abbreviation for *Doctor* is a frequently misspelled word.

Write the abbreviation for *Doctor*. (Check.)

10. recycling . . . . . Number 10: recycling. Every classroom has a recycling basket for used paper. Say *recycling*.

I'll say the syllables for spelling: *re-cy-cling*. Write *recycling*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you dropped *e*.

MEMORY STEPS Do the memory steps for *recycling*.

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► **Student Study**

Have the students turn to pages 116 and 117. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. jaw His jaw was sore while his new tooth was coming in. (application word)
2. wow Wow! Look at that owl in the tree. (application word)
3. disagree They say it will rain, but I disagree.
4. all ready The class is all ready for the field trip.
5. recharge I need to recharge the batteries for my camera.
6. unimportant We don't need that form; it is unimportant.
7. although I'm tired today, although I went to bed early last night.
8. unusual The old car made an unusual sound before it broke down.
9. disconnected During the storm our telephone line was disconnected.
10. destroy A fire can destroy a building.
11. doctor Her doctor examined her ears.
12. recycle We recycle our paper so it can be used again.
13. disobey If you disobey the rules, you won't get to play in the game.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. thousand One thousand pennies are worth ten dollars.
15. million There are more than a million stars in the sky.
16. weigh I will stand on the scale to see how much I weigh.
17. total She was surprised by the total price of her purchases.
18. neighbor Our neighbor picked up our mail while we were away.
19. memories They have happy memories of their summer camp.
20. noise The noise at the fair was very loud.

### ADVANCED SPELLERS CONTINUE

21. disapprove The teacher will disapprove if we are late.
22. unconscious He forgot to close the window; it was an unconscious mistake.

# Week 23 Introduction

## Suffixes *-ful*, *-less*, and *-ness*

### ► New Content

The suffixes *-ful*, *-less*, and *-ness* are common suffixes, as in *thoughtful*, *colorless*, and *brightness*.

### ► Teacher Background

Make a copy of the Week 23 homework (*Blackline Masters* page 30) for each student.

The suffixes *-ful*, *-less*, and *-ness* are three of the most common suffixes in English.

In the pre-spelling activities, which begin on Day 2 of this week, you will model ways for students to memorize the spellings of words.

### ► Words Used This Week

#### NEW WORDS

\*thoughtful, \*colorless, \*brightness, \*fearful, \*tasteless, \*friendliness, \*mouthful, \*office, president, colonies, physical, audience, uninteresting, height, weight

#### REVIEW WORDS

\*recycle, \*unusual, \*doctor, \*disobey, \*unimportant, thousand, neighbor, memories, noise, million

#### CHALLENGE WORDS

politeness, sorrowful, canoe, restless, motionless

#### APPLICATION WORDS ON THE TEST

unlocked, distrusted

#### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

harmful, looseness, scoreless, unselfishly, weightlessness, thoughtfully, uninterestingly, fearfully, rewinding, hearing, helplessness

#### FREQUENTLY MISSPELLED WORDS

thought, friend, loose, wind, hear

# Week 23 Day 1

TEKS 2.A.xiv

TEKS 2.A.xxx

Student/Teacher Narrative

Guided Spelling section

(Words: thoughtful, colorless, brightness, fearful, tasteless, friendliness, mouthful)

## ▶ Introduce This Week's Words

▶ Have your students open their *Student Spelling Books* to page 128 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. thoughtful . . . . . Number 1: thoughtful. It was so thoughtful of you to send me a card.

FREQUENTLY MISSPELLED WORD The base word *thought* is a frequently misspelled word.

*Thought-ful*. ■ Underline **o-u-g-h**. *-ful* is a suffix.

2. colorless . . . . . Number 2: colorless. Water is a clear liquid; it is colorless.

*Col-or-less*. ■ Underline **o-l**. Underline **o-r**. *-less* is a suffix.

3. brightness . . . . . Number 3: brightness. We wore sunglasses due to the brightness of the sun.

*Bright-ness*. ■ Underline **i-g-h**. *-ness* is a suffix.

4. fearful . . . . . Number 4: fearful. I am very fearful of spiders.

*Fear-ful*. ■ Underline **e-a**. *-ful* is a suffix.

5. tasteless . . . . . Number 5: tasteless. The soup had no flavor; it was tasteless.

*Taste-less*. ■ In the base word, underline **a** and **e**. *-less* is a suffix.

6. friendliness . . . . . Number 6: friendliness. She gets along well with people and is known for her friendliness.

FREQUENTLY MISSPELLED WORD The base word *friend* is a frequently misspelled word.

*Friend-li-ness*. ■ Underline **i-e** in the base word. *Friendliness* comes from *friendly*. The **y** was changed to **i** before the suffix *-ness*.

7. mouthful . . . . . Number 7: mouthful. The baby had a mouthful of crackers.

*Mouth-ful*. ■ Underline **o-u**. *-ful* is a suffix.

8. office . . . . . Number 8: office. The school office is located near the library.

*Of-fice*. ■ Underline **i** and **e**. Underline **c**.

9. president. . . . . Number 9: president. The president of the university spoke to the graduating class.  
*Pres-i-dent.* ■ The third syllable has a schwa. Underline **e**.
10. colonies . . . . . Number 10: colonies. There were ant colonies located on the hill.  
*Col-o-nies.* ■ The second syllable has a schwa. Underline **o** in the second syllable. ■ The base word is *colony*. The **y** was changed to **i** and **e-s** was added.
11. physical . . . . . Number 11: physical. I need a physical exam before I can join the team.  
*Phys-i-cal.* ■ In the first syllable, underline **p-h**. Underline **y**. Underline **s**. Underline **c-a-l**.
12. audience . . . . . Number 12: audience. The audience clapped wildly for the performers.  
*Au-di-ence.* ■ Underline **a-u**. Underline **i**. Underline **e-n-c-e**.
13. uninteresting . . . . . Number 13: uninteresting. That story was very uninteresting; I didn't enjoy it at all.  
*Un-in-ter-est-ing.* ■ *Un-* is a prefix. Underline **e-r**.
14. height . . . . . Number 14: height. I have grown in height this year; I'm taller than I was last year.  
 Underline **e-i-g-h**.
15. weight. . . . . Number 15: weight. The veterinarian recommends that our cat lose some weight.  
 HOMOPHONE *Weight* is a homophone. It's not *wait*, as in *Wait for me*. It's *weight*, *heaviness*.  
 Underline **e-i-g-h**.  
 MNEMONIC Here is a mnemonic for *weight*: the vowel sound is spelled the same as in the number *eight*, *weigh*, and *neighbor*.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |                  |              |
|------------------|--------------|
| 16. *recycle     | 21. thousand |
| 17. *unusual     | 22. neighbor |
| 18. *doctor      | 23. memories |
| 19. *disobey     | 24. noise    |
| 20. *unimportant | 25. million  |

## ► Guided Spelling

► Have your students turn to page 130.

1. thoughtful . . . . . Number 1: thoughtful. It was so thoughtful of you to send me a card. Say *thoughtful*.  
Base word? ■ Careful. The vowel sound is spelled **o-u-g-h**. Write *thought*.  
*Thoughtful*. What do you have to decide? (Students: Do we double?) Suffix? ■ The suffix *-ful* begins with a consonant. Just add *-ful*. (Check.)
2. colorless . . . . . Number 2: colorless. Water is a clear liquid; it is colorless. Say *colorless*.  
Base word? ■ Say *color* by syllables. ■ For spelling say *col-or*. ■ First syllable? ■ Careful. It's spelled **c-o-l**. Write *col-*.  
Second syllable? ■ Careful. It's spelled **o-r**. Write *-or*.  
*Colorless*. Suffix? ■ The suffix *-less* begins with a consonant. Just add *-less*. (Check.)
3. brightness . . . . . Number 3: brightness. We wore sunglasses due to the brightness of the sun. Say *brightness*.  
Base word? ■ Question? ■ Use the second spelling under the "kite" picture. Write *bright*.  
*Brightness*. Suffix? ■ *-ness* begins with a consonant. Just add *-ness*. (Check.)
4. office . . . . . Number 4: office. The school office is located near the library. Say *office*.  
Say *office* by syllables. ■ For spelling say *of-fice*. ■ First syllable? ■ Write *of-*.  
Second syllable? ■ (Offer help.) Careful. The sound /s/ is spelled **c**. Write *-fice*. (Check.)  
  
NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.  
If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.
5. tasteless . . . . . Number 5: tasteless. The soup had no flavor; it was tasteless. Say *tasteless*.  
Write *tasteless*. (Check.)

6. *friendliness* . . . . . Number 6: *friendliness*. She gets along well with people and is known for her *friendliness*. Say *friendliness*.  
Write *friendliness*. (Check.)

7. *mouthful* . . . . . Number 7: *mouthful*. The toddler had a *mouthful* of crackers.  
Say *mouthful*.  
Write *mouthful*. (Check.)

8. *fearful* . . . . . Number 8: *fearful*. I am very *fearful* of spiders. Say *fearful*.  
Write *fearful*. (Check.)

---

► **Introduce the Homework**

Hand out the Week 23 homework.

---

► **Record Words Missed**

Return the students' spelling tests from Week 22. Have them turn to pages 122 and 123 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 23 Day 2

## ► Pre-spelling: Memorizing Words

Let's think about how to memorize the spelling of words.

friendliness . . . . . ► Write on the board: friendly friendliness

One of the words you will study this week is *friendliness*. This is a word with a base word and two suffixes.

Some people mix up *i* and *e* in the base word *friend*. Here is a mnemonic: *end* at the end of *friend*.

*Friendliness* comes from *friendly*. The *y* was changed to *i* before *-ness*. If you remember when to change *y* to *i*, adding *-ness* is easy.

Spelling *-ness* is probably easy because you see it on many words.

## ► Guided Spelling

► Have your students turn to page 131.

1. harmful . . . . . Number 1: harmful. Bike riding without a helmet can be harmful. Say *harmful*.

Base word? ■ Write *harm*.

*Harmful*. Suffix? ■ *-ful* begins with a consonant. Just add *-ful*. (Check.)

2. height . . . . . Number 2: height. I have grown in height this year; I'm taller than I was last year. Say *height*.

Careful. The vowel sound is spelled **e-i-g-h**. Write *height*. (Check.)

3. looseness . . . . . Number 3: looseness. The looseness of his jacket felt comfortable. Say *looseness*.

**FREQUENTLY MISSPELLED WORD** The base word *loose* is a frequently misspelled word.

*Looseness*. Base word? ■ Question? ■ Use the first spelling under the “hoot owl” picture. Careful. The end is spelled **s-e**. Write *loose*.

*Looseness*. What do you have to decide? (Students: Do we drop e?) Everyone turn to page 184. We'll read the drop e generalization together: "IF the base word ends with consonant-**e** AND the suffix begins with a vowel, THEN drop **e**." Turn back to page 131, number 3.

*Looseness*. Suffix? ■ -Ness begins with a consonant. Just add -ness. (Check.)

4. audience . . . . . Number 4: audience. The audience clapped wildly for the performers. Say *audience*.

Say *audience* by syllables. ■ The last syllable has a schwa. For spelling say *au-di-ence*. ■ First syllable? ■ Question? ■ Use the first spelling under the "yawn" picture. Write *au-*.

Second syllable? ■ Careful. It's spelled **d-i**. Write *-di-*.

Third syllable? ■ Careful. It's spelled **e-n-c-e**. Write *-ence*. (Check.)

5. scoreless . . . . . Number 5: scoreless. It was a scoreless game; neither team made any goals. Say *scoreless*.

Scoreless. Base word? ■ Question? ■ Use the second spelling under the "fork" picture. Write *score*.

Scoreless. What do you have to decide? (Students: Do we drop e?) Suffix? ■ -Less begins with a consonant. Just add -less. (Check.)

6. physical . . . . . Number 6: physical. I need a physical exam before I can join the team. Say *physical*.

Say *physical* by syllables. ■ For spelling say *phys-i-cal*. ■ First syllable? ■ Careful. It's spelled **p-h-y-s**. Write *phys-*.

Second syllable? ■ Write *-i-*.

Last syllable? ■ (Offer help.) Write *-cal*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. uninteresting . . . . . Number 7: uninteresting. That story was very uninteresting; I didn't enjoy it at all. Say *uninteresting*.

I'll say the syllables for spelling: *un-in-ter-est-ing*. Write *uninteresting*. (Check.)

8. colonies . . . . . Number 8: colonies. There were ant colonies located on the hill. Say *colonies*.

I'll say the syllables for spelling: *col-o-nies*. Write *colonies*. (Check.)

9. president. . . . . Number 9: president. The president of the university spoke to the graduating class. Say *president*.  
I'll say the syllables for spelling: *pres-i-dent*. Write *president*.  
(Check.)

10. weight. . . . . Number 10: weight. The veterinarian recommends that our cat lose some weight. Say *weight*.  
Write *weight*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain what is unusual about the spelling of *weight*.

MEMORY STEPS Do the memory steps for *weight*.

# Week 23 Day 3

## ► Pre-spelling: Memorizing Words

Let's think about how to memorize the spelling of words.

weight . . . . . ► Write on the board: weight height

One of the words you will study this week is *weight*. This word is unusual, but there are a few words with the sound /ā/ spelled **e-i-g-h**. Think of *weigh*, *neighbor*, and *eight*.

It might help to learn *weight* and *height* at the same time. They do not rhyme, but both are spelled **e-i-g-h-t**.

You might learn *weight* by visualizing **e-i-g-h** or by saying it to yourself a few times: **e-i-g-h, e-i-g-h, e-i-g-h**.

## ► Guided Spelling

► Have your students turn to page 132.

1. tasteless . . . . . Number 1: tasteless. The water is fresh and thirst quenching, but tasteless. Say *tasteless*.

Tasteless. Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *taste*.

*Tasteless*. What do you have to decide? (Students: Do we drop e?) Suffix? ■ -Less begins with a consonant. Just add -less. (Check.)

2. weight . . . . . Number 2: weight. The weight of the pebbles sank the toy boat. Say *weight*.

HOMOPHONE *Weight* is a homophone. It's not *wait*, as in *wait for me*. It's *weight*, the heaviness of the pebbles.

HISTORY The word *weight* used to relate to carrying, not to heaviness. The words *weight*, *wagon*, and *vehicle* all came from one very ancient word.

MNEMONIC Here is a mnemonic for *weight*: the vowel sound is spelled the same as in the number *eight*, *weigh*, and *neighbor*.

Write *weight*. (Check.)

3. physical. . . . . Number 3: physical. We should get physical exercise daily.  
Say *physical*.  
Say *physical* by syllables. ■ For spelling say *phys-i-cal*. ■ First syllable? ■ Careful. It's spelled **p-h-y-s**. Write *phys-*.  
Second syllable? ■ Write *-i-*.  
Last syllable? ■ (Offer help.) Write *-cal*. (Check.)
4. height. . . . . Number 4: height. The tree has doubled in height; it is taller than the house. Say *height*.  
MNEMONIC Here is a mnemonic: remember your height and weight.  
Careful. (Offer help.) Write *height*. (Check.)
5. mouthful. . . . . Number 5: mouthful. I ate a mouthful of oatmeal. Say *mouthful*.  
Base word? ■ Question? ■ Use the first spelling on the “ouch” card. Write *mouth*.  
*Mouthful*. Suffix? ■ *-ful* begins with a consonant. Just add *-ful*. (Check.)
6. president . . . . . Number 6: president. The president of the company spoke to the employees. Say *president*.  
Say *president* by syllables. ■ The third syllable has a schwa. For spelling say *pres-i-dent*. ■ First syllable? ■ Careful. It ends with **s**. Write *pres-*.  
Second syllable? ■ Write *-i-*.  
Third syllable? ■ (Offer help.) Write *-dent*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. unselfishly . . . . . Number 7: unselfishly. He unselfishly shared his lunch with his friend. Say *unselfishly*.  
Write *unselfishly*. (Check.)
8. weightlessness . . . . . Number 8: weightlessness. Astronauts experience weightlessness in space. Say *weightlessness*.  
Write *weightlessness*. (Check.)
9. thoughtfully . . . . . Number 9: thoughtfully. She stared thoughtfully out the window. Say *thoughtfully*.  
Write *thoughtfully*. (Check.)

10. **brightness** . . . . . Number 10: brightness. The brightness of the sun has faded the curtains. Say *brightness*.

Write *brightness*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain why you did not double **t**.

**MEMORY STEPS** Do the memory steps for *brightness*.

## ► Pre-spelling: Memorizing Words

Let's think about how to memorize the spelling of words.

physical . . . . . ► Write *physical* on the board.

One of the words you will study this week is *physical*. This word may be one of the hardest that you will learn this year because there are five parts that could be spelled other ways. You just have to learn the correct spelling.

The syllables are *phys-i-cal*.

In the first syllable, the sound /f/ is spelled **p-h**. The sound /ɪ/ is spelled **y**. The sound /z/ is spelled **s**.

The second syllable almost sounds like a schwa. It's spelled **i**.

The last syllable ends with the sounds /əl/. The syllable is spelled **c-a-l**.

## ► Guided Spelling

► Have your students turn to page 133.

1. colonies . . . . . Number 1: colonies. The grove of trees is home to colonies of bees. Say *colonies*.

Base word? ■ Say *colony* by syllables. ■ The second syllable has a schwa. For spelling say *col-o-ny*. ■ First syllable? ■ Write *col-*.

Second syllable? ■ (Offer help.) Write *-o-*.

Third syllable? ■ Finish writing *colonies*. (Check.)

2. office . . . . . Number 2: office. We checked in at the office when we returned from the field trip. Say *office*.

Say *office* by syllables. ■ For spelling say *of-fice*. ■ First syllable? ■ Write *of-*.

Second syllable? ■ (Offer help.) Careful. The sound /s/ is spelled **c**. Write *-fice*. (Check.)

3. colorless . . . . . Number 3: colorless. The glass jar is clear and colorless.

Say *colorless*.

Base word? ■ Say *color* by syllables. ■ For spelling say *col-or*. ■

First syllable? ■ Careful. (Offer help.) Write *col-*.

Second syllable? ■ Careful. (Offer help.) Write *-or*.

*Colorless*. Suffix? ■ *-Less* begins with a consonant. Just add *-less*. (Check.)

4. uninterestingly . . . . . Number 4: uninterestingly. They presented their report uninterestingly, and their listeners were bored. Say *uninterestingly*.

Prefix? ■ Write *un-*.

The base word is *interest*. Say *interest* by syllables. ■ For spelling say *in-ter-est*. ■ First syllable? ■ Write *in-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ter-*.

Third syllable? ■ (Offer help.) Write *-est*.

*Uninterestingly* has two suffixes. First suffix? (Students: *-ing*)

The base word ends with two consonants, so you will not double. Just add *-ing*.

*Uninterestingly*. Second suffix? (Students: *-ly*) *-Ly* begins with a consonant. Just add *-ly*. (Check.)

5. friendliness . . . . . Number 5: friendliness. His friendliness makes him very popular with his classmates. Say *friendliness*.

Base word? ■ Careful. (Offer help.) Write *friend*.

*Friendliness* comes from *friendly*, so you will write *friendly* first.

Suffix? (Students: *-ly*) *-Ly* begins with a consonant. Just add *-ly*.

Now you’ll make *friendly* into *friendliness*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *friendly* end with a consonant and then *y*? (Students: yes) Suffix? (Students: *-ness*)

Does the suffix begin with a letter that is not *i*? (Students: yes)

Will you change *y* to *i*? (Students: yes) Finish writing *friendliness*. (Check.)

6. fearfully . . . . . Number 6: fearfully. He fearfully stepped to the edge of the diving board. Say *fearfully*.

Base word? ■ Question? ■ Use the third spelling under the “tree” picture. Write *fear*.

*Fearfully* has two suffixes. First suffix? (Students: *-ful*) Decide whether to double *r*. Finish writing *fearful*.

*Fearfully*. Second suffix? (Students: *-ly*) *-Ly* begins with a consonant. Just add *-ly*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. *rewinding* . . . . . Number 7: *rewinding*. He was *rewinding* the tape back to the beginning. Say *rewinding*.  
FREQUENTLY MISPELLED WORD The base word *wind* is a frequently misspelled word.  
Write *rewinding*. (Check.)
8. *hearing* . . . . . Number 8: *hearing*. I was *hearing* beautiful piano playing coming from the music room. Say *hearing*.  
FREQUENTLY MISPELLED WORD The base word *hear* is a frequently misspelled word.  
Write *hearing*. (Check.)
9. *helplessness* . . . . . Number 9: *helplessness*. They had a sense of *helplessness* after their home flooded. Say *helplessness*.  
Write *helplessness*. (Check.)
10. *audience* . . . . . Number 10: *audience*. There was a large *audience* for the concert. Say *audience*.  
I'll say the syllables for spelling: *au-di-ence*. Write *audience*. (Check.)  
MEMORY STEPS Do the memory steps for *audience*.

---

▶ **Student Study**

Have the students turn to pages 122 and 123. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |                 |  |
|-----------------|--|
| 1. unlocked     | We unlocked the door and entered the room. (application word)                  |
| 2. distrusted   | He distrusted anyone who refused to look him in the eye.<br>(application word) |
| 3. brightness   | Sunglasses protected their eyes from the brightness of the sun.                |
| 4. mouthful     | Don't talk when you have a mouthful of food.                                   |
| 5. disobey      | My dog will sometimes disobey my commands.                                     |
| 6. tasteless    | The water didn't have any flavor. It was tasteless.                            |
| 7. thoughtful   | It was thoughtful of you to get me a birthday card.                            |
| 8. unusual      | It's unusual for dogs to play with cats.                                       |
| 9. friendliness | She is a popular student, known for her friendliness.                          |
| 10. office      | We took the attendance report to the office.                                   |
| 11. colorless   | Water is a colorless liquid.   |
| 12. recycle     | We always recycle our newspapers.  |
| 13. fearful     | The lion let out a fearful roar.   |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |                   |  |
|-------------------|--|
| 14. physical      | We need to move about and get physical exercise every day. |
| 15. uninteresting | I found the book dull and uninteresting.                   |
| 16. height        | I am the same height I was last year.                      |
| 17. president     | Our country elects a president every four years.           |
| 18. audience      | The audience was moved by the performance.                 |
| 19. colonies      | There were several colonies of ants on the hillside.       |
| 20. weight        | The puppy's weight increased every week.                   |

### ADVANCED SPELLERS CONTINUE

- |                |                                       |
|----------------|---------------------------------------|
| 21. motionless | The snake was motionless on the rock. |
| 22. canoe      | We took the canoe out on the lake.    |

## Review of Weeks 17, 19, 20, 21, and 22

### ► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 31–33).

The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Studying for the review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 111, for more details about the structure of the review weeks.

For information on differentiating instruction based on your students' needs, see Week 2, pages 29–30.

The pre-spelling activities, which begin on Day 2 this week, will focus on the prefixes *non-*, *mis-*, and *pre-*.

### ► Words Used This Week

#### REVIEW WORDS

\*amount, \*round, \*flower, \*mountain, \*wool, year's, discover, temperature, cool, cover, \*copying, \*babies, \*supplies, \*activities, \*replied, sugar, nature, worry, understood, conditions, \*travel, \*several, \*animal, \*level, \*general, \*bicycle, libraries, iron, addition, receive, \*soil, \*already, \*fault, \*family, \*all ready, result, machine, power, taught, factories, \*recharge, \*recycle, \*disobey, \*disagree, \*unusual, \*disconnected, thousand, million, weigh, total

#### REVIEW CHALLENGE WORDS

owl, avenue, playground, aloud, tower, groceries, alphabet, fasten, victories, relying, saddle, sandwich, colonial, whistle, label, false, coins, straw, dinosaur, altogether, reawaken, legend, guest, unconscious, disapprove

#### APPLICATION WORDS ON THE TEST

foot's, replies

# Week 24 Day 1

## Pretest

### ► Administer the Pretest

---

Have your students turn to page 136 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 17, 19, 20, 21, and 22. The pretest in this lesson will help them identify words they especially need to study.

- |               |  |
|---------------|--|
| 1. replied    | Their friends replied to their invitation.                       |
| 2. fault      | It wasn't his fault that the water was left on.                  |
| 3. iron       | I always iron my dress clothes so they are not wrinkled.         |
| 4. general    | In general he liked the book he was reading.                     |
| 5. weigh      | The price of vegetables is usually based on how much they weigh. |
| 6. cover      | There was an illustration on the book cover.                     |
| 7. mountain   | They climbed to the top of the mountain.                         |
| 8. understood | After I studied with my friend, I finally understood division.   |
| 9. addition   | We calculate the sum of these numbers by doing addition.         |
| 10. all ready | She was all ready for school.                                    |
| 11. babies    | The babies had fun on the swings.                                |
| 12. nature    | We learned about birds of prey in the nature program.            |
| 13. worry     | Their mother will worry if they're late.                         |
| 14. bicycle   | She rode her bicycle to the library.                             |
| 15. disobey   | I will not disobey my parents by coming home late.               |

### ► Correct the Pretest

---

Read and spell the 15 words out loud. For each word, have the students point under each letter in their word as you spell. If any students did not spell a word correctly, have them draw a line through each word they misspelled.

---

▶ **Record Words Missed on the Pretest**

---

Have the students turn back to pages 134 and 135. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

---

▶ **Introduce the Homework**

---

Hand out the homework for Week 24. There are three pages of homework this week. The students will practice every review word.

---

▶ **Record Words Missed on Last Week's Test**

---

Return the students' spelling tests from Week 23. Have them turn to pages 128 and 129 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

## Proofreading

### ▶ Teacher Background

---

The pre-spelling activities this week focus on the prefixes *non-*, *mis-*, and *pre-*.

### ▶ Pre-spelling: Prefixes

---

Next week you will spell words that begin with three common prefixes: *non-*, *mis-*, and *pre-*.

The prefix *non-* usually means *not*. A nondrip bottle doesn't drip. The prefix *non-* is spelled **n-o-n**.

nonflying . . . . . Nonflying. Penguins and ostriches are nonflying birds.

Prefix? ■ How do you spell the prefix? ■ What is the meaning of the prefix? ■ What is the meaning of *nonflying*?

nonreader . . . . . Nonreader. My four-year-old sister is still a nonreader.

Prefix? ■ How do you spell the prefix? ■ What is the meaning of the prefix? ■ What is the meaning of *nonreader*?

### ▶ Partner Proofreading

---

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 137. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the sentences with their partners and look for the misspelled words. Have them draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

Monitor the students as they work and assist those who need extra support in proofreading.

## ▶ Correct Sentences Together

---

▶ Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. Factaries use wool from animils such as sheep and alpacas to produce clothing. Misspelled words?

▶ Write *factories* and *animals* on the board as the students read and spell the words.

2. Next summer their family will traval a thousand miles by bycycle. Misspelled words?

▶ Write *travel*, *thousand*, and *bicycle* on the board as the students read and spell the words.

3. This years' cool temperatures have been very unusual. Misspelled words?

▶ Write *year's* and *unusual* on the board as the students read and spell the words.

4. She disconectted the powar cord from the mechine. Misspelled words?

▶ Write *disconnected*, *power*, and *machine* on the board as the students read and spell the words.

5. We've all ready had several activities to promote recycling. Misspelled words?

▶ Write *already* and *recycling* on the board as the students read and spell the words.

6. The teacher taught them about the soil condisions and the amout of water needed to grow tropical flours. Misspelled words?

▶ Write *conditions*, *amount*, and *flowers* on the board as the students read and spell the words.

## ▶ Record Words Missed in Proofreading

---

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 134 and 135 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 134 and 135. These are words the students especially need to study.

## Partner Study

### ► Pre-spelling: Prefixes

---

The prefix *mis-* usually means *wrong*. A misspelled word is not spelled correctly. The prefix *mis-* is spelled **m-i-s**.

misreading . . . . . Misreading. You were misreading my handwriting when you thought that *hum* was *ham*.

Prefix? ■ How do you spell the prefix? ■ What is the meaning of the prefix? ■ What is the meaning of *misreading*?

misplaced . . . . . Misplaced. My book has been misplaced.

Prefix? ■ How do you spell the prefix? ■ What is the meaning of the prefix? ■ What is the meaning of *misplaced*?

### ► Partner Study

---

Have your students open their spelling books to pages 134 and 135. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud. The students also say which parts of the word are hard to spell. For example, one student says, “I will spell number 45, *unusual*. The hard parts are **s-u** and **a-l**.” She covers the word and spells it aloud as her partner checks. If she makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind her to study it.

You may want to model the partner study before your students begin.

## Spelling Discussion

### ► Teacher Background

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The purpose of today’s discussion is to help your students think about proofreading their writing for spelling. In the drafting stage of writing, the students’ focus should be on recording their ideas without stopping to worry about spelling, but in the revision/proofreading stage the students should pay careful attention to spelling.

### ► Pre-spelling: Prefixes

---

The prefix *pre-* usually means *before*. You take a pretest before the regular test. The prefix *pre-* is spelled **p-r-e**.

preflight . . . . . Preflight. The pilots went through their preflight checks.

Prefix? ■ How do you spell the prefix? ■ What is the meaning of the prefix? ■ What is the meaning of *preflight*?

preowned. . . . . Preowned. Everything in the thrift shop was preowned.

Prefix? ■ How do you spell the prefix? ■ What is the meaning of the prefix? ■ What is the meaning of *preowned*?

### ► Spelling Discussion

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One part of proofreading your writing is to be sure your spelling is correct. When you proofread, how do you check your spelling? How do you identify any mistakes and correct them?

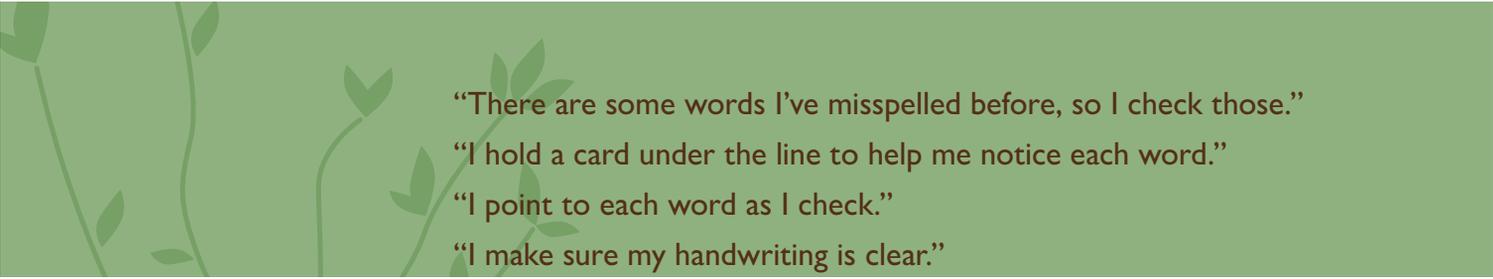
Students might say:

“I know that some words are hard to spell, so I make sure to check those.”

“I read the polysyllabic words by syllables and look at each syllable.”

“I check whether I spelled the schwas correctly.”

“I see whether I’ve added the suffixes correctly. For example, did I double the last consonant or drop **e** correctly?”



“There are some words I’ve misspelled before, so I check those.”

“I hold a card under the line to help me notice each word.”

“I point to each word as I check.”

“I make sure my handwriting is clear.”

“I look up the word in a dictionary or the back of my *Student Spelling Book*, or I use a spell-checker.”

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▶ **Partner Study**

If time permits, have the students study the review words on pages 134 and 135 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. foot's My left foot's big toe is larger than the big toe on my right foot. (application word)
2. replies He always replies to my letters. (application word)
3. general They went to the general store to buy food, clothes, and games.
4. recharge The batteries on her camera were low, so she had to recharge them.
5. all ready The class was all ready and waiting for the field trip.
6. round The top spun round and round.
7. already I had already left when you called.
8. level The water level went down as the water evaporated.
9. disagree We disagree over which television show to watch.
10. copying We will be copying the poem onto chart paper.
11. fault It was an accident, and no one was at fault.
12. mountain Mountain goats can live above the tree line.
13. supplies The classroom was running low on art supplies.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. sugar Sugar and molasses come from sugar cane.
15. receive You will receive your award at the assembly.
16. libraries All of the classes have classroom libraries.
17. discover I was surprised to discover that I had lost my keys.
18. total She gave the correct total of eight numbers.
19. million A million is a thousand times a thousand.
20. result I think all my studying will result in a good grade.

### ADVANCED SPELLERS CONTINUE

21. label The label on my jacket says it's made of cotton.
22. legend One legend told of mighty fish in the ocean.

## ▶ Ongoing Assessment of Spelling Progress

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Take some time to assess the progress of your students.

Were there many errors on adding suffixes to words that end with consonant-y? Consider having the students reread the change y to i generalization on *Student Spelling Book* page 185 before they add a suffix to a final y word during guided spelling.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using knowledge of phonics or word structure. Examples are the underlined letters in the following words: mountain, total, and fault. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Do your students need encouragement to transfer their knowledge from *Guided Spelling* lessons to their writing? When they ask how to spell a word during writing, have them ask about the parts of the word they're not sure of. Provide the guiding and assistance that you would provide during a *Guided Spelling* lesson.

## Prefixes *non-*, *mis-*, and *pre-*

### ► New Content

The prefixes *non-*, *mis-*, and *pre-* are common prefixes, as in *nonfat*, *misspell*, and *pregame*.

### ► Teacher Background

Make a copy of the Week 25 homework (*Blackline Masters* page 34) for each student.

Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Encourage your students to ask questions, even in the items they write independently. *Knowing when they don't know* is an important metacognitive ability in spelling.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in a choral response, tell the class the correct answer and repeat the question.

In the pre-spelling activities, which begin on Day 2 this week, the students will practice adding suffixes to base words.

### ► Words Used This Week

#### NEW WORDS

\*nonfiction, \*misunderstanding, \*pregame, \*nonhuman, \*misbehaved, \*precooked, \*misspelled, \*student, direction, special, always, restudy, wireless, danger, ahead

#### REVIEW WORDS

\*fearful, \*thoughtful, \*colorless, \*office, \*friendliness, colonies, president, weight, physical, audience

CHALLENGE WORDS

misfortune, berries, preshrunk, nonpoisonous, closet

APPLICATION WORDS  
ON THE TEST

thankful, gladness

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

nondairy, prepaid, misprint, dangerous, prelaunch, sleeveless,  
directions, restudied, specially, truthfully, eighty-one, student's,  
mismatched

FREQUENTLY MISSPELLED  
WORDS

truth, eighty, one

# Week 25 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 138 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. nonfiction . . . . . Number 1: nonfiction. My favorite nonfiction books are about animals.  
*Non-fic-tion.* ■ *Non-* is a prefix. Underline **t-i-o-n**.
2. misunderstanding . . . . . Number 2: misunderstanding. We had a misunderstanding about what time the concert started, so we arrived late.  
*Mis-un-der-stand-ing.* ■ *Mis-* is a prefix. Underline **e-r**.
3. pregame . . . . . Number 3: pregame. The pregame show was a marching band performance.  
*Pre-game.* ■ *Pre-* is a prefix. In the base word, underline **a** and **e**.
4. nonhuman . . . . . Number 4: nonhuman. Robots can seem alive, but they are nonhuman.  
*Non-hu-man.* ■ *Non-* is a prefix. The last syllable has a schwa. Underline **a**.
5. misbehaved . . . . . Number 5: misbehaved. My little brother misbehaved at the concert, so Dad took him out to the lobby.  
*Mis-be-haved.* ■ *Mis-* is a prefix. The base word is *behave*. Underline the first **e**. ■ In the last syllable, underline **a** and **e**.
6. precooked . . . . . Number 6: precooked. He precooked the stew and reheated it before supper.  
*Pre-cooked.* ■ *Pre-* is a prefix. The base word is *cook*. *Cook* has two vowels, so the final consonant was not doubled.
7. misspelled . . . . . Number 7: misspelled. I misspelled your name by mistake.  
*Mis-spelled.* ■ *Mis-* is a prefix. The base word is *spell*, which ends in **-l-l**. Underline **l-l**.

8. student. . . . . Number 8: student. A new student joined our class this week.  
*Stu-dent.* ■ Underline **e**.
9. direction. . . . . Number 9: direction. The plane was headed in a southerly direction.  
*Di-rec-tion.* ■ Underline **t-i-o-n**.
10. special. . . . . Number 10: special. The store had a special offer on electronic equipment.  
*Spe-cial.* ■ Underline **c-i**. Underline **a-l**.
11. always. . . . . Number 11: always. I will always be there to help you.  
*Al-ways.* ■ Underline **a-l**.
12. restudy. . . . . Number 12: restudy. I will restudy and take the test again.  
*Re-stud-y.* ■ *Re-* is a prefix.
13. wireless. . . . . Number 13: wireless. The wireless connection was very convenient.  
*Wire-less.* ■ In *wire* underline **i** and **e**. *-Less* is a suffix.
14. danger. . . . . Number 14: danger. There was a danger sign in front of the rock slide.  
*Dan-ger.* ■ Underline **a**. Underline **e-r**.
15. ahead. . . . . Number 15: ahead. I see the lights of the town up ahead.  
*A-head.* ■ The first syllable has a schwa. Underline **a**. In the second syllable underline **e-a**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |                   |               |
|-------------------|---------------|
| 16. *fearful      | 21. colonies  |
| 17. *thoughtful   | 22. president |
| 18. *colorless    | 23. weight    |
| 19. *office       | 24. physical  |
| 20. *friendliness | 25. audience  |

## ► Guided Spelling

► Have your students turn to page 140.

1. nonfiction . . . . . Number 1: nonfiction. My favorite nonfiction books are about animals. Say *nonfiction*.  
Prefix? ■ Write *non-*.  
Base word? ■ Say *fiction* by syllables. ■ First syllable? ■ Write *fic-*.  
Next syllable? ■ The syllable /shən/ is usually spelled **t-i-o-n**.  
Finish writing *nonfiction*. (Check.)
2. misunderstanding . . . . . Number 2: misunderstanding. We had a misunderstanding about what time the concert started, so we arrived late. Say *misunderstanding*.  
Prefix? ■ Write *mis-*.  
Base word? ■ Say *understand* by syllables. ■ First syllable? ■ Write *un-*.  
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-der-*.  
Third syllable? ■ Write *-stand*.  
*Misunderstanding*. *Misunderstand* ends with two consonants, so you will not double. Just add *-ing*. (Check.)
3. pregame . . . . . Number 3: pregame. The pregame show was a marching band performance. Say *pregame*.  
Prefix? ■ Write *pre-*.  
Base word? ■ Question? ■ Use the first spelling under the “cake” picture. Write *-game*. (Check.)
4. nonhuman . . . . . Number 4: nonhuman. Robots can seem alive, but they are nonhuman. Say *nonhuman*.  
Prefix? ■ Write *non-*.  
Base word? ■ Say *human* by syllables. ■ The last syllable has a schwa. First syllable? ■ Write *hu-*.  
Last syllable? ■ (Offer help.) Write *-man*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. misbehaved . . . . . Number 5: misbehaved. My little brother misbehaved at the concert, so Dad took him out to the lobby. Say *misbehaved*.  
Write *misbehaved*. (Check.)

6. precooked. . . . . Number 6: precooked. He precooked the stew and reheated it before supper. Say *precooked*.  
Write *precooked*. (Check.)

7. misspelled . . . . . Number 7: misspelled. I misspelled your name by mistake.  
Say *misspelled*.  
Write *misspelled*. (Check.)

8. student. . . . . Number 8: student. A new student joined our class this week.  
Say *student*.  
Write *student*. (Check.)

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► **Introduce the Homework**

Hand out the Week 25 homework.

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► **Record Words Missed**

Return the students' spelling tests from Week 24. Have them turn to pages 134 and 135 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 25 Day 2

## ▶ Teacher Background

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In the pre-spelling activities this week, the students will practice adding suffixes to base words.

## ▶ Pre-spelling: Base Words and Suffixes

---

Help me add suffixes to base words.

waxed . . . . . Waxed. He waxed the car.

Base word?

▶ Write *wax* on the board.

*Waxed*. What do we have to decide? (Students: Do we double?) I see **x** at the end. We never double **x**. *Waxed*.

▶ Add *ed*.

centuries . . . . . Centuries. Ten centuries are a thousand years.

Base word?

▶ Write *century* on the board.

*Centuries*. What do we have to decide? (Students: Do we change **y** to **i**?) Does the base word end with a consonant and then **y**? (Students: yes) The suffix is **e-s**. Does the suffix begin with a letter that is not **i**? (Students: yes) Will we change **y** to **i**? (Students: yes) *Centuries*.

▶ Finish writing *centuries*.

## ▶ Guided Spelling

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▶ Have your students turn to page 141.

l. nondairy . . . . . Number 1: nondairy. Soy milk is a nondairy product. Say *nondairy*.

Prefix? ■ Write *non-*.

Base word? ■ Say *dairy* by syllables. ■ For spelling say *dair-y*. ■

First syllable? ■ Question? ■ Use the second spelling under the “cake” picture. Write *dair-*.

Second syllable? ■ Finish writing *nondairy*. (Check.)

2. direction . . . . . Number 2: direction. The plane was headed in a southerly direction. Say *direction*.  
Say *direction* by syllables. ■ For spelling say *di-rec-tion*. ■ First syllable? ■ Write *di-*.  
Second syllable? ■ Write *-rec-*.  
Third syllable?  
THINK Let's think about two clues. First, the syllable /shən/ is usually spelled **t-i-o-n**. Second, *direction* is related to *direct*. How will we spell the last syllable of *direction*? (Students: **t-i-o-n**) Finish writing *direction*. (Check.)

3. prepaid . . . . . Number 3: prepaid. We prepaid for the movie tickets online. Say *prepaid*.  
Prefix? ■ Write *pre-*.  
*Paid* is spelled **p-a-i-d**. Finish writing *prepaid*. (Check.)

4. danger . . . . . Number 4: danger. There was a “danger” sign in front of the rock slide. Say *danger*.  
Say *danger* by syllables. ■ For spelling say *dan-ger*. ■ First syllable? Careful. The vowel sound is spelled **a**. ■ Write *dan-*.  
Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ger*. (Check.)

5. special . . . . . Number 5: special. The store had a special offer on electronic equipment. Say *special*.  
Say *special* by syllables. ■ The second syllable has a schwa. For spelling say *spe-cial*. ■ First syllable? ■ Write *spe-*.  
Second syllable? ■ Careful. The sound /sh/ is spelled **c-i**. (Offer help.) Finish writing *special*. (Check.)

6. ahead . . . . . Number 6: ahead. I see the lights of the town up ahead. Say *ahead*.  
Say *ahead* by syllables. ■ The first syllable has a schwa. First syllable? ■ (Offer help.) Write *a-*.  
Second syllable? ■ Careful. The vowel sound is spelled **e-a**. Write *-head*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. restudy . . . . . Number 7: restudy. I will restudy and take the test again. Say *restudy*.  
Write *restudy*. (Check.)

8. always . . . . . Number 8: always. I will always be there to help you. Say *always*.  
Write *always*. (Check.)
9. misprint . . . . . Number 9: misprint. There was a misprint in the paper; her name  
was misspelled. Say *misprint*.  
Write *misprint*. (Check.)
10. wireless. . . . . Number 10: wireless. The wireless connection was very  
convenient. Say *wireless*.  
Write *wireless*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not drop **e**.

MEMORY STEPS Do the memory steps for *wireless*.

# Week 25 Day 3

## ► Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

skinned . . . . . Skinned. She skinned her knee.

Base word?

► Write *skin* on the board.

*Skinned*. What do we have to decide? (Students: Do we double?)

Does *skin* have one syllable? (Students: yes) One vowel?

(Students: yes) One consonant after the vowel? (Students: yes)

*Skinned*. Does the suffix begin with a vowel? (Students: yes)

Will we double the last consonant? (Students: yes) *Skinned*.

► Finish writing *skinned* on the board.

dizziness. . . . . Dizziness. He experienced some dizziness after the ball hit his head.

Base word?

► Write *dizzy* on the board.

*Dizziness*. What do we have to decide? (Students: Do we change y to i?) Does *dizzy* end with a consonant and then y?

(Students: yes) *Dizziness*. Does the suffix begin with any letter

except i? (Students: yes) What will we do now? (Students: change y to i) And now? (Students: add -ness) *Dizziness*.

► Finish writing *dizziness* on the board.

## ► Guided Spelling

► Have your students turn to page 142.

I. dangerous . . . . . Number I: dangerous. It is very dangerous to ride in a car without wearing a seatbelt. Say *dangerous*.

Base word? ■ Say *danger* by syllables. ■ For spelling say *dan-ger*. ■

First syllable? Careful. The vowel sound is spelled **a**. ■

Write *dan-*.

Second syllable? ■ Question? ■ Use the first spelling under the “robot” picture. Write *-ger*.

*Dangerous*. Suffix? ■ Add **o-u-s**. (Check.)

2. prelaunch . . . . . Number 2: prelaunch. The prelaunch space shuttle work included rechecking all communication systems. Say *prelaunch*.  
Prefix? ■ Write *pre-*.  
Base word? ■ Question? ■ Use the first spelling under the “yawn” picture. Finish writing *prelaunch*. (Check.)
3. misbehaved . . . . . Number 3: misbehaved. They were sorry they had misbehaved. Say *misbehaved*.  
Prefix? ■ Write *mis-*.  
Base word? ■ Say *behave* by syllables. ■ For spelling say *be-have*. ■ First syllable? ■ (Offer help.) Write *be-*.  
Second syllable? ■ Question? ■ Use the first spelling under the “cake” picture. Finish writing *misbehaved*. (Check.)
4. sleeveless . . . . . Number 4: sleeveless. It was so warm outside that I wore a sleeveless top. Say *sleeveless*.  
Base word? ■ Question? ■ Use the second spelling under the “tree” picture. Careful. The sound /v/ at the end of a word is spelled **v-e**. Write *sleeve*.  
*Sleeveless*. What do you have to decide? (Students: Do we drop e?)  
Suffix? ■ *-Less* begins with a consonant. Just add *-less*. (Check.)
5. always . . . . . Number 5: always. She will always be my friend. Say *always*.  
Say *always* by syllables. ■ First syllable? ■ When the first syllable of a polysyllabic word sounds like /awl/, it is usually spelled **a-l**. Write *al-*.  
Second syllable? ■ Write *-ways*. (Check.)
6. misspelled . . . . . Number 6: misspelled. The newspaper misspelled the name of our school. Say *misspelled*.  
Prefix? ■ Write *mis-*.  
Base word? ■ Careful. The sound // is spelled **l-l**. Finish writing *misspelled*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. pregame . . . . . Number 7: pregame. Our friends invited us to a pregame lunch. Say *pregame*.  
Write *pregame*. (Check.)
8. ahead . . . . . Number 8: ahead. My brother is two grades ahead of me in school. Say *ahead*.  
Write *ahead*. (Check.)

9. **nonfiction** . . . . . Number 9: nonfiction. Biographies are near other nonfiction books on the shelf. Say *nonfiction*.

Write *nonfiction*. (Check.)

10. **directions** . . . . . Number 10: directions. The bus driver was given directions to the school. Say *directions*.

Write *directions*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain why you wrote **t-i-o-n**.

**MEMORY STEPS** Do the memory steps for *directions*.

## ► Pre-spelling: Base Words and Suffixes

---

preparing . . . . . *Preparing*. Base word?

► Write *prepare* on the board.

*Preparing*. What do we have to decide? (Students: Do we drop e?)  
Is there a consonant and then **e** at the end? (Students: yes)

*Preparing*. Does the suffix begin with a vowel? (Students: yes)  
What will we do now? (Students: erase e) And now?  
(Students: add -ing) *Preparing*.

► Finish writing *preparing* on the board.

beautiful . . . . . *Beautiful*. Base word?

► Write *beauty* on the board.

*Beautiful*. What do we have to decide? (Students: Do we change y to i?)  
Does *beauty* end with a consonant and then **y**? (Students: yes)

*Beautiful*. Does the suffix begin with any letter except **i**?  
(Students: yes) What will we do now? (Students: change y to i)  
And now? (Students: add -ful) *Beautiful*.

► Finish writing *beautiful* on the board.

## ► Guided Spelling

---

► Have your students turn to page 143.

l. restudied. . . . . Number **l**: restudied. My older brother restudied for his driver's license test because he didn't pass it the first time. Say *restudied*.

Prefix? ■ Write *re-*.

Base word? ■ Say *study* by syllables. ■ For spelling say *stud-y*. ■

First syllable? ■ Write *stud-*.

Second syllable? ■ Finish writing *restudy*.

*Restudied*. What do you have to decide? (Students: Do we change y to i?)  
Does *restudy* end with a consonant and then **y**? (Students: yes)  
Suffix? (Students: e-d) Does the suffix begin with a letter that is not **i**? (Students: yes)  
Will you change **y** to **i**? (Students: yes) Finish writing *restudied*. (Check.)

2. specially . . . . . Number 2: specially. We had a specially arranged dinner for my parents' anniversary. Say *specially*.

Base word? ■ Say *special* by syllables. ■ The second syllable has a schwa. For spelling say *spe-cial*. ■ First syllable? ■ Write *spe-*.

Second syllable? ■ Careful. The sound /sh/ is spelled **c-i**. (Offer help.) Finish writing *special*.

*Specially*. Suffix? ■ Just add *-ly*. (Check.)

3. eighty-one. . . . . Number 3: eighty-one. My great-grandmother just turned eighty-one. Say *eighty-one*.

FREQUENTLY MISSPELLED WORDS *Eighty* and *one* are frequently misspelled words.

Numbers like *ninety-two*, *twenty-six*, *seventy-four*, and *thirty-three* have a hyphen.

*Eighty-one*. *Eighty*. Say *eighty* by syllables. ■ For spelling say *eight-y*. ■ First syllable? ■ Careful. It's spelled like the number *eight*.

MNEMONIC Here's the mnemonic. The vowel sounds in *eight*, *weigh*, *weight*, and the first syllable of *neighbor* are spelled the same. Write *eight-*.

Second syllable? ■ Finish writing *eighty*. ■ Now write a hyphen.

*Eighty-one*. Add *one*. (Check.)

4. truthfully. . . . . Number 4: truthfully. I told him truthfully that I had not broken the vase. Say *truthfully*.

FREQUENTLY MISSPELLED WORD The base word *truth* is a frequently misspelled word.

*Truthfully*. Base word? ■ Careful. The vowel sound is spelled **u**. Write *truth*.

*Truthfully*. First suffix? ■ Just add *-ful*.

Second suffix? ■ Just add *-ly*. (Check.)

5. student's. . . . . Number 5: student's. The last student gave her report. The student's report was excellent. Say *student's*.

What do we call the word *student's*? (Students: possessive)

The report is of how many students, one or more than one?

(Students: one) First you'll write *student*. The schwa is spelled **e**.

Write *student*. ■ *The student's report*. Make *student* possessive by adding apostrophe-s. (Check.)

6. wireless . . . . . Number 6: wireless. The wireless connection in our house went out during the storm. Say *wireless*.

HISTORY The first type of wireless telephone was invented in the 1890s.

*Wireless*. Base word? ■ Question? ■ Use the first spelling under the “kite” picture. Write *wire-*.

*Wireless*. What do you have to decide? (Students: Do we drop e?) The suffix *-less* begins with a consonant. Just add *-less*. (Check.)

### NOW YOU’LL WRITE FOUR WORDS INDEPENDENTLY.

7. nonhuman . . . . . Number 7: nonhuman. Though our dog is part of our family, he is nonhuman. Say *nonhuman*.

Write *nonhuman*. (Check.)

8. mismatched. . . . . Number 8: mismatched. I accidentally wore a pair of mismatched socks to school. Say *mismatched*.

Write *mismatched*. (Check.)

9. misunderstanding . . . . . Number 9: misunderstanding. There must be some misunderstanding; I don’t have a sister. Say *misunderstanding*.

Write *misunderstanding*. (Check.)

10. precooked. . . . . Number 10: precooked. The rice had been precooked, so we just reheated it. Say *precooked*.

Write *precooked*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not double **k**.

MEMORY STEPS Do the memory steps for *precooked*.

## ► Student Study

Have the students turn to pages 128 and 129. If they missed a word on the test in Week 23, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

# Week 25 Day 5

## Weekly Test

For details about the weekly test, see page 53.

### TEKS 2.B.xxii

Student/Teacher Activity

Spelling Test

(Words: misspelled, pregame, misbehaved, misunderstanding, nonhuman, precooked, nonfiction)

### ALL STUDENTS

1. thankful I am thankful that I have such good friends. (application word)
2. gladness She felt nothing but gladness at seeing her friends after vacation. (application word)
3. misspelled His name was misspelled on the class list.
4. pregame The pregame show included a performance by the marching band.
5. misbehaved Their dog is well trained and has never misbehaved at the dog park.
6. misunderstanding There was a misunderstanding as to who would be first in line.
7. student She gets a student discount at the movies.
8. friendliness She is a popular student, known for her friendliness.
9. nonhuman Though the robot seems lifelike, it is nonhuman.
10. colorless Air itself is colorless.
11. precooked We precooked the spareribs in the oven before putting them on the barbecue.
12. fearful Most snakes are harmless, but I am still fearful of them.
13. nonfiction Books about space are found in the nonfiction section.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. wireless My telephone is wireless, so I can use it outside.
15. direction They were driving in the right direction to the game.
16. ahead The bridge up ahead has a toll.
17. always They always bring a picnic lunch when they go to the beach.
18. danger Mountain climbing can be full of danger.
19. restudy I need to restudy for that test I failed.
20. special They watched a television special on humpback whales.

### ADVANCED SPELLERS CONTINUE

21. preshrunk The T-shirt I bought is preshrunk, so it won't shrink in the wash.
22. nonpoisonous Garter snakes are nonpoisonous.

## Unusual Plurals

### ► New Content

Some singular nouns that end in **f** or **fe** have a plural form ending in **ves**, as in *halves*, *leaves*, *wives*, and *lives*.

The plural of some nouns is made by a change to the base word, as in *women*, *teeth*, *geese*, and *mice*.

The singular and plural are the same for some nouns, for example, *sheep*, *deer*, and *salmon*.

For some words that end with consonant-**o**, we just add **s** to form the plural, as in *pianos* and *solos*; for other words we add **es**, as in *potatoes*, *tomatoes* and *heroes*.

### ► Teacher Background

Make a copy of the Week 26 homework (*Blackline Masters* page 35) for each student.

One additional guiding point is introduced this week: if the singular noun ends with vowel-**o**, just add **s** to form the plural, as in *zoos* and *studios*.

In the pre-spelling activities, which begin on Day 2 this week, you will explain accent in polysyllabic words and model doubling in preparation for guided spelling in Week 27.

### ► Words Used This Week

#### NEW WORDS

\*life, \*lives, \*halves, \*ourselves, \*teeth, \*sheep, \*potatoes, \*except, environment, join, disappear, darkness, secret, valley, control

#### REVIEW WORDS

\*nonfiction, \*misbehaved, \*misunderstanding, \*pregame, \*nonhuman, direction, ahead, always, special, wireless

#### CHALLENGE WORDS

salmon, tomatoes, oxen, volcanoes, calves

#### APPLICATION WORDS ON THE TEST

misused, pretest

#### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

loaf, loaves, oxen, life's, radios, valleys, misjudged, disappearing, joined, predawn, themselves, I'd've

# Week 26 Day 1

TEKS 2.A.iii  
TEKS 2.A.iv  
TEKS 2.A.xix  
TEKS 2.A.xx

Student/Teacher Narrative  
Introduce This Week's Words  
(Words: lives, halves, ourselves,  
teeth, sheep, potatoes)

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 144 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. life . . . . . Number 1: life. We studied the life cycle of the monarch butterfly.  
Underline **i** and **e**.
2. lives . . . . . Number 2: lives. Health professionals save lives every day.  
*Lives* is the plural of *life*. For some words we make the plural by changing **f** or **f-e** to **v-e-s**, for example, the plural of *leaf* is *leaves* and the plural of *knife* is *knives*. Underline **i** and **e**.
3. halves . . . . . Number 3: halves. Cut the tomatoes into halves.  
*Halves* is the plural of *half*. Underline silent **l**.
4. ourselves . . . . . Number 4: ourselves. We need to do this project by ourselves.  
*Our-selves*. ■ *Ourselves* is a compound word. Underline **o-u**. ■ The second small word *-selves* is the plural of *self*.
5. teeth . . . . . Number 5: teeth. She gets her teeth cleaned at the dentist's office.  
*Teeth* is the plural of *tooth*. Underline **e-e**.
6. sheep . . . . . Number 6: sheep. The sheep grazed on the hillside.  
*Sheep* can be singular or plural: one sheep or many sheep.  
Underline **e-e**.
7. potatoes . . . . . Number 7: potatoes. I love roasted potatoes for dinner.  
*Po-ta-toes*. ■ The first syllable has a schwa. Underline **o**. ■ The base word is *potato*. The last syllable of the base word is spelled **t-o**. In the last syllable, underline **o**. ■ Draw a circle around the base word *potato*. ■ The suffix is **e-s**. Underline **e-s**.
8. except . . . . . Number 8: except. I can go swimming every day except Monday.  
► If your students pronounce *except* and *accept* as homophones, explain the homophones.

HOMOPHONE *Except* is a homophone. It's not *accept* meaning receive. It's *except* as in *every day except Monday*.

*Ex-cept*. ■ Underline **c**.

9. environment . . . . . Number 9: environment. Lions live in a hot and dry environment.

*En-vi-ron-ment*. ■ The third syllable has a schwa. Underline **o**. ■ The last syllable has a schwa. Underline **e**.

10. join. . . . . Number 10: join. They will join hands and dance in a circle.

Underline **o-i**.

11. disappear . . . . . Number 11: disappear. The plane flew into the clouds and seemed to disappear.

*Dis-ap-pear*. ■ *Dis-* is a prefix. The next syllable has a schwa. Underline **a**. In the last syllable, underline **e-a**.

12. darkness . . . . . Number 12: darkness. Most owls hunt only when darkness comes.

*Dark-ness*. ■ *-Ness* is a suffix.

13. secret . . . . . Number 13: secret. They kept their mother's present a secret until her birthday.

*Se-cret*. ■ Underline the second **e**.

14. valley . . . . . Number 14: valley. A stream ran through the valley.

*Val-ley*. ■ Underline **e-y**.

15. control . . . . . Number 15: control. He learned how to control his dog at dog training class.

*Con-trol*. ■ The first syllable has a schwa. Underline the first **o**. Underline the second **o**.

### NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |                       |               |
|-----------------------|---------------|
| 16. *nonfiction       | 21. direction |
| 17. *misbehaved       | 22. ahead     |
| 18. *misunderstanding | 23. always    |
| 19. *pregame          | 24. special   |
| 20. *nonhuman         | 25. wireless  |

## ► Guided Spelling

► Have your students turn to page 146.

1. potatoes . . . . . Number 1: potatoes. I love roasted potatoes for dinner.

Say *potatoes*.

Base word? ■ Say *potato* by syllables. ■ The first syllable has a schwa. For spelling say *po-ta-to*. ■ First syllable? ■ (Offer help.)

Write *po-*.

Second syllable? ■ Write *-ta-*.

Third syllable? ■ Careful. It's spelled **t-o**. Write *-to*.

*Potatoes*. Everyone point to **t-o**. For some words that end with consonant-**o**, we just add **s** to form the plural; for other words, we add **e-s**. For *potatoes* add **e-s**. (Check.)

2. lives . . . . . Number 2: lives. Health professionals save lives every day.

Say *lives*.

*Lives* is the plural of *life*. Question? ■ Use the first spelling under the “kite” picture. Write *lives*. (Check.)

3. halves . . . . . Number 3: halves. Cut the tomatoes into halves. Say *halves*.

*Halves* is the plural of *half*. First you'll write *half*. Careful. There is a silent **l** after **a**. Write *half*.

*Halves*. Change **f** to **v-e-s**. (Check.)

4. ourselves . . . . . Number 4: ourselves. We need to do this project by ourselves.

Say *ourselves*.

*Ourselves* is a compound word. Say *ourselves* by syllables. ■

First syllable? ■ Write *our-*.

Second syllable? ■ *-Selves* is the plural of *self*. Write *-selves*. (Check.)

**NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.**

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. teeth . . . . . Number 5: teeth. She gets her teeth cleaned at the dentist's office. Say *teeth*.

Write *teeth*. (Check.)

6. sheep . . . . . Number 6: sheep. The sheep grazed on the hillside. Say *sheep*.

Write *sheep*. (Check.)

7. life . . . . . Number 7: life. We studied the life cycle of the monarch butterfly.  
Say *life*.  
Write *life*. (Check.)
8. except . . . . . Number 8: except. I can go swimming every day except Monday.  
Say *except*.  
I'll say the syllables for spelling: *ex-cept*. Write *except*. (Check.)

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 **Introduce the Homework**

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Hand out the Week 26 homework.

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 **Record Words Missed**

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Return the students' spelling tests from Week 25. Have them turn to pages 138 and 139 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

► **Teacher Background**

In the pre-spelling activities this week, you will explain accent in polysyllabic words and model doubling in preparation for guided spelling in Week 27. The generalization for doubling in polysyllabic words includes identifying the syllable that is accented, or stressed, in the base word. The concept of accent is difficult for some students. The pre-spelling activity in this lesson focuses on accent.

► **Pre-spelling: Doubling with Polysyllabic Words**

► Write on the board: produce desert

Next week in guided spelling, you will be doubling the final consonant before a suffix in some polysyllabic words. You'll need to know which syllable is accented.

produce . . . . . ► Point to *produce*.

This word can be produce, as in *The factory will produce cars*. The accent is on the second syllable, *-duce*. This word can also be produce, meaning *fruits and vegetables*. The accent is on the first syllable, *prod-*.

desert . . . . . ► Point to *desert*.

This word can be desert, a *hot, dry, sandy place*. The accent is on the first syllable, *des-*. This word can also be desert, meaning *leave someone or something*. The accent is on the second syllable, *-sert*.

► **Guided Spelling**

► Have your students turn to page 147.

l. loaf . . . . . Number l: loaf. We used a loaf of bread to make the sandwiches. Say *loaf*.

Question? ■ Use the second spelling under the “bone” picture. Write *loaf*. (Check.)

2. loaves . . . . . Number 2: loaves. The loaves of bread were stacked on the shelf. Say *loaves*.  
*Loaves* is the plural of *loaf*. First write *loaf*.  
*Loaves*. Change **f** to **v-e-s**. (Check.)
3. control . . . . . Number 3: control. He learned how to control his dog at dog training class. Say *control*.  
 Say *control* by syllables. ■ The first syllable has a schwa. For spelling say *con-trol*. ■ First syllable? ■ (Offer help.) Write *con-*.  
 Second syllable? ■ Careful. The vowel sound is spelled **o**. Write *-trol*. (Check.)
4. oxen . . . . . Number 4: oxen. The oxen pulled the plow slowly across the field. Say *oxen*.  
*Oxen* is the plural of *ox*. Write *ox-*.  
*Oxen*. Add **e-n**. (Check.)  
 HISTORY Long ago many English words were made plural by adding **e-n**. Now there are just a few, such as *oxen* and *children*. Sometimes you might hear *brethren* as the plural of *brother*.
5. disappear . . . . . Number 5: disappear. The plane flew into the clouds and seemed to disappear. Say *disappear*.  
 Prefix? ■ Write *dis-*.  
 Base word? ■ Say *appear* by syllables. ■ The first syllable has a schwa. For spelling say *ap-pear*. ■ First syllable? ■ (Offer help.) Write *ap-*.  
 Second syllable? ■ Careful. The vowel sound is spelled **e-a**. Write *-pear*. (Check.)
6. valley . . . . . Number 6: valley. A stream ran through the valley. Say *valley*.  
 Say *valley* by syllables. ■ For spelling say *val-ley*. ■ First syllable? ■ Write *val-*.  
 Second syllable? ■ Careful. The vowel sound is spelled **e-y**. Finish writing *valley*. (Check.)
- NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.
7. darkness . . . . . Number 7: darkness. Most owls hunt only when darkness comes. Say *darkness*.  
 Write *darkness*. (Check.)

8. join . . . . . Number 8: join. They will join hands and dance in a circle.  
Say *join*.

Write *join*. (Check.)

9. secret . . . . . Number 9: secret. They kept their mother's present a secret until  
her birthday. Say *secret*.

I'll say the syllables for spelling: *se-cret*. Write *secret*. (Check.)

10. environment . . . . . Number 10: environment. Lions live in a hot and dry  
environment. Say *environment*.

I'll say the syllables for spelling: *en-vi-ron-ment*. Write *environment*.  
(Check.)

**PARTNER STUDY** Turn to your neighbor, say the word *environment*,  
and then discuss which vowels are schwas.

**MEMORY STEPS** Mark the syllable boundaries as I say the syllables  
for spelling: *en-vi-ron-ment*. Now do the memory steps for  
*environment*.

► **Pre-spelling: Doubling with Polysyllabic Words**

When we add suffixes to some polysyllabic words, we have to double the last consonant. It's like doubling in single-syllable words, but in polysyllabic words we have to think about accent, too.

admitted . . . . . I will spell *admitted*. *She admitted that she forgot her lunch.*

Base word?

► Write *admit + ed* on the board. Point to **it**.

*Admit* ends with one vowel and then one consonant. Here is the new question that we ask about polysyllabic words: is the accent on the *last* syllable? In *admit* the accent is on the last syllable. The suffix **e-d** begins with a vowel. I will double **t**. *Admitted*.

► Write *admitted*.

forbidding . . . . . I will spell *forbidding*. *Their parents were forbidding them to watch television that evening.* Base word?

► Write *forbid + ing* on the board. Point to **id**.

*Forbid* ends with one vowel and then one consonant. Here is the new question: is the accent on the *last* syllable? In *forbid* the accent is on the last syllable. The suffix **-ing** begins with a vowel. I will double **d**. *Forbidding*.

► Write *forbidding*.

► **Guided Spelling**

► Have your students turn to page 148.

l. life's . . . . . Number 1: life's. She wrote about her life's joys and sorrows. Say *life's*.

What do we call the word *life's*? (Students: possessive) Are the joys of one life or more than one? (Students: one) First write *life*. ■ *Her life's joys*. Make *life* possessive by adding apostrophe-s. (Check.)

2. radios. . . . . Number 2: radios. The passengers' radios needed to be shut off before the plane could depart. Say *radios*.  
 Say *radio* by syllables. ■ For spelling say *ra-di-o*. ■ First syllable? ■ Write *ra-*.  
 Second syllable? ■ Careful. It's spelled **d-i**. Write *-di-*.  
 Third syllable? ■ Careful. It's spelled **o**. Write *-o*.  
*Radios*. Everyone point to **i-o**. When a word ends with a vowel and then **o**, just add **s** to make the plural. Finish writing *radios*. (Check.)
3. valleys. . . . . Number 3: valleys. From the airplane we saw several green valleys. Say *valleys*.  
 Base word? ■ Say *valley* by syllables. ■ For spelling say *val-ley*. ■ First syllable? ■ Write *val-*.  
 Second syllable? ■ Careful. The vowel sound is spelled **e-y**. Finish writing *valleys*. (Check.)
4. control. . . . . Number 4: control. The remote control is on the coffee table. Say *control*.  
 Say *control* by syllables. ■ The first syllable has a schwa. For spelling say *con-trol*. ■ First syllable? ■ (Offer help.) Write *con-*.  
 Second syllable? ■ Careful. It's spelled **t-r-o-l**. Write *-trol*. (Check.)
5. teeth . . . . . Number 5: teeth. The guard dog showed his teeth when he growled. Say *teeth*.  
 Question? ■ Use the second spelling under the "tree" picture. Write *teeth*. (Check.)  
 HISTORY For some English words we form the plural by changing the middle of the word, for example, the plural of *tooth* is *teeth*, the plural of *mouse* is *mice*, the plural of *foot* is *feet*, the plural of *man* is *men*, and the plural of *goose* is *geese*.
6. environment . . . . . Number 6: environment. Alligators live in a hot, wet environment. Say *environment*.  
 Say *environment* by syllables. ■ The third and fourth syllables have schwas. For spelling say *en-vi-ron-ment*. ■ First syllable? ■ (Offer help.) Write *en-*.  
 Second syllable? ■ Write *-vi-*.  
 Third syllable? ■ (Offer help.) Write *-ron-*.  
 Last syllable? ■ (Offer help.) Write *-ment*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. halves . . . . . Number 7: halves. Put the apple halves on a plate. Say *halves*.  
Write *halves*. (Check.)
8. misjudged . . . . . Number 8: misjudged. I'm sorry I misjudged you; you did tell the truth. Say *misjudged*.  
Write *misjudged*. (Check.)
9. potatoes . . . . . Number 9: potatoes. We peeled the potatoes and made potato salad. Say *potatoes*.  
I'll say the syllables for spelling: *po-ta-toes*. Write *potatoes*.  
(Check.)
10. disappearing . . . . . Number 10: disappearing. The fog will be disappearing soon.  
Say *disappearing*.  
I'll say the syllables for spelling: *dis-ap-pear-ing*. Write *disappearing*.  
(Check.)
- PARTNER STUDY Turn to your neighbor. Explain why you did not double **r**.
- MEMORY STEPS Do the memory steps for *disappearing*.

## ► Pre-spelling: Doubling with Polysyllabic Words

When we add suffixes to some polysyllabic words, we have to double the last consonant.

permitted. . . . . I will spell *permitted*. *The teacher permitted us to work together.*  
Base word?

► Write *permit + ed* on the board. Point to **it**.

*Permit* ends with one vowel and then one consonant. Here is the new question: is the accent on the *last* syllable? In *permit* the accent is on the last syllable. The suffix **e-d** begins with a vowel. I will double **t**. *Permitted*.

► Write *permitted*.

forgotten . . . . . I will spell *forgotten*. *He had forgotten his homework.* Base word?

► Write *forgot + en* on the board. Point to **ot**.

*Forgot* ends with one vowel and then one consonant. Here is the new question: is the accent on the *last* syllable? In *forgot* the accent is on the last syllable. The suffix **-en** begins with a vowel. I will double **t**. *Forgotten*.

► Write *forgotten*.

## ► Guided Spelling

► Have your students turn to page 149.

1. secret. . . . . Number 1: secret. The detective discovered the secret passage.  
Say *secret*.

Say *secret* by syllables. ■ For spelling say *se-cret*. ■ First syllable? ■ Write *se-*.

Second syllable? ■ (Offer help.) Finish writing *secret*. (Check.)

2. joined. . . . . Number 2: joined. The audience joined in with the performers and sang along. Say *joined*.

Base word? ■ Question? ■ Use the first spelling under the “noisy toy” picture. Finish writing *joined*. (Check.)

3. *except* . . . . . Number 3: *except*. I have all the markers *except* one. Say *except*.  
▶ If your students pronounce *except* and *accept* as homophones, explain the homophones.

HOMOPHONE *Except* is a homophone. It's not *accept* meaning *receive*. It's *except* as in *all except one*.

Say *except* by syllables. ■ For spelling say *ex-cept*. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Write *-cept*. (Check.)

4. *darkness* . . . . . Number 4: *darkness*. When *darkness* falls, the bats come out to eat insects. Say *darkness*.

Base word? ■ Write *dark-*.

Suffix? ■ Add *-ness*. (Check.)

5. *lives* . . . . . Number 5: *lives*. Rescue workers risk their *lives* to save others. Say *lives*.

*Lives* is the plural of *life*. Question? ■ Use the first spelling under the "kite" picture. Write *lives*. (Check.)

6. *sheep* . . . . . Number 6: *sheep*. The *sheep* were herded by two border collies. Say *sheep*.

Question? ■ Use the second spelling under the "tree" picture. Write *sheep*. (Check.)

HISTORY For some English words, the plural is the same as the singular, for example, *sheep*, *deer*, *reindeer*, and *salmon*.

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. *predawn* . . . . . Number 7: *predawn*. All was quiet at the *predawn* hour. Say *predawn*.

Write *predawn*. (Check.)

8. *themselves* . . . . . Number 8: *themselves*. They washed *themselves* quickly. Say *themselves*.

Write *themselves*. (Check.)

9. *I'd've* . . . . . Number 9: *I'd've*. *I'd've* been at your game if I could have. Say *I'd've*.

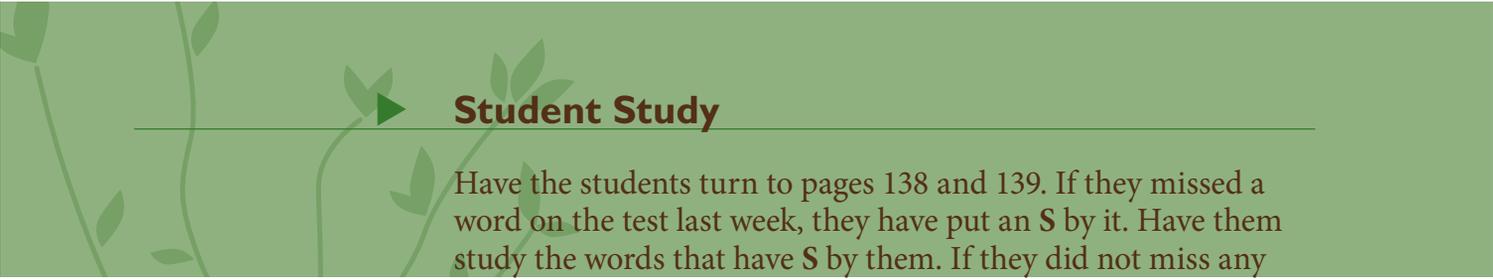
CONTRACTION *I'd've* is a contraction of *I* and *would* and *have*.

Write *I'd've*. (Check.)

10. *ourselves* . . . . . Number 10: *ourselves*. We'd like to be alone; give us a moment to *ourselves*. Say *ourselves*.

Write *ourselves*. (Check.)

MEMORY STEPS Do the memory steps for *ourselves*.



## Student Study

---

Have the students turn to pages 138 and 139. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |                      |   |
|----------------------|---|
| 1. misused           | He misused the word, and the audience misunderstood him.<br>(application word)        |
| 2. pretest           | We take a spelling pretest at the beginning of the review week.<br>(application word) |
| 3. halves            | We shared the four apples fairly by cutting them into eight halves.                   |
| 4. teeth             | I went to the dentist to have my teeth cleaned.                                       |
| 5. nonfiction        | I love nonfiction books, especially biographies.                                      |
| 6. life              | The life span of some tortoises is more than a hundred years.                         |
| 7. potatoes          | She used a lot of potatoes to make the potato salad.                                  |
| 8. pregame           | The pregame entertainment was a marching band.  |
| 9. sheep             | The sheep were grazing on the hillside.   |
| 10. lives            | My best friend lives in my neighborhood.  |
| 11. except           | I remembered everything except my money.  |
| 12. misunderstanding | We got into an argument because of a silly misunderstanding.                          |
| 13. ourselves        | We built the fort by ourselves.   |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |                 |  |
|-----------------|--|
| 14. disappear   | The stars disappear at dawn.                               |
| 15. secret      | The secret drawer was almost invisible.                    |
| 16. environment | The tortoise lives in a hot and dry environment.           |
| 17. control     | The game's control panel is on the table.                  |
| 18. valley      | The fog settled into the valley.                           |
| 19. join        | We asked them to join our kickball game to make two teams. |
| 20. darkness    | Darkness fell, and all was quiet at night.                 |

### ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 21. tomatoes | There are several ripe tomatoes on the vine. |
| 22. oxen     | Oxen pulled many wagons across the prairie.  |

## Doubling with Polysyllabic Words

### ► New Content

If the base word is polysyllabic *and* if the last syllable has one vowel and ends with one consonant *and* if the accent is on the last syllable, then we double the last consonant before we add a suffix that begins with a vowel, as in *beginning*, *admitted*, *repellent*, and *forgotten*.

### ► Teacher Background

Make a copy of the Week 27 homework (*Blackline Masters* page 36) for each student.

The generalization for doubling polysyllabic words includes identifying the syllable that is accented, or stressed, in the base word. The concept of accent is difficult for some students. You will support them by telling them which syllable in the base word is accented.

Guided spelling this week includes the “no change” generalization that also involves polysyllabic words: if the base word is polysyllabic *and* if the last syllable has one vowel and ends with one consonant *and* if the polysyllabic base word does not have the accent on the last syllable, we do not double the last consonant, as, for example, in *traveling*, *gardener*, and *listening*. Exceptions are *programmed* and *kidnapped*.

To help the students understand this week’s generalization for doubling the last consonant, you will have them write first the base word, then the suffix, and then the whole word for three items each day this week. These items in the *Student Spelling Book* look like this:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

The pre-spelling activities, which begin on Day 2 this week, focus on the spelling and meaning of the suffixes *-er*, *-est*, and *-or* in preparation for guided spelling in Week 28.

## ► Words Used This Week

NEW WORDS	*beginning, *controlled, *happened, *forgetting, *remembered, *maybe, *minute, *bottom, difficult, unnumbered, lateness, misheard, wives, ocean, lie
REVIEW WORDS	*except, *sheep, *life, *ourselves, *potatoes, darkness, environment, secret, control, join
CHALLENGE WORDS	propeller, polish, occurred, statue, preferred
APPLICATION WORDS ON THE TEST	replay, joyful
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	propelled, repellent, controlling, preferred, lies, calves, propelling, tomatoes, wives', guesses
FREQUENTLY MISSPELLED WORDS	guess, heard

# Week 27 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 150 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. beginning . . . . . Number 1: beginning. The table of contents is at the beginning of the book.

*Be-gin-ning*. ■ Underline **e**. ■ The base word is *begin*. It is polysyllabic, ends with **i-n**, and the accent is on the last syllable, so **n** was doubled.

2. controlled . . . . . Number 2: controlled. He controlled the toy car with a remote control device.

*Con-trolled*. ■ The first syllable has a schwa. Underline **o**. ■ Underline the second **o**. ■ The base word is *control*. It is polysyllabic, ends with **o-l**, and the accent is on the last syllable, so **l** was doubled.

3. happened . . . . . Number 3: happened. Her birthday happened to fall on the last day of school.

*Hap-pened*. ■ The second syllable has a schwa. In the second syllable, underline the first **e**. ■ The base word is *happen*. It is polysyllabic and it ends with **e-n**, but the accent is not on the last syllable, so **n** was not doubled.

4. forgetting . . . . . Number 4: forgetting. I won't be forgetting my homework tomorrow.

*For-get-ting*. ■ The base word is *forget*. It is polysyllabic, ends with **e-t**, and the accent is on the last syllable, so **t** was doubled.

5. remembered . . . . . Number 5: remembered. She remembered to return her library book.

*Re-mem-bered*. ■ In the first syllable, underline **e**. ■ In the third syllable, underline **e-r**. The base word is *remember*. It is polysyllabic and it ends with **e-r**, but the accent is not on the last syllable, so the last **r** was not doubled.

6. maybe . . . . . Number 6: maybe. I'm not sure whether I'll go; maybe I will.  
*May-be.*  
 MNEMONIC Here is a mnemonic: *maybe* is a compound word made of *may* and *be*.
7. minute . . . . . Number 7: minute. We'll be finished in one minute.  
*Min-ute.* ■ Underline **u** and **e**.
8. bottom. . . . . Number 8: bottom. The class rode on the lake in a glass-bottom boat.  
*Bot-tom.* ■ The second syllable has a schwa. Underline **o**.
9. difficult . . . . . Number 9: difficult. The math homework was difficult.  
*Dif-fi-cult.*
10. unnumbered . . . . . Number 10: unnumbered. The pages of the book were unnumbered.  
*Un-num-bered.* ■ *Un-* is a prefix. In the third syllable, underline **e-r**. The base word is *number*. It is polysyllabic and it ends with **e-r**, but the accent is not on the last syllable, so the last **r** was not doubled.
11. lateness . . . . . Number 11: lateness. He has a problem with lateness; he never gets to practice on time.  
*Late-ness.* ■ The base word is *late*. Underline **a** and **e**. *-Ness* is a suffix.
12. misheard . . . . . Number 12: misheard. I misheard the time and was late for the movie.  
 FREQUENTLY MISSPELLED WORD The base word *heard* is a frequently misspelled word.  
*Mis-heard.* ■ *Mis-* is a prefix. Underline **e-a**.
13. wives . . . . . Number 13: wives. Both wives and husbands joined in the activity.  
*Wives* is the plural of *wife*. Underline **i** and **e**.
14. ocean . . . . . Number 14: ocean. An ocean separates North America from Asia.  
*O-cean.* ■ Underline **c-e**. The second syllable has a schwa. Underline **a**.
15. lie. . . . . Number 15: lie. My dog will lie on her cushion.  
 Underline **i-e**.

## NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |                |                 |
|----------------|-----------------|
| 16. *except    | 21. darkness    |
| 17. *sheep     | 22. environment |
| 18. *life      | 23. secret      |
| 19. *ourselves | 24. control     |
| 20. *potatoes  | 25. join        |

## ► Guided Spelling

► Have your students turn to page 185.

This week you will spell polysyllabic words in which you have to double the last consonant. We'll read the polysyllabic doubling generalization together: "IF the base word is polysyllabic and ends with one vowel and one consonant and has the accent on the last syllable AND the suffix begins with a vowel, THEN double the last consonant."

► Have your students turn to page 152.

1. beginning. . . . . Number 1: beginning. The table of contents is at the beginning of the book. Say *beginning*.

Base word? ■ It's spelled **b-e...g-i-n**. Write *begin* in the first space at number 1.

*Beginning*. Suffix? ■ Write **-ing** in the second space.

*Beginning*. What do you have to decide? (Students: Do we double?) *Begin* ends with one vowel and then one consonant: **i-n**. The accent is on the last syllable: *begin*. Draw a circle around **g-i-n**. The suffix **-ing** begins with a vowel. Will you double the last consonant of *begin*? (Students: yes) Write *beginning* in the third space. (Check.)

2. controlled. . . . . Number 2: controlled. He controlled the toy car with a remote control device. Say *controlled*.

Base word? ■ Write *control* in the first space at number 2.

*Controlled*. Suffix? ■ Write **e-d** in the second space.

*Controlled*. What do you have to decide? (Students: Do we double?) *Control* ends with one vowel and then one consonant: **o-l**. The accent is on the last syllable: *control*. Draw a circle around **t-r-o-l**. The suffix **e-d** begins with a vowel. Will you double the last consonant of *control*? (Students: yes) Write *controlled* in the third space. (Check.)

3. remembered . . . . . Number 3: remembered. She remembered to return her library book. Say *remembered*.  
Base word? ■ It's spelled **r-e...m-e-m...b-e-r**. Write *remember*.  
*Remembered*. What do you have to decide? (Students: Do we double?) *Remember* ends with one vowel and then one consonant: **e-r**. The accent is on the second syllable, not the last syllable: *remember*. Will you double the last consonant of *remembered*? (Students: no, just add e-d) Finish writing *remembered*. (Check.)

4. forgetting . . . . . Number 4: forgetting. I won't be forgetting my homework tomorrow. Say *forgetting*.  
Base word? ■ It's spelled **f-o-r...g-e-t**. Write *forget*.  
*Forgetting*. What do you have to decide? (Students: Do we double?) *Forget* ends with one vowel and then one consonant: **e-t**. The accent is on the last syllable: *foret*. The suffix *-ing* begins with a vowel. Will you double the last consonant of *forgetting*? (Students: yes) Finish writing *forgetting*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

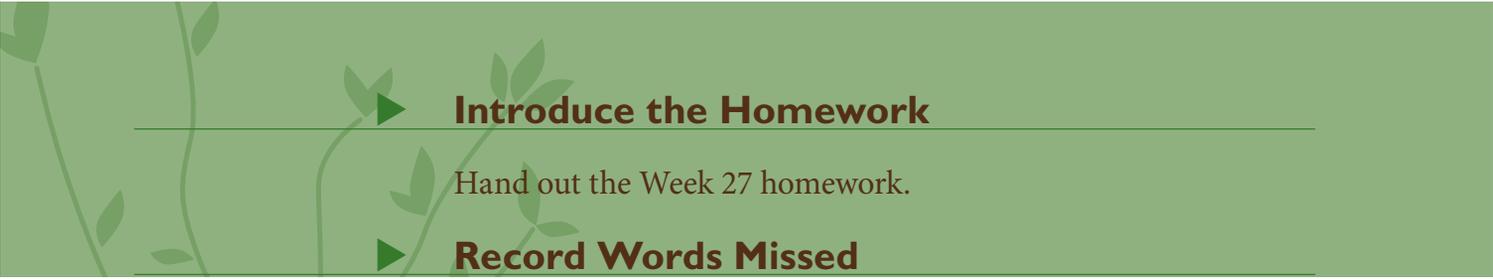
If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. happened . . . . . Number 5: happened. Her birthday happened to fall on the last day of school. Say *happened*.  
I'll say the syllables of the base word for spelling: *hap-pen*. Write the base word, then the suffix, and then the whole word *happened*. (Check.)

6. maybe . . . . . Number 6: maybe. I'm not sure whether I'll go; maybe I will. Say *maybe*.  
MNEMONIC Here is the mnemonic: *maybe* is a compound word. Write *maybe*. (Check.)

7. minute . . . . . Number 7: minute. We'll be finished in one minute. Say *minute*.  
I'll say the syllables for spelling: *min-ute*. Write *minute*. (Check.)

8. bottom. . . . . Number 8: bottom. The class rode on the lake in a glass-bottom boat. Say *bottom*.  
I'll say the syllables for spelling: *bot-tom*. Write *bottom*. (Check.)



## ▶ Introduce the Homework

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Hand out the Week 27 homework.

## ▶ Record Words Missed

Return the students' spelling tests from Week 26. Have them turn to pages 144 and 145 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 27 Day 2

## ► Teacher Background

The pre-spelling activities this week focus on the spelling and meaning of the suffixes *-er*, *-est*, and *-or* in preparation for guided spelling in Week 28.

## ► Pre-spelling: Suffixes

Next week in guided spelling you will spell words with the suffixes *-er*, *-or*, and *-est*.

**-er** . . . . . The suffix *-er* spelled **e-r** can mean *a person who*: a baker is a person who bakes. It can also mean *a thing that*: a computer is a machine that computes.

The suffix *-er* can also mean *more than*: larger means more large than.

**-or** . . . . . The suffix *-or* spelled **o-r** means *a person who*: an actor is someone who acts. It can also mean *a thing that*: a sensor is a device that senses light or motion.

**-est** . . . . . The suffix *-est* spelled **e-s-t** means *the most*: the smallest size is the most small.

## ► Guided Spelling

► Have your students turn to page 153.

1. propelled . . . . . Number 1: propelled. We propelled the boat by rowing. Say *propelled*.

Base word? ■ It's spelled **p-r-o...p-e-l**. Write *propel* in the first space at number 1.

*Propelled*. Suffix? ■ Write **e-d** in the second space.

*Propelled*. What do you have to decide? (Students: Do we double?) *Propel* ends with one vowel and then one consonant: **e-l**. The accent is on the last syllable: *propel*. Draw a circle around **p-e-l**. The suffix **e-d** begins with a vowel. Will you double the last consonant of *propelled*? (Students: yes) Write *propelled* in the third space. (Check.)

2. unnumbered . . . . . Number 2: unnumbered. The pages of the book were unnumbered. Say *unnumbered*.  
Prefix? ■ Write *un-* in the first space at number 2.  
Base word? ■ It's spelled **n-u-m...b-e-r**. Add *-number-* to *un-* in the first space.  
*Unnumbered*. Suffix? ■ Write **e-d** in the second space.  
*Unnumbered*. What do you have to decide? (Students: Do we double?) *Number* ends with one vowel and then one consonant: **e-r**. The accent is on the first syllable: *number*. Draw a circle around **n-u-m**. Will you double the last consonant of *number*? (Students: no) Finish writing *unnumbered* in the third space. (Check.)

3. misheard . . . . . Number 3: misheard. I misheard the time and was late for the movie. Say *misheard*.  
Prefix? ■ Write *mis-*.  
Base word? ■ Careful. The vowel sound is spelled **e-a**. Write *-heard*. (Check.)

4. lie . . . . . Number 4: lie. My dog will lie on her cushion. Say *lie*.  
Careful. The vowel sound is spelled **i-e**. Write *lie*. (Check.)

5. repellent . . . . . Number 5: repellent. Put the repellent on before your hike; you don't want mosquito bites. Say *repellent*.  
Base word? ■ It's spelled **r-e-p-e-l**. Write *repel*.  
*Repellent*. What do you have to decide? (Students: Do we double?) *Repel* ends with one vowel and then one consonant: **e-l**. The accent is on the last syllable: *repe*l. The suffix *-ent* is spelled **e-n-t**. Will you double the last consonant of *repellent*? (Students: yes) Finish writing *repellent*. (Check.)

6. ocean . . . . . Number 6: ocean. An ocean separates North America from Asia. Say *ocean*.  
Say *ocean* by syllables. ■ The second syllable has a schwa. For spelling say *o-cean*. ■ First syllable? ■ Write *o-*.  
Second syllable? ■ Careful. The sound /sh/ is spelled **c-e**. (Offer help.) Finish writing *ocean*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. controlling . . . . . Number 7: controlling. My parents will be controlling my savings account until I'm older. Say *controlling*.

Write the base word, then the suffix, and then the whole word *controlling*. (Check.)

8. lateness . . . . . Number 8: lateness. He has a problem with lateness; he never gets to practice on time. Say *lateness*.

Write *lateness*. (Check.)

9. difficult . . . . . Number 9: difficult. The math homework was difficult. Say *difficult*.

I'll say the syllables for spelling: *dif-fi-cult*. Write *difficult*. (Check.)

10. wives . . . . . Number 10: wives. Both wives and husbands joined in the activity. Say *wives*.

Write *wives*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain how the plural *wives* is different from the singular form.

**MEMORY STEPS** Do the memory steps for *wives*.

# Week 27 Day 3

## ► Pre-spelling: Suffixes

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Listen for the suffixes *-er* spelled **e-r**, *-or* spelled **o-r**, and *-est* spelled **e-s-t**.

warmer . . . . . Warmer. The room is warmer now than it was.

Base word? ■ Suffix? ■ How do you spell the suffix? ■ What is the meaning of the suffix? ■ What is the meaning of *warmer*?

sailor . . . . . Sailor. The sailor went on board the ship.

Base word? ■ Suffix? ■ In *sailor* the suffix is spelled **o-r**. Meaning of the suffix? ■ What is the meaning of *sailor*?

listener . . . . . Listener. A good listener is always popular.

Base word? ■ Suffix? ■ In *listener* the suffix is spelled **e-r**. Meaning of the suffix? ■ What is the meaning of *listener*?

kindest. . . . . Kindest. Those were the kindest words she'd ever heard.

Base word? ■ Suffix? ■ Spelling of the suffix? ■ Meaning of the suffix? ■ What is the meaning of *kindest*?

## ► Guided Spelling

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► Have your students turn to page 154.

1. preferred . . . . . Number 1: preferred. My friend preferred fiction; I liked nonfiction. Say *preferred*.

Base word? ■ It's spelled **p-r-e...f-e-r**. Write *prefer* in the first space at number 1.

*Preferred*. Suffix? ■ Write **e-d** in the second space.

*Preferred*. What do you have to decide? (Students: Do we double?)

*Prefer* ends with one vowel and then one consonant: **e-r**. The accent is on the last syllable: *prefer*. Draw a circle around **f-e-r**. The suffix **e-d** begins with a vowel. Will you double the last consonant of *preferred*? (Students: yes) Write *preferred* in the third space. (Check.)

2. happened . . . . . Number 2: happened. That same thing happened to me. Say *happened*.
- Base word? ■ It's spelled **h-a-p...p-e-n**. Write *happen* in the first space at number 2.
- Happened*. Suffix? ■ Write **e-d** in the second space.
- Happened*. What do you have to decide? (Students: Do we double?) *Happen* ends with one vowel and then one consonant: **e-n**. The accent is on the first syllable: *happen*. Draw a circle around **h-a-p**. Will you double the last consonant of *happen*? (Students: no) Finish writing *happened* in the third space. (Check.)
3. ocean . . . . . Number 3: ocean. He kayaked on the ocean. Say *ocean*.
- HISTORY The ancient Greeks imagined that a great sea called *Oceanus* surrounded all the land on Earth. The English word *ocean* came from *Oceanus*.
- Say *ocean* by syllables. ■ The second syllable has a schwa. For spelling say *o-cean*. ■ First syllable? ■ Write *o-*.
- Second syllable? ■ Careful. The sound /sh/ is spelled **c-e**. (Offer help.) Finish writing *ocean*. (Check.)
4. difficult . . . . . Number 4: difficult. The quiz was easy; it wasn't difficult at all. Say *difficult*.
- Say *difficult* by syllables. ■ For spelling say *dif-fi-cult*. ■ First syllable? ■ Write *dif-*.
- Second syllable? ■ Write *-fi-*.
- Third syllable? ■ Write *-cult*. (Check.)
5. minute . . . . . Number 5: minute. A minute is sixty seconds. Say *minute*.
- Say *minute* by syllables. ■ For spelling say *min-ute*. ■ First syllable? ■ Write *min-*.
- Second syllable? ■ (Offer help.) Finish writing *minute*. (Check.)
6. lateness . . . . . Number 6: lateness. Because of the lateness of the hour, they had to go to bed. Say *lateness*.
- Base word? ■ Question? ■ Use the first spelling under the "cake" picture. Write *late*.
- Lateness*. What do you have to decide? (Students: Do we drop e?) The suffix *-ness* begins with a consonant. Just add *-ness*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **beginning**. . . . . Number 7: **beginning**. I got a new backpack at the beginning of the school year. Say *beginning*.

Write the base word, then the suffix, and then the whole word *beginning*. (Check.)

8. **lies**. . . . . Number 8: **lies**. She is very truthful; she never tells lies. Say *lies*.  
Write *lies*. (Check.)

9. **calves**. . . . . Number 9: **calves**. Elephant calves stay close to their mothers. Say *calves*.

*Calves* is the plural of *calf*. Write *calves*. (Check.)

10. **remembered**. . . . . Number 10: **remembered**. He remembered to take his vitamins. Say *remembered*.

I'll say the syllables for spelling: *re-mem-bered*. Write *remembered*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain why you did not double **r**.

**MEMORY STEPS** Do the memory steps for *remembered*.

# Week 27 Day 4

## ► Pre-spelling: Suffixes

Listen for the suffixes *-er* spelled **e-r**, *-or* spelled **o-r**, and *-est* spelled **e-s-t**.

- refrigerator. . . . . Refrigerator. Put the vegetables in the refrigerator.  
Base word? ■ Suffix? ■ The suffix is spelled **o-r**. Meaning of the suffix? ■ What is the meaning of *refrigerator*?
- hardest . . . . . Hardest. The last problem was the hardest.  
Base word? ■ Suffix? ■ Spelling of the suffix? ■ Meaning of the suffix? ■ What is the meaning of *hardest*?
- larger. . . . . Larger. We need the larger size.  
Base word? ■ Suffix? ■ Spelling of the suffix? ■ Meaning of the suffix? ■ What is the meaning of *larger*?
- roofer . . . . . Roofer. The roofer nailed down the shingles.  
Base word? ■ Suffix? ■ The suffix is spelled **e-r**. Meaning of the suffix? ■ What is the meaning of *roofer*?

## ► Guided Spelling

► Have your students turn to page 155.

- l. propelling . . . . . Number l: propelling. A steam engine is propelling the ship through the water. Say *propelling*.  
Base word? ■ It's spelled **p-r-o...p-e-l**. Write *propel* in the first space at number l.  
*Propelling*. Suffix? ■ Write *-ing* in the second space.  
*Propelling*. What do you have to decide? (Students: Do we double?)  
*Propel* ends with one vowel and then one consonant: **e-l**. The accent is on the last syllable: *propel*. Draw a circle around **p-e-l**. The suffix *-ing* begins with a vowel. Will you double the last consonant of *propelling*? (Students: yes) Write *propelling* in the third space. (Check.)

2. forgetting . . . . . Number 2: forgetting. I keep forgetting to water the plants.

Say *forgetting*.

Base word? ■ It's spelled **f-o-r...g-e-t**. Write *forget* in the first space at number 2.

*Forgetting*. Suffix? ■ Write *-ing* in the second space.

*Forgetting*. What do you have to decide? (Students: Do we double?)

*Forget* ends with one vowel and then one consonant: **e-t**. The accent is on the last syllable: *forget*. Draw a circle around **g-e-t**. The suffix *-ing* begins with a vowel. Will you double the last consonant of *forgetting*? (Students: yes) Write *forgetting* in the third space. (Check.)

3. maybe . . . . . Number 3: maybe. He's not sure whether he'll join us; maybe he will. Say *maybe*.

Say *maybe* by syllables.

MNEMONIC Here is the mnemonic: *maybe* is a compound word.

The first syllable is a word. Write *may-*.

The second syllable is a word. Write *-be*. (Check.)

4. tomatoes . . . . . Number 4: tomatoes. The chef uses tomatoes in the pasta sauce. Say *tomatoes*.

Base word? ■ Say *tomato* by syllables. ■ The first syllable has a schwa. For spelling say *to-ma-to*. ■ First syllable? ■ (Offer help.) Write *to-*.

Second syllable? ■ Write *-ma-*.

Third syllable? ■ Careful. It's spelled **t-o**. Write *-to*.

*Tomatoes*. Everyone point to **t-o** at the end. For some words that end with consonant-**o**, we just add **s** to form the plural; for other words, we add **e-s**. For *tomatoes* add **e-s**. (Check.)

5. wives' . . . . . Number 5: wives'. The wives' group meets every week. Say *wives'*.

What do we call the word *wives'*, as in *the wives' group*? (Students:

possessive) Is it the group of a wife or wives? (Students: wives)

First write the plural word *wives*. ■ The *wives'* group. Make *wives* possessive by adding an apostrophe. (Check.)

6. bottom. . . . . Number 6: bottom. They started their walk at the bottom of the hill. Say *bottom*.

Say *bottom* by syllables. ■ The second syllable has a schwa. For spelling say *bot-tom*. ■ First syllable? ■ Write *bot-*.

Second syllable? ■ (Offer help.) Write *-tom*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. controlled . . . . . Number 7: controlled. The plane was controlled by the pilot.  
Say *controlled*.

Write the base word, then the suffix, and then the whole word *controlled*. (Check.)

8. misheard . . . . . Number 8: misheard. I misheard what you said; please repeat it.  
Say *misheard*.

Write *misheard*. (Check.)

9. guesses . . . . . Number 9: guesses. It took many guesses to get the right answer to the riddle. Say *guesses*.

FREQUENTLY MISSPELLED WORD The base word *guess* is a frequently misspelled word.

Write *guesses*. (Check.)

10. unnumbered . . . . . Number 10: unnumbered. We got lost in the parking garage because the aisles were unnumbered. Say *unnumbered*.

Write *unnumbered*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not double **r**.

MEMORY STEPS Do the memory steps for *unnumbered*.

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 **Student Study**

Have the students turn to pages 144 and 145. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. replay They showed a replay of the home run. (application word)
2. joyful It was a joyful family reunion because we were all together. (application word)
3. happened The storm happened so suddenly.
4. potatoes He roasted potatoes in the oven.
5. minute There was only a minute left in the game when she scored the winning goal.
6. controlled He controlled the dog team using special commands.
7. remembered My dog will always be remembered by my family.
8. beginning The crime took place at the beginning of the detective novel.
9. bottom The golf ball sank to the bottom of the pond.
10. maybe He is maybe the fastest runner in the school.
11. ourselves We enjoyed ourselves at the pool.
12. forgetting I keep forgetting to turn off the light when I leave the room.
13. except Water all the plants except the cactus.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. lateness His lateness to school is causing him to fall behind in his work.
15. ocean The ocean is shallow in some places.
16. unnumbered It was hard to follow along because the pages were unnumbered.
17. wives The word *wives* is the plural of *wife*.
18. difficult It was difficult to read while the music was playing.
19. lie He was afraid of admitting that he broke the window, but he couldn't tell a lie.
20. misheard I misheard you because of the noise.

### ADVANCED SPELLERS CONTINUE

21. propeller The lily pads in the river got tangled up in the boat propeller.
22. preferred She preferred to eat outside on the patio.

## Suffixes *-er*, *-or*, and *-est*

### ► New Content

The suffixes *-er*, *-or*, and *-est* are common suffixes, as in *teacher*, *wider*, *actor*, and *hardest*.

### ► Teacher Background

Make a copy of the Week 28 homework (*Blackline Masters* page 37) for each student.

The suffix *-er* has two common meanings: “a person or thing that,” as in *baker* and *stopper*, and “more than,” as in *wider*.

The pre-spelling activities, which begin on Day 2 this week, focus on the word parts *-able* and *-ible* in preparation for guided spelling in Week 29.

### ► Words Used This Week

#### NEW WORDS

\*earlier, \*cleanest, \*leader, \*actor, \*easiest, \*teacher, \*quieter, \*notice, exact, hardness, preseason, purpose, beginner, measure, wonder

#### REVIEW WORDS

\*forgetting, \*maybe, \*controlled, \*beginning, \*remembered, ocean, lie, wives, misheard, difficult

#### CHALLENGE WORDS

juiciest, curious, slimmest, employer, refrigerator

#### APPLICATION WORDS ON THE TEST

endless, happening

#### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

cuter, simplest, swimmer, measuring, cleaner, occurring, exactly, wonderful, leaders, purposely, spectators, noticing, clothes, actors', preferring

#### FREQUENTLY MISSPELLED WORDS

clothes

# Week 28 Day 1

## ► Introduce This Week's Words

**TEKS 2.B.xxiii**  
Student/Teacher Narrative  
Introduce This Week's Words  
(Words: earlier, easiest,  
beginner)

► Have your students open their *Student Spelling Books* to page 156 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. earlier. . . . . Number 1: earlier. The swimmers had practiced earlier in the day.  
*Ear-li-er.* ■ Underline **e-a**. ■ The base word is *early*. The **y** was changed to **i** before the suffix *-er*.
2. cleanest . . . . . Number 2: cleanest. My brother has the cleanest bike of all.  
*Clean-est.* ■ Underline **e-a**. *-Est* is a suffix.
3. leader. . . . . Number 3: leader. The line leader guided us to the auditorium.  
*Lead-er.* ■ Underline **e-a**. *-Er* is a suffix. Underline **e-r**.
4. actor . . . . . Number 4: actor. The actor spent many years perfecting his craft.  
*Act-or.* ■ *-Or* is a suffix. Underline **o-r**.
5. easiest . . . . . Number 5: easiest. That was the easiest piece of music to learn.  
*Eas-i-est.* ■ Underline **e-a-s**. ■ The base word is *easy*. The **y** was changed to **i** before the suffix *-est*.
6. teacher. . . . . Number 6: teacher. The piano teacher had her students put on a recital.  
*Teach-er.* ■ Underline **e-a**. *-Er* is a suffix. Underline **e-r**.
7. quieter . . . . . Number 7: quieter. The neighborhood is quieter at night.  
*Qui-et-er.* ■ The second syllable has a schwa. Underline **e**. *-Er* is a suffix. Underline **e-r**.
8. notice. . . . . Number 8: notice. There was a notice on the telephone pole about a lost cat.  
*No-tice.* ■ Underline **i** and **e**.

9. exact . . . . . Number 9: exact. He needed exact change for the machine.  
*Ex-act.*
10. hardness . . . . . Number 10: hardness. The hardness of the ice allowed us to walk on the frozen lake.  
*Hard-ness.* ■ -Ness is a suffix.
11. preseason . . . . . Number 11: preseason. The players practiced on the school field during the preseason.  
*Pre-sea-son.* ■ *Pre-* is a prefix. Underline **e-a**. ■ The last syllable has a schwa. Underline **o**.
12. purpose. . . . . Number 12: purpose. The purpose of the meeting was to introduce the new police chief.  
*Pur-~~p~~ose.* ■ Underline **u-r**. ■ The second syllable has a schwa. Underline **o** and **e**.
13. beginner . . . . . Number 13: beginner. She is a beginner at soccer.  
*Be-~~g~~in-~~n~~er.* ■ The base word is *begin*. It is polysyllabic, ends with **i-n**, and the accent is on the last syllable, so **n** was doubled. *-Er* is a suffix. Underline **e-r**.
14. measure . . . . . Number 14: measure. I need to measure two cups of flour for this recipe.  
*Meas-~~u~~re.* ■ Underline **e-a**. Underline **s**. Underline **u-r-e**.  
MNEMONIC Here is a mnemonic. *Measure*, *pleasure*, and *treasure* all rhyme and have the spelling **e-a-s-u-r-e**.
15. wonder . . . . . Number 15: wonder. I wonder if I'll get a kitten for my birthday.  
*Won-~~d~~er.* ■ Underline **o**. Underline **e-r**.

**NUMBERS 16–25 ARE REVIEW WORDS.**

► Optional: Have the class read the review words with you:

- |                 |               |
|-----------------|---------------|
| 16. *forgetting | 21. ocean     |
| 17. *maybe      | 22. lie       |
| 18. *controlled | 23. wives     |
| 19. *beginning  | 24. misheard  |
| 20. *remembered | 25. difficult |

## ► Guided Spelling

► Have your students turn to page 158.

TEKS 2.B.xxiv  
Student/Teacher Narrative  
Guided Spelling section  
(Words: earlier, easiest)

1. earlier. . . . . Number 1: earlier. The swimmers had practiced earlier in the day.  
Say *earlier*.

Base word? ■ Say *early* by syllables. ■ First syllable? ■ Careful.  
It's spelled **e-a-r**. Write *ear*-.

Second syllable? ■ Finish writing *early*.

What do you have to decide? (Students: Do we change *y* to *i*?)

Does *early* end with a consonant and then **y**? (Students: yes)

Suffix? (Students: -er) Does the suffix begin with a letter that is

not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes)

Finish writing *earlier*. (Check.)

2. cleanest . . . . . Number 2: cleanest. My brother has the cleanest bike of all.  
Say *cleanest*.

Base word? ■ Question? ■ Use the third spelling under the “tree”  
picture. Write *clean*.

*Cleanest*. What do you have to decide? (Students: Do we double?)

Does *clean* have one syllable? (Students: yes) One vowel?

(Students: no, two) Will you double the last consonant

of *clean*? (Students: no) Finish writing *cleanest*. (Check.)

3. leader. . . . . Number 3: leader. The line leader guided us to the auditorium.  
Say *leader*.

Base word? ■ Question? ■ Use the third spelling under the “tree”  
picture. Write *lead*.

*Leader*. What do you have to decide? (Students: Do we double?)

Does *lead* have one syllable? (Students: yes) One vowel?

(Students: no, two) Will you double the last consonant of *lead*?

(Students: no)

Suffix? ■ In *leader* it's spelled **e-r**. Finish writing *leader*. (Check.)

4. actor . . . . . Number 4: actor. The actor spent many years perfecting his craft.  
Say *actor*.

HISTORY People who perform in plays used to be called *players*,  
but about 500 years ago they started to be called *actors*.

*Actor*. Base word? ■ Write *act*.

*Actor*. What do you have to decide? (Students: Do we double?)

Does *act* have one syllable? (Students: yes) One vowel?

(Students: yes) One consonant after the vowel? (Students: no, two) Will you double the last consonant of *act*? (Students: no) Suffix? ■ In *actor* it's spelled **o-r**. Finish writing *actor*. (Check.)

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. easiest . . . . . Number 5: easiest. That was the easiest piece of music to learn. Say *easiest*.  
Write *easiest*. (Check.)
6. teacher . . . . . Number 6: teacher. The piano teacher had her students put on a recital. Say *teacher*.  
Write *teacher*. (Check.)
7. quieter . . . . . Number 7: quieter. The neighborhood is quieter at night. Say *quieter*.  
I'll say the syllables for spelling: *qui-et-er*. Write *quieter*. (Check.)
8. notice . . . . . Number 8: notice. There was a notice on the telephone pole about a lost cat. Say *notice*.  
Write *notice*. (Check.)

---

## ► Introduce the Homework

Hand out the Week 28 homework.

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## ► Record Words Missed

Return the students' spelling tests from Week 27. Have them turn to pages 150 and 151 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 28 Day 2

## ▶ Teacher Background

The pre-spelling activities this week focus on the word parts *-able* and *-ible* in preparation for guided spelling in Week 29.

## ▶ Pre-spelling: Word Parts *-able* and *-ible*

▶ Write on the board: washable responsible

The word parts *-able* and *-ible* are difficult in spelling because we pronounce them the same way or almost the same. I will say a word that ends in **a-b-l-e** or **i-b-l-e**. You ask, “How do we spell the end?”

possible . . . . . *Possible*. (Students: How do we spell the end?) It’s **i-b-l-e**.

unbelievable . . . . . *Unbelievable*. (Students: How do we spell the end?) It’s **a-b-l-e**.

capable . . . . . *Capable*. (Students: How do we spell the end?) It’s **a-b-l-e**.

visible . . . . . *Visible*. (Students: How do we spell the end?) It’s **i-b-l-e**.

## ▶ Guided Spelling

▶ Have your students turn to page 159.

1. *cuter* . . . . . Number 1: *cuter*. My puppy is *cuter* than its littermates. Say *cuter*.

Base word? ■ Write *cute*.

*Cuter*. What do you have to decide? (Students: Do we drop e?)

Does *cute* end with a consonant and then **e**? (Students: yes)

Suffix? (Students: -er) Does the suffix begin with a vowel?

(Students: yes) Will you drop **e**? (Students: yes) Finish writing

*cuter*. (Check.)

2. *simplest* . . . . . Number 2: *simplest*. The simplest way to get there is the freeway.

Say *simplest*.

Base word? ■ Say *simple* by syllables. ■ First syllable? ■

Write *sim-*.

Second syllable? ■ (Offer help.) Write *-ple*.

*Simplest.* What do you have to decide? (Students: Do we drop e?) Does *simple* end with a consonant and then e? (Students: yes) Suffix? (Students: -est) Does the suffix begin with a vowel? (Students: yes) Will you drop e? (Students: yes) Finish writing *simplest*. (Check.)

3. *measure* . . . . . Number 3: *measure*. I need to measure two cups of flour for this recipe. Say *measure*.

Say *measure* by syllables. ■ For spelling say *meas-ure*. ■ First syllable? ■ Careful. It's spelled **m-e-a-s**. Write *meas-*.

Second syllable? ■ Careful. It's spelled **u-r-e**. Finish writing *measure*. (Check.)

MNEMONIC Here is a mnemonic. *Measure*, *pleasure*, and *treasure* all rhyme and have the spelling **e-a-s-u-r-e**.

4. *swimmer*. . . . . Number 4: *swimmer*. My mother is a strong swimmer; she swims every day. Say *swimmer*.

Base word? ■ Write *swim*.

*Swimmer*. What do you have to decide? (Students: Do we double?) Does *swim* have one syllable? (Students: yes) One vowel? (Students: yes) One consonant after the vowel? (Students: yes)

*Swimmer*. Suffix? ■ It's spelled **e-r**. Will you double the last consonant of *swimmer*? (Students: yes) Finish writing *swimmer*. (Check.)

5. *purpose* . . . . . Number 5: *purpose*. The purpose of the meeting was to introduce the new police chief. Say *purpose*.

Say *purpose* by syllables. ■ The second syllable has a schwa.

For spelling say *pur-pose*. ■ First syllable? ■ Question? ■ Use the third spelling under the "robot" card. Write *pur-*.

Second syllable? ■ (Offer help.) Write *-pose*. (Check.)

6. *preseason* . . . . . Number 6: *preseason*. The players practiced on the school field during the preseason. Say *preseason*.

Prefix? ■ Write *pre-*.

Base word? ■ Say *season* by syllables. ■ The second syllable has a schwa. For spelling say *sea-son*. ■ First syllable? ■ Careful. It's spelled **s-e-a**. Write *sea-*.

Second syllable? ■ Careful. It's spelled **s-o-n**. Finish writing *preseason*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. **hardness** . . . . . Number 7: **hardness**. The hardness of the ice allowed us to walk on the frozen lake. Say *hardness*.

Write *hardness*. (Check.)

8. **wonder**. . . . . Number 8: **wonder**. I wonder if I'll get a kitten for my birthday. Say *wonder*.

Write *wonder*. (Check.)

9. **exact** . . . . . Number 9: **exact**. He needed exact change for the machine. Say *exact*.

I'll say the syllables for spelling: *ex-act*. Write *exact*. (Check.)

10. **beginner** . . . . . Number 10: **beginner**. She is a beginner at soccer. Say *beginner*.

Write *beginner*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain why you doubled **n** in *beginner*.

**MEMORY STEPS** Do the memory steps for *beginner*.

## ► Pre-spelling: Word Parts *-able* and *-ible*

I will say a word that ends in **a-b-l-e** or **i-b-l-e**. You ask, “How do we spell the end?”

horrible . . . . . *Horrible*. (Students: How do we spell the end?) It’s **i-b-l-e**.

unbeatable . . . . . *Unbeatable*. (Students: How do we spell the end?) It’s **a-b-l-e**.

inexcusable . . . . . *Inexcusable*. (Students: How do we spell the end?) It’s **a-b-l-e**.

reversible . . . . . *Reversible*. (Students: How do we spell the end?) It’s **i-b-l-e**.

## ► Guided Spelling

► Have your students turn to page 160.

1. measuring . . . . . Number 1: measuring. The carpenter was measuring the length of the wood. Say *measuring*.

Base word? ■ Say *measure* by syllables. ■ For spelling say *meas-ure*. ■ First syllable? ■ Careful. It’s spelled **m-e-a-s**. Write *meas-*.

Second syllable? ■ Careful. It’s spelled **u-r-e**. Finish writing *measuring*. (Check.)

2. cleaner . . . . . Number 2: cleaner. The windows look much cleaner since you washed them. Say *cleaner*.

Base word? ■ Question? ■ Use the third spelling under the “tree” picture. Finish writing *cleaner*. (Check.)

3. quieter . . . . . Number 3: quieter. It is quieter outside the city. Say *quieter*.

Base word? ■ Say *quiet* by syllables. ■ The second syllable has a schwa. For spelling say *qui-et*. ■ First syllable? ■ Write *qui-*.

Second syllable? ■ (Offer help.) Write *-et*.

*Quieter*. What do you have to decide? (Students: Do we double?) Does *quiet* end with one vowel and then one consonant? (Students: no, two vowels) Will you double the last consonant of *quiet*? (Students: no) Finish writing *quieter*. (Check.)

4. occurring . . . . . Number 4: occurring. The rainstorm was occurring during the football game. Say *occurring*.  
Base word? ■ It's spelled **o-c...c-u-r**. Write *occur*.  
*Occurring*. What do you have to decide? (Students: Do we double?) Does *occur* end with one vowel and then one consonant? (Students: yes) The accent is on the last syllable: *occur*. Does the suffix in *occurring* begin with a vowel? (Students: yes) Will you double the last consonant of *occur*? (Students: yes) Finish writing *occurring*. (Check.)

5. exactly . . . . . Number 5: exactly. He arrived exactly on time. Say *exactly*.  
Base word? ■ Say *exact* by syllables. ■ For spelling say *ex-act*. ■  
First syllable? ■ Write *ex-*.  
Second syllable? ■ Write *-act*.  
*Exactly*. Suffix? ■ *-ly* begins with a consonant. Just add *-ly*. (Check.)

6. easiest . . . . . Number 6: easiest. I took the easiest test first. Say *easiest*.  
Base word? ■ Say *easy* by syllables. ■ For spelling say *eas-y*. ■  
First syllable? ■ Careful. It's spelled **e-a-s**. Write *eas-*.  
Second syllable? ■ Finish writing *easy*.  
*Easiest*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *easy* end with a consonant and then **y**? (Students: yes) Suffix? (Students: *-est*) Does the suffix begin with a letter that is not **i**? (Students: yes) Will you change **y** to **i**? (Students: yes) Finish writing *easiest*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. preseason . . . . . Number 7: preseason. Many professional baseball teams spend their preseason in Arizona. Say *preseason*.  
Write *preseason*. (Check.)

8. wonderful . . . . . Number 8: wonderful. He had a wonderful time at the waterslides. Say *wonderful*.  
Write *wonderful*. (Check.)

9. leaders . . . . . Number 9: leaders. The leaders of the camp pitched the tents. Say *leaders*.  
Write *leaders*. (Check.)

10. earlier. . . . . Number 10: earlier. She took the dog for a walk earlier today.  
Say *earlier*.

Write *earlier*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you changed **y** to **i**.

MEMORY STEPS Do the memory steps for *earlier*.

# Week 28 Day 4

## ► Pre-spelling: Word Parts *-able* and *-ible*

I will say a word that ends in **a-b-l-e** or **i-b-l-e**. You ask, “How do we spell the end?”

pronounceable . . . . . *Pronounceable*. (Students: How do we spell the end?) It’s **a-b-l-e**.

portable. . . . . *Portable*. (Students: How do we spell the end?) It’s **a-b-l-e**.

sensible . . . . . *Sensible*. (Students: How do we spell the end?) It’s **i-b-l-e**.

collapsible. . . . . *Collapsible*. (Students: How do we spell the end?) It’s **i-b-l-e**.

## ► Guided Spelling

► Have your students turn to page 161.

1. hardness . . . . . Number 1: hardness. Diamonds cut glass because of their hardness. Say *hardness*.

Base word? ■ Write *hard*.

Suffix? ■ Add *-ness*. (Check.)

2. teacher. . . . . Number 2: teacher. The teacher gave the students their homework assignment. Say *teacher*.

Base word? ■ Question? ■ Use the third spelling under the “tree” picture. Write *teach*.

*Teacher*. Suffix? ■ In *teacher* it’s spelled **e-r**. Finish writing *teacher*. (Check.)

3. purposely . . . . . Number 3: purposely. I left the book there purposely. Say *purposely*.

Base word? ■ Say *purpose* by syllables. ■ The second syllable has a schwa. For spelling say *pur-pose*. ■ First syllable? ■ Question? ■ Use the third spelling under the “robot” card. Write *pur-*.

Second syllable? ■ (Offer help.) Finish writing *purpose*.

*Purposely*. What do you have to decide? (Students: Do we drop e?)

Does *purpose* end with a consonant and then **e**? (Students: yes)

Suffix? (Students: *-ly*) Does the suffix begin with a vowel?

(Students: no) Will you drop **e**? (Students: no) Finish writing *purposely*. (Check.)

4. spectators . . . . . Number 4: spectators. The spectators cheered on the team. Say *spectators*.

Base word? ■ Say *spectator* by syllables. ■ The last syllable has a schwa. For spelling say *spec-ta-tor*. ■ First syllable? ■ Write *spec-*.

Second syllable? ■ Write *-ta-*.

Last syllable? ■ Careful. It's spelled **t-o-r**. Finish writing *spectators*. (Check.)

5. noticing . . . . . Number 5: noticing. He was noticing her new hat. Say *noticing*.

Base word? ■ Say *notice* by syllables. ■ For spelling say *no-tice*. ■ First syllable? ■ Write *no-*.

Second syllable? ■ (Offer help.) Careful. The sound /s/ is spelled **c**. Finish writing *noticing*. (Check.)

6. beginner . . . . . Number 6: beginner. He paints well for a beginner. Say *beginner*.

Base word? ■ Write *begin*.

*Beginner*. What do you have to decide? (Students: Do we double?)

Does *begin* end with one vowel and then one consonant?

(Students: yes) The accent is on the last syllable: *begin*. The suffix in *beginner* is spelled **e-r**. Will you double the last consonant of *begin*? (Students: yes) Finish writing *beginner*.

(Check.)

### NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. cleanest . . . . . Number 7: cleanest. This car is the cleanest one on the lot. Say *cleanest*.

Write *cleanest*. (Check.)

8. clothes . . . . . Number 8: clothes. I folded my clothes and put them in my drawer. Say *clothes*.

FREQUENTLY MISSPELLED WORD *Clothes* is a frequently misspelled word.

Write *clothes*. (Check.)

9. actors' . . . . . Number 9: actors'. The actors needed many props. The actors' props were finally assembled. Say *actors'*.

Write *actors'* as in *the actors' props*. (Check.)

10. preferring . . . . . Number 10: preferring. Will you be preferring grapes or cherries?  
Say *preferring*.

Write *preferring*. (Check.)

**PARTNER STUDY** Turn to your neighbor. Explain why you doubled *r*.

**MEMORY STEPS** Do the memory steps for *preferring*.

## ► Student Study

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Have the students turn to pages 150 and 151. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

TEKS 2.B.xxiv  
Student/Teacher Activity  
Spelling Test  
(Words: forgetting, easiest,  
beginning, earlier,  
beginner,  
juiciest)

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |               |  |
|---------------|--|
| 1. endless    | The line at the ride looked endless. (application word)  |
| 2. happening  | We couldn't tell what was happening. (application word)  |
| 3. actor      | An actor must memorize her lines.                        |
| 4. teacher    | Our teacher took us on a field trip to the art museum.   |
| 5. cleanest   | This is the cleanest their room has been in a long time. |
| 6. forgetting | I keep forgetting to return the book.                    |
| 7. notice     | The notice at the pool said it was closed.               |
| 8. leader     | The line leader will lead us out to P.E.                 |
| 9. remembered | I remembered my library book today.                      |
| 10. quieter   | It is so much quieter in the country than in the city.   |
| 11. easiest   | That was the easiest test I took all year.               |
| 12. beginning | His team was ahead at the beginning of the game.         |
| 13. earlier   | They went to the park earlier than usual today.          |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |               |   |
|---------------|---|
| 14. preseason | The seats were full of fans at the preseason game.            |
| 15. beginner  | She is only a beginner at piano.                              |
| 16. exact     | He got exact change back from the ticket machine.             |
| 17. wonder    | I wonder why the lights went off.                             |
| 18. purpose   | The purpose of this meeting is to choose a name for our team. |
| 19. measure   | They will measure the room to see if the carpet will fit.     |
| 20. hardness  | One way to sort rocks is by their hardness.                   |

### ADVANCED SPELLERS CONTINUE

- |                  |  |
|------------------|--|
| 21. juiciest     | This is the juiciest orange.                             |
| 22. refrigerator | He keeps most fruits and vegetables in the refrigerator. |

## Word Parts *-able* and *-ible*

### ► New Content

The word parts *-able* and *-ible* are common, as in *vegetable* and *possible*. They are often suffixes, as in *washable* and *sensible*.

### ► Teacher Background

Make a copy of the Week 29 homework (*Blackline Masters* page 38) for each student.

The word parts *-able* and *-ible* are often misspelled because of their identical or nearly identical pronunciation. Dictionaries generally show the pronunciation of *-able* as /əbəl/ and *-ible* as /əbəl/ or /ɪbəl/.

One additional guiding point is introduced this week: words that end with **ce** or **ge** are exceptions to the drop **e** generalization when the suffix begins with **a** or **o**, for example, *rechargeable* and *courageous*.

In the pre-spelling activities, which begin on Day 2 this week, the students will practice adding suffixes to base words.

### ► Words Used This Week

NEW WORDS	*washable, *impossible, *terrible, *replaceable, *disagreeable, *vegetables, *nonreturnable, *written, summer, misplaced, forward, unforgettable, tiniest, solve, serious
REVIEW WORDS	*notice, *quieter, *leader, *easiest, *actor, hardness, purpose, measure, beginner, wonder
CHALLENGE WORDS	rescue, portable, inexcusable, reversible, disposable
APPLICATION WORDS ON THE TEST	wondering, laziest
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	believable, sensible, understandable, adorable, seriously, solving, thinnest, summer's, responsible, buying, cheaper
FREQUENTLY MISSPELLED WORDS	believe, sense, buy

# Week 29 Day 1

## ► Introduce This Week's Words

► Have your students open their *Student Spelling Books* to page 162 and follow along as you read the words and sentences. Have them mark the syllable boundaries in the polysyllabic words as you read each one by syllables.

1. washable. . . . . Number 1: washable. This baby blanket is washable.  
*Wash-a-ble.* ■ Underline the first **a**. In *washable*, *-able* is a suffix. Underline **a-b-l-e**.
2. impossible. . . . . Number 2: impossible. It was almost impossible to remove the lid from the jar.  
*Im-pos-si-ble.* ■ *Im-* is a prefix. Underline **i-b-l-e**.
3. terrible. . . . . Number 3: terrible. He had a terrible cold and stayed home from school.  
*Ter-ri-ble.* ■ Underline **e-r**. Underline **i-b-l-e**.
4. replaceable . . . . . Number 4: replaceable. The broken saw was replaceable; there were many others like it.  
*Re-place-a-ble.* ■ *Re-* is a prefix. The base word is *place*. Underline **a** and **e**. Underline **c**. ■ In *replaceable*, *-able* is a suffix. Underline **a-b-l-e**. ■ The **e** was not dropped because it is needed to give **c** the sound /s/.
5. disagreeable. . . . . Number 5: disagreeable. She is very disagreeable; she's always arguing with people.  
*Dis-a-gree-a-ble.* ■ *Dis-* is a prefix. The next syllable has a schwa. Underline **a**. ■ In the next syllable, underline **e-e**. ■ In *disagreeable*, *-able* is a suffix. Underline **a-b-l-e**.
6. vegetables. . . . . Number 6: vegetables. They always have vegetables for dinner.  
*Veg-e-ta-bles.* ■ Underline the second **e**. Underline **a-b-l-e**.

7. nonreturnable . . . . . Number 7: nonreturnable. This dress was on sale, so it is nonreturnable.  
*Non-re-turn-a-ble.* ■ *Non-* is a prefix. In the next syllable, underline **e**. Underline **u-r**. ■ In *nonreturnable*, *-able* is a suffix. Underline **a-b-l-e**.
8. written . . . . . Number 8: written. The book was written by a well-known author.  
*Writ-ten.* ■ Underline **w-r**. ■ The second syllable has a schwa. Underline **e**.
9. summer . . . . . Number 9: summer. In the summer the evenings are long.  
*Sum-mer.* Underline **e-r**.
10. misplaced . . . . . Number 10: misplaced. My dad misplaced his car keys, so we were late to school.  
*Mis-placed.* ■ *Mis-* is a prefix. Underline **a** and **e**. Underline **c**.
11. forward . . . . . Number 11: forward. The car jerked forward and bumped into the curb.  
*For-ward.* ■ Underline **a-r**.
12. unforgettable . . . . . Number 12: unforgettable. I loved that book; it is unforgettable.  
*Un-for-get-ta-ble.* *Un-* is a prefix. The base word is *forget*. It is polysyllabic, ends with **e-t**, and the accent is on the last syllable. The suffix *-able* starts with a vowel. The **t** was doubled. Underline **a-b-l-e**.
13. tiniest . . . . . Number 13: tiniest. The Chihuahua is the tiniest dog I have ever seen.  
*Ti-ni-est.* ■ The base word is *tiny*. The **y** was changed to **i** before the suffix *-est*.
14. solve . . . . . Number 14: solve. We were given several math problems to solve.
15. serious . . . . . Number 15: serious. He was very serious about piano lessons.  
*Se-ri-ous.* ■ Underline **i**. Underline **o-u-s**.

## NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |              |
|--------------|--------------|
| 16. *notice  | 21. hardness |
| 17. *quieter | 22. purpose  |
| 18. *leader  | 23. measure  |
| 19. *easiest | 24. beginner |
| 20. *actor   | 25. wonder   |

### ► Guided Spelling

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► Have your students turn to page 164.

1. washable. . . . . Number 1: washable. This baby blanket is washable. Say *washable*.  
Base word? ■ Careful. The vowel sound is spelled **a**. Write *wash*.  
In *washable*, *-able* is a suffix. Ask me how to spell the suffix. ■  
It's **a-b-l-e**. Finish writing *washable*. (Check.)
2. impossible. . . . . Number 2: impossible. It was almost impossible to remove the  
lid from the jar. Say *impossible*.  
Prefix? ■ Write *im-*.  
Base word? (Students: possible) Say *possible* by syllables. ■ For  
spelling say *pos-si-ble*. ■ First syllable? ■ Write *pos-*.  
Second syllable? ■ First write **s**. ■ Ask me how to spell the end  
of *possible*. ■ It's **i-b-l-e**. Finish writing *impossible*. (Check.)
3. terrible. . . . . Number 3: terrible. He had a terrible cold and stayed home from  
school. Say *terrible*.  
Say *terrible* by syllables. ■ For spelling say *ter-ri-ble*. ■ First  
syllable? ■ Careful. It's spelled **t-e-r**. Write *ter-*.  
Second syllable? ■ First write **r**. ■ Ask me how to spell the end  
of *terrible*. ■ It's **i-b-l-e**. Finish writing *terrible*. (Check.)
4. replaceable . . . . . Number 4: replaceable. The broken saw was replaceable; there  
were many others like it. Say *replaceable*.  
Prefix? ■ Write *re-*.  
Base word? ■ Question? ■ Use the first spelling under the “cake”  
card. Careful. The sound /s/ is spelled **c**. Write *-place-*.  
In *replaceable*, *-able* is a suffix. Ask me how to spell the suffix. ■  
It's **a-b-l-e**, but don't write yet. What do you have to decide?  
(Students: Do we drop e?) We do *not* drop **e** in *replaceable*. We  
need **e** so that **c** will keep the sound /s/. Finish writing *replaceable*.  
(Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. disagreeable . . . . . Number 5: disagreeable. She is very disagreeable; she's always arguing with people. Say *disagreeable*.

I'll say the syllables for spelling: *dis-a-gree-a-ble*. Write *disagreeable*. (Check.)

6. vegetables . . . . . Number 6: vegetables. They always have vegetables for dinner. Say *vegetables*.

I'll say the syllables for spelling: *veg-e-ta-bles*. Write *vegetables*. (Check.)

7. nonreturnable . . . . . Number 7: nonreturnable. This dress was on sale, so it is nonreturnable. Say *nonreturnable*.

Write *nonreturnable*. (Check.)

8. written . . . . . Number 8: written. The book was written by a well-known author. Say *written*.

I'll say the syllables for spelling: *writ-ten*. Write *written*. (Check.)

► **Introduce the Homework**

---

Hand out the Week 29 homework.

► **Record Words Missed**

---

Return the students' spelling tests from Week 28. Have them turn to pages 156 and 157 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

# Week 29 Day 2

## ▶ Teacher Background

In the pre-spelling activities this week, the students will practice adding suffixes to base words.

## ▶ Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

emptied . . . . . Emptied. I emptied the wastebasket.

Base word?

▶ Write *empty* on the board.

*Emptied*. What do we have to decide? (Students: Do we change *y* to *i*?) Does *empty* end with a consonant and then *y*? (Students: yes) *Emptied*. Does the suffix begin with any letter except *i*? (Students: yes) What will we do now? (Students: change *y* to *i*) And now? (Students: add *e-d*) *Emptied*.

▶ Finish writing *emptied* on the board.

permitting . . . . . Permitting. Our parents were not permitting us to stay out.

Base word?

▶ Write *permit* on the board. Point to *it*.

*Permit* is a polysyllabic word. It ends with one vowel and then one consonant. In *permit* the accent is on the last syllable. In *permitting* the suffix begins with a vowel. Will we double *t*? (Students: yes) *Permitting*.

▶ Finish writing *permitting*.

TEKS 2.A.v  
Student/Teacher Narrative  
Pre-spelling and Guided Spelling sections  
(Words: permitting, unforgettable, understandable)

## ▶ Guided Spelling

▶ Have your students turn to page 165.

l. believable . . . . . Number l: believable. I found all of the characters in the movie believable. Say *believable*.

FREQUENTLY MISPELLED WORD The base word *believe* is a frequently misspelled word.

TEKS 2.A.vi  
Student/Teacher Narrative  
Guided Spelling section  
(Words: believable, serious, tiniest)

*Believable*. Base word? ■ Say *believe* by syllables. ■ For spelling say *be-lieve*. ■ First syllable? ■ (Offer help.) Write *be-*.

Second syllable? ■ Careful. It's spelled **l-i-e-v-e**. Finish writing *believe*.

In *believable*, *-able* is a suffix. Ask me how to spell the suffix. ■ It's **a-b-l-e**. What do you have to decide? (Students: Do we drop *e*?) Does *believe* end with a consonant and then *e*? (Students: yes) Does the suffix *-able* begin with a vowel? (Students: yes) Will you drop *e*? (Students: yes) Finish writing *believable*. (Check.)

2. serious . . . . . Number 2: serious. He was very serious about piano lessons. Say *serious*.

TEKS 2.A.ix  
Student/Teacher Narrative  
Guided Spelling section  
(Word: serious)

Say *serious* by syllables. ■ The third syllable has a schwa. For spelling say *se-ri-ous*. ■ First syllable? ■ Write *se-*.

Second syllable? ■ Careful. It's spelled **r-i**. Write *-ri-*.

Third syllable? ■ Careful. It's spelled **o-u-s**. Finish writing *serious*. (Check.)

3. sensible . . . . . Number 3: sensible. You made a good, sensible choice. Say *sensible*.

FREQUENTLY MISSPELLED WORD The base word *sense* is a frequently misspelled word.

*Sensible*. Base word? ■ Careful. The end is spelled **s-e**. Write *sense*.

In *sensible*, *-ible* is a suffix. Ask me how to spell the suffix. ■ It's **i-b-l-e**. What do you have to decide? (Students: Do we drop *e*?) Does *sense* end with a consonant and then *e*? (Students: yes) Does the suffix *-ible* begin with a vowel? (Students: yes) Will you drop *e*? (Students: yes) Finish writing *sensible*. (Check.)

4. summer . . . . . Number 4: summer. In the summer the evenings are long. Say *summer*.

Say *summer* by syllables. ■ For spelling say *sum-mer*. ■ First syllable? ■ Write *sum-*.

Second syllable? ■ Question? ■ Use the first spelling under the "robot" picture. Write *-mer*. (Check.)

5. unforgettable . . . . . Number 5: unforgettable. I loved that book; it is unforgettable. Say *unforgettable*.

Prefix? ■ Write *un-*.

Base word? ■ Write *forget*.

In *unforgettable*, *-able* is a suffix. Ask me how to spell the suffix. ■ It's **a-b-l-e**. What do you have to decide? (Students: Do we double?) Does *forget* end with one vowel and then one consonant? (Students: yes) The accent is on the last syllable: *forget*. Does the suffix *-able* begin with a vowel? (Students: yes) Will you double the last consonant of *forget*? (Students: yes) Finish writing *unforgettable*. (Check.)

6. forward . . . . . Number 6: forward. The car jerked forward and bumped into the curb. Say *forward*.

Say *forward* by syllables. ■ For spelling say *for-ward*. ■ First syllable? ■ Write *for-*.

Second syllable? ■ Careful. It's spelled **w-a-r-d**. Write *-ward*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. solve. . . . . Number 7: solve. We were given several math problems to solve. Say *solve*.

Write *solve*. (Check.)

8. understandable . . . . . Number 8: understandable. It is understandable that she was upset about losing. Say *understandable*.

Write *understandable*. (Check.)

9. misplaced . . . . . Number 9: misplaced. My dad misplaced his car keys, so we were late to school. Say *misplaced*.

Write *misplaced*. (Check.)

10. tiniest . . . . . Number 10: tiniest. The Chihuahua is the tiniest dog I have ever seen. Say *tiniest*.

Write *tiniest*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you changed **y** to **i**.

MEMORY STEPS Do the memory steps for *tiniest*.

# Week 29 Day 3

## ► Pre-spelling: Base Words and Suffixes

Help me add suffixes to base words.

considered . . . . . Considered. He considered his two choices.

Base word?

► Write *consider* on the board. Point to **er**.

*Consider* is a polysyllabic word. It ends with one vowel and then one consonant. In *consider* the accent is *not* on the last syllable. In *considered* the suffix begins with a vowel. Will we double **r**? (Students: no) We just add **e-d**. *Considered*.

► Add **ed**.

breezy . . . . . Breezy. It was a fresh and breezy day.

Base word?

► Write *breeze* on the board.

*Breezy*. What do we have to decide? (Students: Do we drop e?) Is there a consonant and then **e** at the end? (Students: yes) *Breezy*. How do we spell the suffix? (Students: y) Does the suffix begin with a vowel? (Students: yes) What will we do now? (Students: erase e) And now? (Students: add y) *Breezy*.

► Finish writing *breezy* on the board.

## ► Guided Spelling

► Have your students turn to page 166.

l. adorable . . . . . Number l: adorable. The baby was sweet and so adorable.  
Say *adorable*.

Base word? ■ Say *adore* by syllables. ■ The first syllable has a schwa. For spelling say *a-dore*. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ Write *-dore*.

In *adorable*, *-able* is a suffix. Ask me how to spell the suffix. ■ It's **a-b-l-e**. What do you have to decide? (Students: Do we drop e?) Does *adore* end with a consonant and then **e**? (Students: yes) Does the suffix *-able* begin with a vowel?

(Students: yes) Will you drop **e**? (Students: yes) Finish writing *adorable*. (Check.)

2. nonreturnable . . . . . Number 2: nonreturnable. Now that he has used the toy, it is nonreturnable. Say *nonreturnable*.

Prefix? ■ Write *non-*.

Base word? ■ Say *return* by syllables. ■ For spelling say *re-turn*. ■

First syllable? ■ (Offer help.) Write *re-*.

Second syllable? ■ Question? ■ Use the third spelling under the “robot” picture. Write *-turn*.

In *nonreturnable*, *-able* is a suffix. Ask me how to spell the suffix. ■ It’s **a-b-l-e**. Finish writing *nonreturnable*. (Check.)

3. forward . . . . . Number 3: forward. The snail inched forward. Say *forward*.

Say *forward* by syllables. ■ For spelling say *for-ward*. ■ First syllable? ■ Write *for-*.

Second syllable? ■ Careful. It’s spelled **w-a-r-d**. Write *-ward*. (Check.)

4. disagreeable. . . . . Number 4: disagreeable. There was a disagreeable odor coming from the garbage. Say *disagreeable*.

Prefix? ■ Write *dis-*.

Base word? ■ Say *agree* by syllables. ■ The first syllable has a schwa. For spelling say *a-gree*. ■ First syllable? ■ (Offer help.) Write *a-*.

Second syllable? ■ Careful. The vowel sound is spelled **e-e**. Write *-gree*.

In *disagreeable*, *-able* is a suffix. Ask me how to spell the suffix. ■ It’s **a-b-l-e**. Just add **a-b-l-e**. (Check.)

5. seriously . . . . . Number 5: seriously. I took what you said very seriously. Say *seriously*.

Base word? ■ Say *serious* by syllables. ■ The third syllable has a schwa. For spelling say *se-ri-ous*. ■ First syllable? ■ Write *se-*.

Second syllable? ■ Careful. It’s spelled **r-i**. Write *-ri-*.

Third syllable? ■ Careful. It’s spelled **o-u-s**. Finish writing *serious*.

*Seriously*. Suffix? ■ *-ly* begins with a consonant. Just add *-ly*. (Check.)

6. solving . . . . . Number 6: solving. The detective is solving the crime. Say *solving*.

Base word? ■ Write *solve*.

Suffix? ■ Finish writing *solving*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. washable . . . . . Number 7: washable. All of our play clothes are washable.  
Say *washable*.  
Write *washable*. (Check.)

8. thinnest . . . . . Number 8: thinnest. Cut the cucumber into the thinnest slices  
you can. Say *thinnest*.  
Write *thinnest*. (Check.)

9. summer's . . . . . Number 9: summer's. This summer's weather has been very hot.  
Say *summer's*.  
Write *summer's*. (Check.)

10. terrible . . . . . Number 10: terrible. The terrible fire burned much of the forest.  
Say *terrible*.  
Write *terrible*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain which parts of  
*terrible* have to be memorized.

MEMORY STEPS Do the memory steps for *terrible*.

## ► Pre-spelling: Base Words and Suffixes

---

Help me add suffixes to base words.

studying . . . . . Studying. We're studying spelling.

Base word?

► Write *study* on the board.

*Studying*. What do we have to decide? (Students: Do we change *y* to *i*?) Does *study* end with a consonant and then *y*? (Students: yes) *Studying*. The suffix begins with *i*. What will we do now? (Students: just add *-ing*) *Studying*.

► Add *ing*.

preferred . . . . . Preferred. He has always preferred soccer.

Base word?

► Write *prefer* on the board. Point to *er*.

*Prefer* ends with one vowel and then one consonant. In *prefer* the accent is on the last syllable. In *preferred* the suffix begins with a vowel. Will we double *r*? (Students: yes) *Preferred*.

► Finish writing *preferred*.

## ► Guided Spelling

---

► Have your students turn to page 167.

I. unforgettable . . . . . Number I: unforgettable. They will always remember that performance; it was unforgettable. Say *unforgettable*.

Prefix? ■ Write *un-*.

Base word? ■ Write *forget*.

In *unforgettable*, *-able* is a suffix. Ask me how to spell the suffix. ■ It's **a-b-l-e**. What do you have to decide? (Students: Do we double?) Does *forget* end with one vowel and then one consonant? (Students: yes) The accent is on the last syllable: *forget*. Does the suffix begin with a vowel? (Students: yes) Will you double the last consonant of *forget*? (Students: yes) Finish writing *unforgettable*. (Check.)

2. tiniest. . . . . Number 2: tiniest. I found the tiniest insect on the rosebud. Say *tiniest*.  
Base word? ■ Say *tiny* by syllables. ■ First syllable? ■ Write *ti*.  
Second syllable? ■ Finish writing *tiny*.  
*Tiniest*. What do you have to decide? (Students: Do we change *y* to *i*?) Does *tiny* end with a consonant and then *y*? (Students: yes) Suffix? (Students: -est) Does the suffix begin with a letter that is not *i*? (Students: yes) Will you change *y* to *i*? (Students: yes) Finish writing *tiniest*. (Check.)
3. written. . . . . Number 3: written. He had written a thrilling story. Say *written*.  
Say *written* by syllables. ■ The second syllable has a schwa. For spelling say *writ-ten*. ■ First syllable? ■ Careful. It begins with **w-r**. Write *writ*.  
Second syllable? ■ (Offer help.) Write *-ten*. (Check.)
4. vegetables. . . . . Number 4: vegetables. We harvest a lot of vegetables from our garden. Say *vegetables*.  
HISTORY Long ago *vegetable* meant *living and growing*.  
Base word? ■ Say *vegetable* by syllables. ■ For spelling say *veg-e-ta-ble*. ■ First syllable? ■ Write *veg*.  
Second syllable? ■ (Offer help.) Write *-e*.  
Third syllable? ■ First write **t**. ■ Ask me how to spell the end of *vegetable*. ■ It's **a-b-l-e**. Finish writing *vegetables*. (Check.)
5. responsible . . . . . Number 5: responsible. I am responsible for the library books I check out. Say *responsible*.  
Say *responsible* by syllables. ■ For spelling say *re-spon-si-ble*. ■ First syllable? ■ (Offer help.) Write *re*.  
Second syllable? ■ Write *-spon*.  
Third syllable? ■ First write **s**. ■ Ask me how to spell the end of *responsible*. ■ It's **i-b-l-e**. Finish writing *responsible*. (Check.)
6. misplaced . . . . . Number 6: misplaced. He misplaced the tickets, so we couldn't go to the game. Say *misplaced*.  
Prefix? ■ Write *mis*.  
Base word? ■ Question? ■ Use the first spelling under the "cake" card. Careful. The sound /s/ is spelled **c**. Finish writing *misplaced*. (Check.)

NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

7. buying. . . . . Number 7: buying. They will soon be buying winter jackets.  
Say *buying*.

FREQUENTLY MISPELLED WORD The base word *buy* is a frequently misspelled word.

Write *buying*. (Check.)

8. impossible. . . . . Number 8: impossible. It is almost impossible to hear over this noise. Say *impossible*.

I'll say the syllables for spelling: *im-pos-si-ble*. Write *impossible*. (Check.)

9. cheaper. . . . . Number 9: cheaper. It's cheaper to go by bus than by plane. Say *cheaper*.

Write *cheaper*. (Check.)

10. replaceable . . . . . Number 10: replaceable. That computer battery is replaceable. Say *replaceable*.

Write *replaceable*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you did not drop *e*.

MEMORY STEPS Do the memory steps for *replaceable*.

---

► **Student Study**

Have the students turn to pages 156 and 157. If they missed a word on the test last week, they have put an **S** by it. Have them study the words that have **S** by them. If they did not miss any words on the test, have them study words that may be hard for them. This is a brief activity of 1 or 2 minutes.

If you are differentiating instruction, remind each below-grade-level speller to study just the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

1. wondering I was wondering if you would like to join us. (application word)
2. laziest My sleepy dog is one of the laziest creatures around. (application word)
3. disagreeable Unfortunately, he is rude and disagreeable.
4. impossible The lid on the jar was nearly impossible to remove.
5. easiest I'm going to hike the shortest and easiest trail today.
6. nonreturnable When you buy a nonreturnable item, you can't take it back.
7. leader The leader of the hiking group led us through a grove of redwood trees.
8. terrible The terrible windstorm felled several trees on our street.
9. vegetables Our class is growing vegetables in the school garden.
10. washable This shirt is washable, so I can put it in the washer.
11. written The note was written in cursive and left on the table.
12. notice The notice in the park announced summer tennis lessons.
13. replaceable The ring my mother gave me is one of a kind. It is not replaceable.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

14. forward The car lurched forward.
15. summer We're going to sports camp for two weeks this summer.
16. serious The lifeguard was serious about pool safety rules.
17. misplaced He misplaced his keys and can't get into his apartment.
18. solve That division problem is hard to solve.
19. unforgettable This book was so entertaining that I will always remember it. It is unforgettable.
20. tiniest The tiniest of insects were hidden under the leaves.

### ADVANCED SPELLERS CONTINUE

21. disposable They use disposable diapers on the baby.
22. reversible This jacket can be worn two ways; it is reversible.

## Review of Weeks 23, 25, 26, 27, and 28

### ► Teacher Background

Duplicate the three homework pages for this week (*Blackline Masters* pages 39–41).

The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Study for the review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 111, for more details about the structure of the review weeks.

In the pre-spelling activities, which begin on Day 2 of this week, you will model ways for students to memorize the spelling of words.

### ► Words Used This Week

#### REVIEW WORDS

\*tasteless, \*thoughtful, \*office, \*friendliness, \*brightness, \*mouthful, physical, weight, height, uninteresting, \*misunderstanding, \*precooked, \*misspelled, \*misbehaved, \*student, \*nonfiction, restudy, danger, wireless, special, \*teeth, \*lives, \*potatoes, \*except, \*halves, join, valley, environment, control, disappear, \*controlled, \*bottom, \*happened, \*beginning, \*minute, difficult, misheard, unnumbered, lateness, ocean, \*actor, \*earlier, \*cleanest, \*quieter, \*teacher, preseason, exact, measure, beginner, purpose

#### REVIEW CHALLENGE WORDS

motionless, canoe, politeness, restless, sorrowful, misfortune, nonpoisonous, berries, closet, preshrunk, tomatoes, salmon, calves, volcanoes, oxen, occurred, statue, propeller, polish, preferred, slimmest, employer, juiciest, curious, refrigerator

#### APPLICATION WORDS ON THE TEST

softness, finest

# Week 30 Day 1

## Pretest

### ► Administer the Pretest

---

Have your students turn to page 170 in their *Student Spelling Books*. Explain that this week they will review ten words each from Weeks 23, 25, 26, 27, and 28. The pretest in this lesson will help them identify words they especially need to study.

- |                     |  |
|---------------------|--|
| 1. valley           | We hiked down into the valley.                               |
| 2. except           | I love the park except when it's raining.                    |
| 3. bottom           | Catfish live at the bottom of the lake.                      |
| 4. unnumbered       | Picture books often have unnumbered pages.                   |
| 5. misheard         | She misheard because of the bad connection.                  |
| 6. misunderstanding | The friends had a misunderstanding about when to meet.       |
| 7. exact            | I gave the cashier the exact amount of money for the book.   |
| 8. preseason        | The coach held a preseason meeting.                          |
| 9. happened         | What happened in the book you read?                          |
| 10. controlled      | The pilot controlled the plane from the cockpit.             |
| 11. halves          | She cut the paper into halves.                               |
| 12. tasteless       | When food has little flavor, we might say it's tasteless.    |
| 13. control         | The remote control was broken.                               |
| 14. danger          | There was a danger sign on the road because of the mudslide. |
| 15. cleanest        | My dad said my room was the cleanest he had ever seen it.    |

### ► Correct the Pretest

---

Read and spell the 15 words out loud. For each word, have the students point under each letter in their word as you spell. If they did not spell a word correctly, have them draw a line through the word.

---

▶ **Record Words Missed on the Pretest**

---

Have the students turn back to pages 168 and 169. These are the words that will be reviewed this week. If they missed any words on the pretest, have them find the words here and write **S** in front of each one. These are the words that they especially need to study.

---

▶ **Introduce the Homework**

---

Hand out the homework for Week 30. There are three pages of homework this week. The students will practice every review word.

---

▶ **Record Words Missed on Last Week's Test**

---

Return the students' spelling tests from Week 29. Have them turn to pages 162 and 163 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word. The application words, numbers 1 and 2 on the test, are not on these pages.

## Proofreading

### ▶ Teacher Background

---

In the pre-spelling activities this week, you will model ways for students to memorize the spelling of words.

### ▶ Pre-spelling: Memorizing Words

---

▶ Write *environment* on the board.

Let's think about how to memorize the spelling of words.

environment . . . . . *Environment*. When most people say *environment*, you can't hear all the syllables that you have to spell. So I say the syllables for spelling: *en-vi-ron-ment*.

There are two schwas to memorize. If I exaggerate the pronunciation, it will be easier to remember how to spell the schwas: *ěn-vī-rŏn-měnt*.

Here is a mnemonic: the name *Ron* is in *environment*.

### ▶ Partner Proofreading

---

Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Have your students open their books to page 171. The sentences on this page include many words that the students have studied, but some of them are misspelled. Have the students read the sentences with their partners and look for the misspelled words. Have them draw a line through each misspelled word and write the correct word above it. There may be a sentence with all words correct.

As the students work, monitor and assist those who need extra support in proofreading.

## ► Correct Sentences Together

---

► Read each sentence. Have the students tell you each word that is misspelled and how to spell it correctly. Write the correct word on the board. If the students made a mistake, have them draw a line through the incorrect word.

1. Humans do not have teeth at the begining of their lifes.

Misspelled words?

► Write *beginning* and *lives* on the board as the students read and spell the words.

2. When a nonfiction book is too difficult, it can seem uninteresting. Misspelled words? (Students: no misspelled words)

3. After the teacher spoke about lateness, they tried to arrive earlier. Misspelled words?

► Write *teacher* and *earlier* on the board as the students read and spell the words.

4. Watch these potatos' disapear mouthful by mouthful.

Misspelled words?

► Write *potatoes* and *disappear* on the board as the students read and spell the words.

5. Astronomers can teach students' to mesure the brighness of each star. Misspelled words?

► Write *students*, *measure*, and *brightness* on the board as the students read and spell the words.

6. I mispelled a word, so I had to re studdy it. Misspelled words?

► Write *misspelled* and *restudy* on the board as the students read and spell the words.

## ► Record Words Missed in Proofreading

---

If there are misspelled words that the students did not find in proofreading, have them turn back to pages 168 and 169 and write **S** next to each word missed. If there are any words that they did not write correctly, have them write **S** next to those words on pages 168 and 169. These are words the students especially need to study.

## Partner Study

### ► Pre-spelling: Memorizing Words

---

► Write *special* on the board.

Let's think about how to memorize the spelling of words.

special . . . . . *Special*. Focus on the two hard parts. First, the sound /sh/ is spelled **c-i**. Second, the end of the word is spelled **a-l**.

It might help you to visualize the second syllable *-cial*, or to repeat the spelling to yourself: **c-i-a-l, c-i-a-l**.

### ► Partner Study

---

Have your students open their spelling books to pages 168 and 169. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud. The students also say which parts of the word are hard to spell. For example, one student says, "I will spell number 41, *actor*. The hard part is **o-r**." He covers the word and spells it aloud as his partner checks. If he makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind him to study it.

You may want to model the partner study before your students begin.

## Spelling Discussion

### ▶ Teacher Background

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The purpose of today’s spelling discussion is for the students to consider how to improve their spelling beyond spelling lessons.

### ▶ Pre-spelling: Memorizing Words

---

▶ Write *potatoes* on the board.

Let’s think about how to memorize the spelling of words.

potatoes . . . . . *Potatoes*. Saying the syllables for spelling helps you remember **o** in the first syllable: *po-ta-toes*.

The end of the base word *potato* is spelled **o**, not **o-w**.

The suffix is **e-s**. Here are two mnemonics. First, *potatoes* and *tomatoes* rhyme, and both end with **t-o-e-s**. The second is supposed to be funny: I’d dance on my toes for potatoes and tomatoes.

### ▶ Spelling Discussion

---

English is a language with thousands and thousands of words, and many of them are not easy to spell, even for grown-ups. To be good spellers we need to continue learning. For example, it helps to really notice words and how they are spelled when you are reading, especially if you have never seen the word before. What are some ways you can learn more about spelling even when you are not working on spelling in school?

Students might say:

“After I’ve seen a word many times when I read, I can tell whether it looks right when I write it.”

“I notice words when I am reading.”

“If I’ve never seen the word before, I look at the spelling.”

“I notice words that have the same base word as a word we’ve studied. For example, we studied *control*, and I might see the word *uncontrollably* in a book.”

“I notice words with the prefixes and suffixes we’ve studied.”

“When I hear a new word, I sometimes think how it might be spelled.”

“I could keep a list of words I often miss.”

“I could keep a list of homophones.”

---

▶ **Partner Study**

If time permits, have the students study the review words on pages 168 and 169 with their partners, as on Day 3 of this week. This is a brief activity of 1 or 2 minutes.

## Weekly Test

For details about the weekly test, see page 53.

### ALL STUDENTS

- |                |  |
|----------------|--|
| 1. softness    | The softness of this stuffed animal is so comforting. (application word) |
| 2. finest      | The sweater was made of the finest wool. (application word)              |
| 3. precooked   | She precooked her meals and reheated them later.                         |
| 4. quieter     | It is quieter in the library than on the playground.                     |
| 5. beginning   | I eat breakfast at the beginning of every day.                           |
| 6. minute      | There was only one minute left in the basketball game.                   |
| 7. office      | Every day we send the lunch count and attendance to the office.          |
| 8. happened    | We heard a crash, but didn't know what had happened.                     |
| 9. halves      | To share the orange with my sister, I divided it into halves.            |
| 10. misbehaved | My dog always listens to me and has rarely misbehaved.                   |
| 11. actor      | The actor played the part of an old man.                                 |
| 12. lives      | My aunt lives on a farm in the country.                                  |
| 13. thoughtful | A person who is considerate of others is thoughtful.                     |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |                 |  |
|-----------------|--|
| 14. environment | Salamanders live in a very wet, damp environment.                  |
| 15. purpose     | The purpose of the lesson is to learn the names of the continents. |
| 16. physical    | We learn to keep our bodies healthy in physical education.         |
| 17. weight      | I check my dog's weight every week.                                |
| 18. ocean       | An ocean separates North America from Asia.                        |
| 19. special     | Today is a special day because a visitor is coming.                |
| 20. height      | He's grown one inch in height this year.                           |

### ADVANCED SPELLERS CONTINUE

- |               |  |
|---------------|--|
| 21. volcanoes | It's difficult to predict when volcanoes will erupt. |
| 22. occurred  | It was a hot afternoon when the lightning occurred.  |

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# Appendices

# Routine for Checking Words

During guided spelling, the students receive immediate feedback by checking each word they have written before the teacher begins the next item. For the first two weeks of grade 4, the checking procedure for each word is provided in detail in the *Teacher's Manual*, as shown below:

1. cannot . . . . . Number 1: cannot. I cannot meet you after school. Say *cannot*.  
(Students: cannot)

*Cannot* is a compound word. A compound word is a word made of two smaller words. When you write a compound word, do not leave a space between the two smaller words. Write *cannot*.

Now you will check your work. *Cannot* has two syllables. Whenever we check a word with more than one syllable, read the word and then read and spell by syllables. Point under each letter as you spell.

► At number 1, write *cannot* as the students read and spell.  
(Students: cannot, can-, c-a-n, -not, n-o-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word. Write the correct word above it.

Beginning in Week 3, the checking procedure is no longer written out for each word. The notation “(Check.)” reminds you to lead the students through the entire checking process, as shown below:

5. plastic. . . . . Number 5: plastic. We covered the leftover food in plastic wrap.  
Say *plastic*.

Say *plastic* by syllables. ■ First syllable? ■ Write *plas-*.

Second syllable? ■ The sound /k/ at the end of a syllable is usually spelled **c**. Write *-tic*. (Check.)

# Memory Steps

## The Guided Spelling Memory Steps

Students benefit from using a systematic approach to studying their spelling words. In grade 4 of the *Guided Spelling* program, you will teach your students a three-step method that is particularly useful for polysyllabic words:

- STEP 1 . . . Read the word. Say the syllables to help you spell.
- STEP 2 . . . Underline any hard parts.
- STEP 3 . . . Cover the word. Say and write the word by syllables. Check.

## Using the Memory Steps in Daily Guided Spelling

For the first three weeks, you will lead your students through the memory steps for several words each week. The following example shows full guiding for a class that is not yet familiar with the memory steps.

10. quitting . . . . . Number 10: quitting. I'm quitting the basketball team because I injured my knee. Say *quitting*. (Students: quitting)

Write *quitting*.

(Check.)

PARTNER STUDY Turn to your neighbor. Explain why you doubled **t** in *quitting*.

MEMORY STEPS Now we'll practice the memory steps for number 10, *quitting*.

STEP 1 . . . Step 1 is Read the word. Say the syllables to help you spell. (Students: quitting, quit-ting)

STEP 2 . . . Step 2 is Underline any hard parts.

STEP 3 . . . Step 3 is Cover the word. Say and write the word by syllables. Check. Everyone cover the word. Find the line under number 10. Say and write *quitting* by syllables. ■ Check your word. If you made a mistake, draw a line through the word and start again at Step 1.

Beginning in Week 4, you will no longer lead the students through each memory step. You will have the students practice the memory steps independently for word number 10 on Days 2, 3, and 4 each week, as shown below:

10. program . . . . . Number 10: program. The after-school art program is very popular. Say *program*.

Write *program*. (Check.)

PARTNER STUDY Turn to your neighbor. Explain why you wrote **o** in the first syllable.

MEMORY STEPS Do the memory steps for *program*.

### Using the Memory Steps in Homework

In the *Guided Spelling* program, the students use the memory steps in their homework to study and memorize the weekly words. They will be familiar with the steps from daily guided spelling. The *Blackline Masters* book provides a homework page for each week that lists the words to be studied and provides space to write the words; the memory steps are printed at the top of each homework page for the students to refer to.

# Routines for Offering Help

The development of students' metacognitive abilities is an important goal of the *Guided Spelling* program. Strong spellers anticipate common pitfalls in English words, and they are aware when they do not know part of a word. In *Guided Spelling* you will often alert your students to difficult word parts. You will encourage your students to ask questions and you will frequently offer help.

The *Guided Spelling* program has two routines in grade 4 for offering help during guiding. One is for unusual spellings (such as **ou** in *touch*) and unaccented vowels (such as the schwa in *tunnel*). The second routine is for the common vowel spellings on the spelling-sound chart (such as **a\_e**, **ai\_**, and **\_ay** under the “cake” picture).

## Offering Help for Unusual Spellings and Unaccented Vowels

When your students are writing a syllable with an unusual spelling or an unaccented vowel, you invite them to ask for help if they need it. You then give help by writing the spelling on the board or projector to the left of the number of the word. You should not say the spelling aloud. The students who aren't sure of the spelling can look at the board or screen, while the students who know the spelling may write it without assistance.

For the first two weeks, this routine is written out in detail in the *Teacher's Manual*, as shown below:

5. touch . . . . . Number 5: touch. The baby likes to touch my nose. Say *touch*.  
(Students: touch)

Be careful here. The vowel sound in *touch* has an unusual spelling. If you know the spelling, write *touch*. If you're not sure, raise your hand and look up here as I write it.

► If any students raise their hands, write **ou** to the left of number 5.

(Check.)

Beginning in Week 3, the routine for offering help is no longer written out. The notation “(Offer help.)” is the reminder that you should follow this routine, as seen below:

2. tunnel. . . . . Number 2: tunnel. We drove through the long, dark tunnel.  
Say *tunnel*.  
Say *tunnel* by syllables. ■ The second syllable has a schwa. Now I’ll say the syllables for spelling: *tun-nel*. Repeat the syllables. ■ First syllable? ■ Write *tun-*.  
Second syllable? ■ (Offer help.) Write *-nel*. (Check.)

### Offering Help for Common Vowel Spellings on the Spelling-Sound Chart

When your students are writing vowels for sounds with more than one common spelling, you assist them during guiding using the “Question?” routine. For example, if the students are writing the word *brain*, some may not know whether to spell it *brane* or *brain*. In the routine, you say, “Question?” meaning, “Ask me a question if you don’t know which spelling of the sound /ā/ to use for *brain*.” The students ask, “Which /ā/?” Then you tell them to use the second spelling under the “cake” picture on the spelling-sound chart. Students who *do* know the correct spelling may write the word without asking “Which /ā/?” and without consulting the chart.

In Week 3 of the *Teacher’s Manual*, you introduce the students to this routine during pre-spelling, as shown below:

sprain . . . . . Let’s say you are writing the word *sprain*, I don’t want to *sprain* my ankle, but you aren’t sure which spelling of the sound /ā/ to use. I will say, “Question?” That means “Ask me a question if you aren’t sure how to spell this sound.” You will ask, “Which /ā/?” That means “Which spelling under the ‘cake’ picture is the right one for *sprain*?”  
I will say, “Use the second spelling under the ‘cake’ picture.” Which is the second spelling under the “cake” picture?  
(Students: a-i-blank) The blank means that there is usually a letter after **a-i**. In *sprain* the letter is **n**. How do you spell the sound /ā/ in *sprain*? (Students: a-i)

The routine is gradually abbreviated as the students become accustomed to it. An example of the abbreviated routine is shown below. The box (■) indicates that you should pause for the students' response, in this case, "Which /ē/?"

3. least. . . . . Number 3: least. I ride my bike to school at least once a week.  
Say *least*.

Question? ■ Use the third spelling under the "tree" picture.  
Write *least*. (Check.)

# Research Basis for *Guided Spelling*

The *Guided Spelling* program is based on four areas of research: developmental stages, explicit instruction, word frequency, and basal spelling instruction.

## Developmental Stages of Spelling

Edmund Henderson and his colleagues at the University of Virginia conducted extensive studies of developing spellers and identified specific stages of increasing proficiency (Henderson 1990; Henderson and Templeton 1986). The following summary of stages is based on Bob Schlagal's (2001) description of these stages.

- **Nonphonetic Stage:** Children write with strings of letters unrelated to the spelling or sounds of the words.
- **Semiphonetic Stage:** Students become aware that letters can represent sounds, and they use what they know of letter sounds (and letter names, if necessary) to spell. For example, one child wrote “WE LKRNHS” for “We like our new house” (p. 154).
- **Phonetic Stage:** Students are learning the spellings of short vowels. They represent most long vowels by the name of the sound, for example, PLEZ for *please* (p. 155). Students continue to master the more difficult consonant combinations, for example, **mp**, **nd**, and **dr**. They tend to spell the inflectional ending **s** as **Z** and **ed** as **T** or **D** (p. 156).
- **Within Word Pattern Stage:** Students gain proficiency with the multiple spellings of vowel sounds, for example, **ee** and **ea** for the sound /ē/. They become more aware of vowel sounds in syllables. They master the spellings for the inflectional endings **s**, **es**, **ed**, and **ing**.
- **Syllable Juncture Stage:** Students gain proficiency in changing the end of certain base words before adding inflectional endings, for example, doubling **p** in *stopped* and dropping **e** for *waving*. Students' understanding of polysyllabic spelling increases to include correct spelling of many open syllables (e.g., *paper*) and closed syllables (e.g., *happy*).

- **Derivational Constancy Stage:** Students become aware that words derived from the same source can provide clues about spelling. For example, the speller can easily spell **e** in *competition* by making a connection with the word *compete*. Students in this stage apply knowledge of prefixes, suffixes, and Greek and Latin roots that appear in thousands of English words.

Henderson's findings have been studied, refined, and promoted by other investigators (for example, Invernizzi and Hayes 2004; Moats 2006), who strongly recommend that spelling instruction facilitate progress through these stages. The *Guided Spelling* program is carefully structured with this in mind.

## Explicit Instruction

The *Guided Spelling* program is based on principles of systematic, explicit instruction. Research on teacher effects as summarized and analyzed by Barak Rosenshine (1995) supports the positive impact of presenting new material in small steps and guiding student practice, as well as providing detailed explanations, providing active practice for students, asking for frequent student responses to check student understanding, and providing systematic feedback and correction (p. 264).

In particular, English Language Learners have been shown to benefit from systematic, explicit orthophonemic instruction (Mathes et al. 2007; Vaughn et al. 2005). Students with learning disabilities also benefit from direct spelling instruction (Graham 1999; Wanzek et al. 2006). Explicit, systematic methods of spelling instruction were pioneered by Samuel Orton, Anna Gillingham, and Bessie Stillman. The core of their methods consisted of explicit teaching of sound-symbol correspondences, focus on individual syllables as well as words, extensive practice applying key spelling rules, and a combination of visual, auditory, and kinesthetic learning (Gillingham and Stillman 1997).

## Word Frequency

Two major studies of word frequency were used as the basis of word selection for the *Guided Spelling* program. In the first study, John Carroll, Peter Davies, and Barry Richman analyzed five million words of running text in all content areas of school curricular materials in grades 3 through 9 (1971). In the second study, Susan Zeno and others analyzed 17 million words from more than 6,000 textbooks and other materials used in U.S. schools and colleges (1995). The highest-frequency words identified in these studies are the words most frequently encountered

by students and those that the students will need to spell in their school writing.

## Basal Spelling Approach

Basal spelling instruction has been a common feature of American education for decades. Research has supported the effectiveness of having weekly lists to study and memorize, practice throughout the week, a weekly test, frequent review, and instruction in study methods (Schlagal 2002). The *Guided Spelling* program includes these basic features while also going beyond straight memorization to support students with strategies and tools for spelling and developing students' metacognitive awareness of their spelling knowledge.

## Additional Resources

Additional resources used in the development of the *Guided Spelling* program include the following:

- For pronunciation and syllable boundaries of words: *New Oxford American Dictionary* (2005), *Pocket Oxford American Dictionary of Current English* (2002), *Merriam-Webster OnLine* ([www.merriam-webster.com](http://www.merriam-webster.com))
- For word history: *Dictionary of Word Origins* (Ayto 1990), *New Oxford American Dictionary* (2005), *American Heritage Dictionary of the English Language* (1971)
- For syllable types: *Speech to Print: Language Essentials for Teachers* (Moats 2000)
- For high-frequency prefixes: "Teaching Prefixes: As Good as It Gets?" in *Vocabulary Instruction: Research to Practice* (Graves 2004)
- For related words as spelling clues: "Theory, Nature, and Pedagogy of Higher-order Orthographic Development in Older Students" in *Development of Orthographic Knowledge and the Foundations of Literacy* (Templeton 1992)
- For frequently misspelled words: *Written Vocabulary of Elementary School Pupils, Ages 6–14* (Smith and Ingersoll 1984)

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## GRADE 4 SCOPE AND SEQUENCE

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
<b>1</b>	Short Vowels; Frequently Misspelled Words	<ul style="list-style-type: none"> <li>▶ The sound /ă/ is spelled <b>a</b> (<i>catch</i>)</li> <li>▶ The sound /ĕ/ is spelled <b>e</b> (<i>spend</i>)</li> <li>▶ The sound /ĭ/ is spelled <b>i</b> (<i>skill</i>)</li> <li>▶ The sound /ŏ/ is spelled <b>o</b> (<i>pond</i>)</li> <li>▶ The sound /ŭ/ is spelled <b>u</b> (<i>lunch</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /k/ directly after a short vowel in a one-syllable word is spelled <b>ck</b> (<i>track</i>)</li> <li>▶ The sound /l/ at the end of a one-syllable short-vowel word is usually spelled <b>ll</b> (<i>skill</i>)</li> <li>▶ The sound /ch/ directly after a short vowel in a single-syllable word is usually spelled <b>tch</b> (<i>catch</i>)</li> <li>▶ The sound /j/ directly after a short vowel in a single-syllable word is spelled <b>dge</b> (<i>badge</i>)</li> <li>▶ The suffix /əz/ is spelled <b>es</b> (<i>lunches</i>)</li> <li>▶ Writers need to listen carefully to the sounds when a word has a cluster with a preconsonantal nasal (<i>pond, lamp</i>)</li> <li>▶ A compound word is made of two words and written with no space between the two (<i>cannot</i>)</li> <li>▶ Homophones are words that sound the same but are spelled differently (<i>through, threw</i>)</li> </ul>
<b>2</b>	Doubling with Single-Syllable Words; Frequently Misspelled Words	<ul style="list-style-type: none"> <li>▶ If a single-syllable base word has one vowel and one consonant after the vowel, then we double the last consonant before a suffix beginning with a vowel (<i>hopped, stopping, reddish, sadder, flatten</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Exception to doubling: we do not double <b>x</b> (<i>mixing</i>)</li> <li>▶ The sound /s/ at the end of a one-syllable short vowel word is often spelled <b>ss</b> (<i>pass</i>)</li> <li>▶ A mnemonic helps us remember how to spell a word</li> <li>▶ In a contraction, the apostrophe shows that letters have been left out (<i>don't, can't</i>)</li> <li>▶ An abbreviation is a shortened form of a word, usually with a period at the end (<i>Dr.</i>)</li> </ul>
<b>3</b>	Words with Long <b>a</b> Spelled <b>a-consonant-e</b> , <b>ai</b> , and <b>ay</b> ; Frequently Misspelled Words	<ul style="list-style-type: none"> <li>▶ Long <b>a</b> is often spelled <b>a-consonant-e</b>, <b>ai</b>, or <b>ay</b> (<i>relate, exclaim, day</i>)</li> <li>▶ The sound /ā/ at the end of a word is usually spelled <b>ay</b> (<i>today</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The letter <b>y</b> is sometimes a vowel (<i>happy, typical, type, day, key, boy, buy</i>)</li> <li>▶ The sound /j/ after a long vowel is spelled <b>g</b> (<i>page</i>)</li> <li>▶ The sound /s/ after a long vowel is spelled <b>c</b> or <b>s</b> (<i>place, base</i>)</li> </ul>

*continues*

## GRADE 4 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
4	Polysyllabic Spelling	<ul style="list-style-type: none"> <li>▶ Polysyllabic words can be spelled by syllables</li> <li>▶ The way we say a polysyllabic word does not always correspond to the way it is written, for example, the syllables in <i>puppy</i> sound like /pŭ-pē/ but they are written as <i>pup</i> and <i>py</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /s/ is often spelled <b>c</b> before <b>e</b>, <b>i</b>, and <b>y</b> (<i>cent</i>, <i>city</i>, <i>fancy</i>)</li> <li>▶ The sound /k/ at the end of a syllable is usually spelled <b>c</b> (<i>picnic</i>)</li> <li>▶ A syllable boundary marks the end of one syllable and the beginning of the next (<i>traffic</i>)</li> <li>▶ When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself (<i>paper</i>)</li> <li>▶ In an open syllable construction, the syllable ends with one long vowel (<i>pilot</i>)</li> <li>▶ In a closed syllable construction, the syllable contains a short vowel and ends with one or more consonants (<i>propel</i>)</li> </ul>
5	Syllables with Schwas	<ul style="list-style-type: none"> <li>▶ A schwa is the sound of unaccented short <b>u</b></li> <li>▶ Schwas are spelled many ways, for example, <i>second</i>, <i>ago</i>, <i>climate</i>, and <i>captain</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /f/ is often spelled <b>ph</b> (<i>phone</i>)</li> <li>▶ Vowels in unaccented syllables may have sounds other than schwas; for example, some dictionaries show the pronunciation of <i>climate</i> as /klimīt/ and <i>button</i> as /butn/</li> </ul>
6	Review of Weeks 1, 2, 3, and 4		
7	Syllables with Long e Spelled e-consonant-e, ee, ea, and y	<ul style="list-style-type: none"> <li>▶ Long <b>e</b> is often spelled <b>e-consonant-e</b>, <b>ee</b>, or <b>ea</b> (<i>complete</i>, <i>week</i>, <i>season</i>)</li> <li>▶ The sound /ē/ at the end of a polysyllabic word is usually spelled <b>y</b> (<i>plenty</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /n/ at the beginning of a word is sometimes spelled <b>kn</b> (<i>know</i>)</li> <li>▶ In a vowel-consonant-e syllable construction, the syllable contains a single vowel followed by a consonant and <b>e</b> (<i>compose</i>)</li> <li>▶ In a vowel team syllable construction, the vowel sound is spelled with two letters (<i>between</i>, <i>reason</i>)</li> <li>▶ Word history shows changes in spelling, meaning, and pronunciation of words</li> </ul>
8	Syllables with <b>er</b> , <b>ir</b> , and <b>ur</b>	<ul style="list-style-type: none"> <li>▶ The sound /er/ is often spelled <b>er</b>, <b>ir</b>, or <b>ur</b> (<i>person</i>, <i>third</i>, <i>surface</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /z/ after a long vowel is spelled <b>z</b> or <b>s</b> (<i>blaze</i>, <i>rise</i>)</li> <li>▶ In an <b>r</b>-controlled syllable construction, the syllable includes a single vowel followed by <b>r</b> (<i>return</i>, <i>remark</i>, <i>orbit</i>)</li> </ul>

continues

## GRADE 4 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
9	Syllables with Long <b>i</b> Spelled <b>i-consonant-e</b> , <b>igh</b> , and <b>y</b>	<ul style="list-style-type: none"> <li>▶ Long <b>i</b> is often spelled <b>i-consonant-e</b>, <b>igh</b>, or <b>y</b> (<i>provide</i>, <i>flight</i>, <i>fry</i>)</li> <li>▶ The sound /i/ at the end of a word is usually spelled <b>y</b> (<i>sky</i>, <i>deny</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /i/ in the middle of a word is sometimes spelled <b>y</b> (<i>type</i>)</li> <li>▶ The sound /k/ after a long vowel is spelled <b>k</b> (<i>woke</i>)</li> <li>▶ When we hear a long vowel followed by a consonant sound in the last syllable of a polysyllabic word, the syllable usually ends with vowel-consonant-<b>e</b> (<i>refuse</i>, <i>crocodile</i>)</li> </ul>
10	Drop <b>e</b> Generalization	<ul style="list-style-type: none"> <li>▶ If the base word ends with consonant-<b>e</b>, we drop the final <b>e</b> before a suffix beginning with a vowel (<i>tamed</i>, <i>closing</i>, <i>wider</i>, <i>sensor</i>, <i>scaly</i>, <i>lovable</i>)</li> </ul>	
11	Syllables with Long <b>o</b> Spelled <b>o-consonant-e</b> , <b>oa</b> , and <b>ow</b>	<ul style="list-style-type: none"> <li>▶ Long <b>o</b> is often spelled <b>o-consonant-e</b>, <b>oa</b>, or <b>ow</b> (<i>alone</i>, <i>coat</i>, <i>below</i>)</li> <li>▶ The sound /o/ at the end of a word is usually spelled <b>ow</b> (<i>grow</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /r/ at the beginning of a word is sometimes spelled <b>wr</b> (<i>write</i>)</li> <li>▶ The letter <b>w</b> acts as a vowel in <b>aw</b>, <b>ew</b>, and <b>ow</b> (<i>jaw</i>, <i>few</i>, <i>allow</i>)</li> </ul>
12	Review of Weeks 5, 7, 8, 9, and 10		
13	Syllables with <b>or</b> and <b>ore</b> ; Syllables with <b>ar</b>	<ul style="list-style-type: none"> <li>▶ The sound /or/ at the beginning or in the middle of a word is usually spelled <b>or</b> (<i>north</i>)</li> <li>▶ The sound /ar/ is spelled <b>ar</b> (<i>far</i>)</li> <li>▶ The sound /or/ at the end of a word is usually spelled <b>or</b> or <b>ore</b> (<i>for</i>, <i>more</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ At the end of a word, the sound /k/ after <b>r</b> is usually spelled <b>k</b> (<i>remark</i>)</li> </ul>
14	Syllables with Long <b>u</b> and Sound /oo/	<ul style="list-style-type: none"> <li>▶ Long <b>u</b> is usually spelled <b>u-consonant-e</b> (<i>mule</i>)</li> <li>▶ The sound /oo/ is often spelled <b>u-consonant-e</b>, <b>ew</b>, or <b>oo</b> (<i>include</i>, <i>flew</i>, <i>smooth</i>)</li> </ul>	

continues

## GRADE 4 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
15	Syllables <i>-tion</i> and <i>-sion</i>	<ul style="list-style-type: none"> <li>▶ Related words are often clues for spelling <i>-tion</i> and <i>-sion</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ The syllable /shən/ is usually spelled <b>tion</b> (<i>motion</i>)</li> <li>▶ The syllable /zhən/ is usually spelled <b>sion</b> (<i>division</i>)</li> <li>▶ When a word that ends with /shən/ is related to a word that ends with consonant-<b>t</b>, /shən/ is spelled <b>tion</b> (<i>production, invention</i>)</li> <li>▶ When a word that ends with /shən/ is related to a word that ends with <b>ss</b>, /shən/ is spelled <b>sion</b> (<i>discussion</i>)</li> <li>▶ When a word that ends with /zhən/ is related to a word that ends with <b>de</b>, /zhən/ is spelled <b>sion</b> (<i>division</i>)</li> <li>▶ When a word that ends with /chən/ is related to a word that ends with <b>st</b>, /chən/ is spelled <b>tion</b> (<i>suggestion, digestion</i>)</li> <li>▶ When the syllable of a base word is /chər/, it is usually spelled <b>ture</b> (<i>future, nature</i>)</li> </ul>
16	Spelling Possessives	<ul style="list-style-type: none"> <li>▶ To make a singular noun possessive, we add 's (<i>the boy's hat</i>)</li> <li>▶ To make a plural noun that ends in s possessive, we add an apostrophe (<i>the girls' team</i>)</li> <li>▶ To make a plural noun that doesn't end in s possessive, we add 's (<i>the men's team</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ When a word that ends with /shən/ is related to a word that ends with <b>te</b>, /shən/ is spelled <b>tion</b> (<i>operation</i>)</li> <li>▶ When a word that ends with /shən/ is related to a word that ends with <b>it</b>, /shən/ is spelled <b>sion</b> (<i>permission</i>)</li> <li>▶ Final syllables that end with the sounds /ij/ usually end with <b>age</b> (<i>damage, storage</i>)</li> </ul>
17	Syllables with /ōō/ Spelled <b>oo</b> ; Syllables with /ou/ Spelled <b>ou</b> and <b>ow</b>	<ul style="list-style-type: none"> <li>▶ The sound /ōō/ is usually spelled <b>oo</b> (<i>cook</i>)</li> <li>▶ The sound /ou/ is often spelled <b>ou</b> or <b>ow</b> (<i>amount, flower</i>)</li> <li>▶ The sound /ou/ at the end of a word is usually spelled <b>ow</b> (<i>allow</i>)</li> </ul>	
18	Review of Weeks 11, 13, 14, 15, and 16		
19	Change <b>y</b> to <b>i</b> Generalization	<ul style="list-style-type: none"> <li>▶ If the base word ends with consonant-<b>y</b>, we change <b>y</b> to <b>i</b> before any suffix except one beginning with <b>i</b> (<i>plentiful, ugliest, mysterious, happiness</i>)</li> <li>▶ If the base word ends with consonant-<b>y</b> and the suffix is /z/, we change <b>y</b> to <b>i</b> and add <b>es</b> (<i>puppies, hurries</i>)</li> </ul>	

*continues*

## GRADE 4 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
20	Syllables Ending in Consonant-l-e and Consonant-a-l	<ul style="list-style-type: none"> <li>▶ Final syllables that end with /əl/ are usually spelled consonant-l-e or consonant-a-l (<i>stable, final</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ In a consonant-l-e syllable construction, the last syllable of a base word consists of a consonant followed by <b>le</b> (<i>table, simple, uncle</i>)</li> </ul>
21	Syllables with oi and oy; Syllables with /aw/ Spelled <b>au, aw, a</b> and <b>a</b>	<ul style="list-style-type: none"> <li>▶ The sound /oi/ is spelled <b>oi</b> or <b>oy</b> (<i>choice, annoy</i>)</li> <li>▶ The sound /oi/ at the end of a word is usually spelled <b>oy</b> (<i>destroy</i>)</li> <li>▶ The sound /aw/ is often spelled <b>au</b> or <b>aw</b> (<i>audience, awful</i>)</li> <li>▶ The sound /aw/ before the sound /l/ is often spelled <b>a</b> (<i>always, tall</i>)</li> <li>▶ The sound /aw/ at the end of a word is usually spelled <b>aw</b> (<i>jaw</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sounds /aw/ at the beginning of a polysyllabic word are usually spelled <b>al</b> (<i>almost, although, altogether</i>)</li> </ul>
22	Prefixes <i>un-</i> , <i>re-</i> , and <i>dis-</i>	<ul style="list-style-type: none"> <li>▶ The prefixes <i>un-</i>, <i>re-</i>, and <i>dis-</i> are common prefixes (<i>unimportant, recycle, disagree</i>)</li> </ul>	
23	Suffixes <i>-ful</i> , <i>-less</i> , and <i>-ness</i>	<ul style="list-style-type: none"> <li>▶ The suffixes <i>-ful</i>, <i>-less</i>, and <i>-ness</i> are common suffixes (<i>thoughtful, colorless, brightness</i>)</li> </ul>	
24	Review of Weeks 17, 19, 20, 21, and 22		
25	Prefixes <i>non-</i> , <i>mis-</i> , and <i>pre-</i>	<ul style="list-style-type: none"> <li>▶ The prefixes <i>non-</i>, <i>mis-</i>, and <i>pre-</i> are common prefixes (<i>nonfat, misspell, pregame</i>)</li> </ul>	
26	Unusual Plurals	<ul style="list-style-type: none"> <li>▶ Some singular nouns that end in <b>f</b> or <b>fe</b> have a plural form ending in <b>ves</b> (<i>halves, leaves, wives</i>)</li> <li>▶ The plural of some nouns is made by a change to the base word (<i>women, teeth, geese, mice</i>)</li> <li>▶ The singular and plural are the same for some nouns (<i>sheep, deer, salmon</i>)</li> <li>▶ For some words that end with consonant-<b>o</b>, we just add <b>s</b> to form the plural (<i>pianos, solos</i>); for other words, we add <b>es</b> (<i>potatoes, tomatoes, heroes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ If the singular noun ends with vowel-<b>o</b>, we just add <b>s</b> to form the plural (<i>zoos, studios</i>)</li> </ul>

*continues*

## GRADE 4 SCOPE AND SEQUENCE (continued)

WEEK	TITLE	MAJOR FOCUSES OF THE WEEK	ADDITIONAL GUIDING POINTS
<b>27</b>	Doubling with Polysyllabic Words	<ul style="list-style-type: none"> <li>▶ If a polysyllabic base word ends with one vowel followed by one consonant <i>and</i> if the accent is on the last syllable, then we double the last consonant before a suffix beginning with a vowel (<i>beginner, admitted, repellent, forgotten</i>)</li> </ul>	
<b>28</b>	Suffixes <i>-er, -or,</i> and <i>-est</i>	<ul style="list-style-type: none"> <li>▶ The suffixes <i>-er, -or,</i> and <i>-est</i> are common suffixes (<i>teacher, wider, actor, hardest</i>)</li> </ul>	
<b>29</b>	Word Parts <i>-able</i> and <i>-ible</i>	<ul style="list-style-type: none"> <li>▶ The word parts <i>-able</i> and <i>-ible</i> are common (<i>vegetable, possible</i>), and are often suffixes (<i>washable, sensible</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Words that end with <b>ce</b> or <b>ge</b> are exceptions to the drop <b>e</b> generalization when the suffix begins with <b>a</b> or <b>o</b> (<i>rechargeable, courageous</i>)</li> </ul>
<b>30</b>	Review of Weeks 23, 25, 26, 27, and 28		

# Index to Full Guiding

In the *Guided Spelling* program, when spelling concepts (such as doubling the final consonant before a suffix) and spellings (such as **ir** or **oa**) are first introduced, the *Teacher's Manual* provides maximum support during guided spelling. The support is gradually decreased to reflect the students' increasing proficiency.

As you observe your students daily and analyze their weekly test performance, you may decide they need to continue receiving maximum support for a particular concept for several days or weeks. The purpose of this index is to direct you to the location of maximum guidance for each spelling element.

This index has two sections. The first is a list of spelling concepts such as changing **y** to **i**, contractions, and possessives. The second is a list of specific spellings such as **ee** and **-tion**. To review the fullest level of support for dropping **e**, for example, locate “dropping **e** before a suffix” under “Spelling Concept” below. “Page 171, #1: *waving*” indicates that the full guidance for dropping **e** can be found beginning on page 171 of the *Teacher's Manual*, in the entry for word number 1, *waving*.

SPELLING CONCEPT	LOCATION OF FULL GUIDING
abbreviation	Page 51, #6: <i>St.</i>
changing <b>y</b> to <b>i</b> before a suffix	Page 304, #1: <i>replied</i>
compound words	Page 13, #1: <i>cannot</i>
consonant- <b>l-e</b> syllables	Page 321, #1: <i>table</i>
contractions	Page 40, #3: <i>can't</i>
doubling exception for <b>x</b>	Page 35, #3: <i>mixed</i>
doubling the final consonant in polysyllabic words before a suffix	Page 424, #1: <i>beginning</i>
doubling the final consonant in single-syllable words before a suffix	Page 34, #1: <i>dropped</i>
dropping <b>e</b> before a suffix	Page 171, #1: <i>waving</i>

*continues*

<b>SPELLING CONCEPT (continued)</b>	<b>LOCATION OF FULL GUIDING</b>
dropping <b>e</b> exception for <b>ce</b> before <b>a</b>	Page 455, #4: <i>replaceable</i>
homophones	Page 14, #2: <i>through</i>
long vowel sound at the end of a syllable	Page 81, #4: <i>became</i>
long vowel sound followed by a consonant in the last syllable	Page 158, #1: <i>crocodile</i>
plural form same as singular	Page 417, #6: <i>sheep</i>
plural made by changing <b>f</b> or <b>fe</b> to <b>ves</b>	Page 408, #3: <i>halves</i>
plural made by changing the base word	Page 414, #5: <i>teeth</i>
plural of words ending with consonant- <b>o</b>	Page 408, #1: <i>potatoes</i>
plural of words ending with vowel- <b>o</b>	Page 414, #2: <i>radios</i>
polysyllabic words	Page 81, #1: <i>finish</i>
possessive for plural nouns ending in <b>s</b>	Page 263, #2: <i>nations'</i>
possessive for plural nouns not ending in <b>s</b>	Page 264, #3: <i>children's</i>
possessive for singular nouns	Page 263, #1: <i>nation's</i>
preconsonantal nasals	Page 9, #2: <i>spend</i>
prefixes	Page 352, #1: <i>unimportant</i>
schwas	Page 98, #1: <i>second</i>
syllable boundaries	Page 79, #1: <i>finish</i>
<b>SPELLING</b>	<b>LOCATION OF FULL GUIDING</b>
<b>a</b> (short)	Page 8, #1: <i>catch</i>
<b>-able</b>	Page 455, #1: <i>washable</i>
<b>a-consonant-e</b>	Page 62, #1: <i>space</i>
<b>-age</b>	Page 266, #5: <i>language</i>
<b>ai</b>	Page 62, #2: <i>brain</i>
<b>al-</b> at the beginning of a polysyllabic word	Page 342, #3: <i>although</i>
<b>al</b> at the end of the final syllable	Page 321, #2: <i>several</i>
<b>ar</b>	Page 216, #3: <i>start</i>
<b>au</b>	Page 337, #3: <i>fault</i>
<b>aw</b> at the end of a word	Page 337, #4: <i>law</i>
<b>ay</b> at the end of a word	Page 62, #3: <i>clay</i>
<b>c</b> at the end of a syllable	Page 87, #3: <i>public</i>

*continues*

SPELLING (continued)	LOCATION OF FULL GUIDING
c in a vowel-consonant-e spelling	Page 62, #1: <i>space</i>
ce, ci, cy	Page 87, #1: <i>concentrate</i>
-ck	Page 9, #3: <i>tracks</i>
-dge	Page 19, #4: <i>badges</i>
e (short)	Page 9, #2: <i>spend</i>
ea	Page 126, #3: <i>least</i>
e-consonant-e	Page 126, #1: <i>complete</i>
ee	Page 126, #2: <i>keep</i>
er	Page 141, #1: <i>serve</i>
ew	Page 231, #4: <i>drew</i>
g after a long vowel	Page 62, #4: <i>age</i>
i (short)	Page 18, #3: <i>skills</i>
-ible	Page 455, #2: <i>impossible</i>
i-consonant-e	Page 156, #1: <i>size</i>
igh	Page 156, #2: <i>fight</i>
ir	Page 141, #2: <i>birth</i>
k after a long vowel	Page 159, #5: <i>strike</i>
k after r	Page 218, #1: <i>fork</i>
kn	Page 131, #1: <i>knees</i>
-ll	Page 18, #3: <i>skills</i>
o (short)	Page 18, #2: <i>off</i>
oa	Page 189, #2: <i>coast</i>
o-consonant-e	Page 189, #1: <i>those</i>
oi	Page 337, #1: <i>soil</i>
oo (/oʊ/)	Page 276, #1: <i>shook</i>
oo (/oʊ/)	Page 231, #2: <i>tool</i>
or	Page 216, #1: <i>born</i>
ore at the end of a word	Page 216, #2: <i>shore</i>
ou as in <i>round</i>	Page 276, #2: <i>round</i>
ow as in <i>clown</i>	Page 283, #1: <i>powder</i>

*continues*

<b>SPELLING (continued)</b>	<b>LOCATION OF FULL GUIDING</b>
<b>ow</b> at the end of a word, as in <i>cow</i>	Page 276, #3: <i>cow</i>
<b>ow</b> at the end of a word, as in <i>follow</i>	Page 189, #4: <i>follow</i>
<b>ow</b> (/ō/)	Page 189, #3: <i>known</i>
<b>oy</b> at the end of a word	Page 337, #2: <i>destroy</i>
<b>ph</b>	Page 102, #3: <i>elephant</i>
<b>s</b> (/z/) in a vowel-consonant- <b>e</b> spelling	Page 143, #1: <i>surprise</i>
<b>-sion</b>	Page 246, #3: <i>television</i>
<b>-sion</b> related to a word ending with <b>de</b>	Page 246, #4: <i>decision</i>
<b>-sion</b> related to a word ending with <b>it</b>	Page 269, #2: <i>permission</i>
<b>-sion</b> related to a word ending with <b>ss</b>	Page 246, #2: <i>discussion</i>
<b>-tch</b>	Page 8, #1: <i>catch</i>
<b>-tion</b>	Page 255, #3: <i>sections</i>
<b>-tion</b> (/chən/) related to a word ending with <b>st</b>	Page 224 pre-spelling: <i>suggestion</i>
<b>-tion</b> related to a word ending with consonant- <b>t</b>	Page 233 pre-spelling: <i>action</i>
<b>-tion</b> related to a word ending with <b>te</b>	Page 270, #6: <i>population</i>
<b>-ture</b>	Page 250, #3: <i>future</i>
<b>u</b> (short)	Page 9, #4: <i>lunches</i>
<b>u-consonant-e</b> (/ōō/)	Page 231, #3: <i>include</i>
<b>u-consonant-e</b> (/ū/)	Page 231, #1: <i>huge</i>
<b>ur</b>	Page 141, #3: <i>hurt</i>
<b>w</b> acting as a vowel	Page 192, #2: <i>throwing</i>
<b>wr</b>	Page 195, #3: <i>wrote</i>
<b>y</b> as a vowel in a vowel team	Page 65, #2: <i>swaying</i>
<b>y</b> (/ē/) at the end of a polysyllabic word	Page 124, #4: <i>energy</i>
<b>y</b> (/ī/) at the end of a word	Page 156, #3: <i>shy</i>
<b>y</b> (/ī/) in the middle of a word	Page 156, #4: <i>type</i>

# Index of Words Taught at Grade 4

The words listed below are the words that are specifically taught, studied, and tested at grade 4 of the *Guided Spelling* program. The number after each word indicates the week in which the word is introduced. For teachers who are differentiating instruction for students at different levels, asterisks (\*) indicate the words that below-grade-level spellers learn; the letters “ch” signify optional challenge words for advanced spellers.

## A

action 15\*  
activities 19\*  
actor 28\*  
addition 20  
admired 10 ch  
advising 10 ch  
afraid 5  
after 8\*  
afternoon 14\*  
again 5  
against 5  
age 3\*  
ago 5\*  
ahead 25  
aid 8  
allow 17\*  
all ready 21\*  
all right 9\*  
alone 13  
a lot 1\*  
aloud 17 ch  
alphabet 19 ch  
already 21\*  
although 21\*  
altogether 21 ch  
always 25  
America 8  
among 9  
amount 17\*  
animal 20\*  
another 13

answer 15  
approach 11\*  
area 5  
argue 13 ch  
around 20  
attention 15\*  
attic 16 ch  
audience 23  
avenue 17 ch  
away 7

## B

babies 19\*  
badge 1\*  
beaver 7 ch  
became 4\*  
become 10  
began 13\*  
beginner 28  
beginning 27\*  
behind 9  
believe 10  
below 15  
berries 25 ch  
better 8  
between 7\*  
beyond 9  
bicycle 20\*  
birth 8\*  
blood 4  
born 13\*  
bottom 27\*

brain 3\*  
breakfast 11  
brightness 23\*  
brother 13  
burst 8 ch

## C

calves 26 ch  
cannot 1  
canoe 23 ch  
can't 2  
canyon 15 ch  
case 4  
catch 1\*  
center 8  
certain 10  
chair 5  
children's 16\*  
clapped 7  
clay 3\*  
cleanest 28\*  
clear 9  
closet 25 ch  
clue 2  
coast 11\*  
coins 21 ch  
collar 16 ch  
colonial 20 ch  
colonies 23  
colorless 23\*  
complete 7\*  
conditions 19

control 26  
controlled 27\*  
cool 17  
copying 19\*  
corner 13\*  
cover 17  
cow 17\*  
cured 14 ch  
curious 28 ch  
cutting 2\*

## D

dance 11  
danger 25  
darkness 26  
deaf 3 ch  
decide 9\*  
decision 15\*  
decorating 10 ch  
definite 5 ch  
demonstrate 4 ch  
destroy 21\*  
different 14\*  
difficult 27  
dinosaur 21 ch  
direction 25  
disagree 22\*  
disagreeable 29\*  
disappear 26  
disapprove 22 ch  
disconnected 22\*  
discover 17  
discussion 15\*  
disobey 22\*  
disposable 29 ch  
dividing 10\*  
doctor 22\*  
don't 2  
dressed 2\*  
drew 14\*  
driving 15  
dropped 2\*

## E

earlier 28\*  
easiest 28\*  
education 17  
either 7  
elementary 7 ch

emotions 15 ch  
employer 28 ch  
energy 7\*  
entertain 4 ch  
envelope 16 ch  
environment 26  
escaping 10\*  
even 5\*  
everything 11  
exact 28  
example 20\*  
except 26\*  
expect 4  
explain 4\*

## F

factories 21  
fade 3 ch  
false 21 ch  
family 21\*  
fasten 19 ch  
fault 21\*  
fearful 23\*  
field 1  
fierce 7 ch  
fight 9\*  
figure 14  
finish 4\*  
firm 8\*  
float 11 ch  
flower 17\*  
follow 11\*  
force 14  
forest 13\*  
forgetting 27\*  
form 13\*  
fort 13 ch  
forward 29  
friendliness 23\*  
fright 9\*  
further 9  
future 15

## G

garbage 5 ch  
general 20\*  
groceries 19 ch  
growth 11\*  
guest 22 ch

## H

halves 26\*  
hammer 8 ch  
handsome 9 ch  
happened 27\*  
hardness 28  
height 23  
history 10  
hitting 4  
honest 5 ch  
huge 14\*  
hundred 5\*  
hurt 8\*

## I

ice 9\*  
idea 5\*  
impossible 29\*  
include 14\*  
inexcusable 29 ch  
information 15\*  
insect 4  
insist 4 ch  
introduce 14 ch  
iron 20  
island 16  
it's 4

## J

jewels 14 ch  
join 26  
juice 2 ch  
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# Index of Words in Grades 1–6

This is a complete list of the words that are specifically taught, studied, and tested in grades 1–6 of the *Guided Spelling* program. The grade or grades at which each word is taught is listed next to the word. (Note that this list does not include the optional challenge words.)

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soon 3  
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southern 6  
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special 4  
speechless 6  
speed 3  
spend 4  
spent 3  
spirit 5  
splitting 4  
spoke 4  
sprayed 4  
spread 4  
square 3  
stage 6  
stands 3  
staring 5  
starring 3  
start 4  
states 3  
station 5  
stayed 3  
steady 5  
steel 5  
steps 2  
sticks 3  
still 3  
stomach 5  
stones' 4  
stood 3  
stopped 2  
stops 2  
store 3  
stories 4  
straight 3  
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street 3  
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strength 6  
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strong 3  
struck 6  
structure 6  
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subzero 5  
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such 2  
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that 2  
that'll 5  
that's 2  
the 1  
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theirs 6  
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there 1, 2  
there's 6  
these 2

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trader 5  
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transport 5  
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unity 6  
universe 5  
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unless 4  
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unnecessarily 6  
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unnumbered 4  
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yourself 6  
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# Guided Spelling™

Developing Thoughtful Spellers

The *Guided Spelling* program is a research-based, yearlong curriculum for grades 1–6. Students learn to become thoughtful spellers and master the high-frequency words they will need in their writing. The 15-minute daily lessons are teacher-directed, multisensory, and interactive. In grade 4 of the *Guided Spelling* program, the students learn strategies for spelling polysyllabic words that include various types of syllables, syllable boundaries, and schwas. They learn the generalizations for adding suffixes, and they spell words with common prefixes and suffixes. They review possessives and frequently misspelled words.

Grade 4 Content	Examples
<b>Phonemic Spelling Knowledge</b>	
Vowels review	tracks, complete, corner, fright, drew, amount, destroy
Schwas	second, open, thousand
Syllable boundaries	un.til, fin.ish, i.de.a
Syllable types (constructions)	hundred, pilot, complete, better, approach, example
<b>Morphemic Spelling Knowledge</b>	
Generalizations for adding suffixes (including inflectional endings)	Single-syllable doubling (dropped) Dropping <b>e</b> (dividing) Changing <b>y</b> to <b>i</b> (replied) Polysyllabic doubling (beginning)
Spelling possessives	today's, nations', women's
Prefixes	un-, re-, dis-, non-, mis-, pre-
Suffixes	-ful, -less, -ness, -er, -or, -est
<b>Other Spelling Knowledge</b>	
Frequently misspelled words	though, field, of course
Homophones	through/threw
Contractions	can't, won't, it's
Unusual plurals	halves, teeth, potatoes
Word history	<i>Squirrel</i> comes from words meaning <i>little shadow-tail</i>
<b>Spelling Strategies</b>	
Polysyllabic spelling	remember → re-mem-ber; sudden → sud-den
Using related words	act → action; discuss → discussion
<b>Studying and Memorizing High-frequency Words</b> (375 words)	plain, reason, purpose, decision, easiest, impossible



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2000 Embarcadero, Suite 305  
Oakland, CA 94606-5300  
800.666.7270 \* fax: 510.464.3670  
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GS-TM4



Grade 4

BLACKLINE MASTERS

# Guided Spelling™

Developing Thoughtful Spellers

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Developmental Studies Center  
2000 Embarcadero, Suite 305  
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## Daily Guided Spelling Form

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 1 Homework Practice

Name \_\_\_\_\_

TEKS 2.A.i  
TEKS 2.A.xvii  
TEKS 2.A.xviii  
Student/Teacher Activity  
Homework Week 1 (Words:  
skills, lunches, tracks)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. catch
- \*2. spend
- \*3. skills
- \*4. pond
- \*5. lunches

- \*6. tracks
- \*7. badge
- \*8. a lot
- 9. cannot
- 10. through

- 11. off
- 12. field
- 13. what
- 14. young
- 15. spread

1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	15. _____
8. _____	

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

\*1. dropped

10. don't

\*18. pond

\*2. letting

11. won't

\*19. tracks

\*3. cutting

12. wanted

\*20. catch

\*4. scrubbed

13. touch

21. field

\*5. quitting

14. though

22. young

\*6. setting

15. clue

23. cannot

\*7. mixed

\*16. lunches

24. spread

\*8. dressed

\*17. badge

25. off

9. can't

1. \_\_\_\_\_

14. \_\_\_\_\_

2. \_\_\_\_\_

15. \_\_\_\_\_

3. \_\_\_\_\_

16. \_\_\_\_\_

4. \_\_\_\_\_

17. \_\_\_\_\_

5. \_\_\_\_\_

18. \_\_\_\_\_

6. \_\_\_\_\_

19. \_\_\_\_\_

7. \_\_\_\_\_

20. \_\_\_\_\_

8. \_\_\_\_\_

21. \_\_\_\_\_

9. \_\_\_\_\_

22. \_\_\_\_\_

10. \_\_\_\_\_

23. \_\_\_\_\_

11. \_\_\_\_\_

24. \_\_\_\_\_

12. \_\_\_\_\_

25. \_\_\_\_\_

13. \_\_\_\_\_

**Challenge Words:** whizzing, throbbed, knitting, waxed, juice

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

\*1. space

\*2. brain

\*3. clay

\*4. age

\*5. plain

\*6. sprayed

\*7. Ms.

\*8. Mr.

9. Miss

10. Mrs.

11. were

12. where

13. skipped

14. of course

15. won

\*16. mixed

\*17. scrubbed

\*18. dressed

\*19. quitting

\*20. setting

21. though

22. touch

23. can't

24. clue

25. won't

1. \_\_\_\_\_

14. \_\_\_\_\_

2. \_\_\_\_\_

15. \_\_\_\_\_

3. \_\_\_\_\_

16. \_\_\_\_\_

4. \_\_\_\_\_

17. \_\_\_\_\_

5. \_\_\_\_\_

18. \_\_\_\_\_

6. \_\_\_\_\_

19. \_\_\_\_\_

7. \_\_\_\_\_

20. \_\_\_\_\_

8. \_\_\_\_\_

21. \_\_\_\_\_

9. \_\_\_\_\_

22. \_\_\_\_\_

10. \_\_\_\_\_

23. \_\_\_\_\_

11. \_\_\_\_\_

24. \_\_\_\_\_

12. \_\_\_\_\_

25. \_\_\_\_\_

13. \_\_\_\_\_

**Challenge Words:** fade, upstairs, spare, strain, deaf

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. finish
- \*2. explain
- \*3. until
- \*4. became
- \*5. public
- \*6. unless
- \*7. plastic
- \*8. traffic
- 9. expect

- 10. insect
- 11. it's
- 12. hitting
- 13. case
- 14. prove
- 15. blood
- \*16. sprayed
- \*17. Ms.

- \*18. clay
- \*19. space
- \*20. plain
- 21. won
- 22. Miss
- 23. were
- 24. of course
- 25. skipped

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** insist, entertain, demonstrate, pace, soup

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. second
- \*2. ago
- \*3. upon
- \*4. moment
- \*5. open
- \*6. hundred
- \*7. even
- \*8. idea
- 9. area

- 10. let's
- 11. splitting
- 12. chair
- 13. afraid
- 14. again
- 15. against
- \*16. finish
- \*17. public

- \*18. plastic
- \*19. unless
- \*20. explain
- 21. prove
- 22. expect
- 23. it's
- 24. blood
- 25. hitting

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** honest, definite, garbage, robin, threat

# Week 6-A Homework

Name \_\_\_\_\_

TEKS 2.A.xv  
TEKS 2.A.xvi  
TEKS 2.A.xxxi  
TEKS 2.A.xxxii  
Student/Teacher Activity  
Homework Week 6-A  
(Words: through, what,  
field)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. skills
- \*2. spend
- \*3. a lot
- \*4. badge
- \*5. lunches

- 6. field
- 7. spread
- 8. through
- 9. young

- 10. what
- \*11. scrubbed
- \*12. quitting
- \*13. dropped

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_

**Challenge Words:** waxed, whizzing, knitting, juice, throbbed

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. cutting
- \*2. letting
- \*3. mixed
- 4. though
- 5. don't

- 6. wanted
- 7. won't
- \*8. age
- \*9. brain

- \*10. sprayed
- \*11. Mr.
- \*12. plain
- 13. won

1. _____	8. _____
2. _____	9. _____
3. _____	10. _____
4. _____	11. _____
5. _____	12. _____
6. _____	13. _____
7. _____	

**Challenge Words:** upstairs, deaf, spare, fade, strain

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- 1. were
- 2. of course
- 3. where
- 4. Mrs.
- \*5. became

- \*6. until
- \*7. unless
- \*8. explain
- \*9. finish
- \*10. traffic

- 11. prove
- 12. expect
- 13. insect
- 14. case

1. _____	8. _____
2. _____	9. _____
3. _____	10. _____
4. _____	11. _____
5. _____	12. _____
6. _____	13. _____
7. _____	14. _____

**Challenge Words:** pace, demonstrate, insist, soup, entertain

# Week 7 Homework

Name \_\_\_\_\_

TEKS 2.A.vii  
Student/Teacher Activity  
Homework Week 7 (Words:  
complete, separate)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. complete
- \*2. keep
- \*3. least
- \*4. energy
- \*5. between
- \*6. reason
- \*7. probably
- \*8. separate (2)
- 9. problem

- 10. clapped
- 11. away
- 12. program
- 13. sudden
- 14. either
- 15. neither
- \*16. upon
- \*17. second

- \*18. ago
- \*19. hundred
- \*20. moment
- \*21. even
- 22. chair
- 23. afraid
- 24. splitting
- 25. area

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** stream, elementary, volunteer, beaver, fierce

# Week 8 Homework

Name \_\_\_\_\_

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

\*1. serve

10. aid

\*18. keep

\*2. birth

11. center

\*19. least

\*3. hurt

12. person

\*20. probably

\*4. after

13. meet

\*21. separate (2)

\*5. firm

14. America

22. either

\*6. return

15. shoulder

23. away

\*7. whether

\*16. reason

24. neither

\*8. whenever

\*17. complete

25. problem

9. better

1. \_\_\_\_\_

14. \_\_\_\_\_

2. \_\_\_\_\_

15. \_\_\_\_\_

3. \_\_\_\_\_

16. \_\_\_\_\_

4. \_\_\_\_\_

17. \_\_\_\_\_

5. \_\_\_\_\_

18. \_\_\_\_\_

6. \_\_\_\_\_

19. \_\_\_\_\_

7. \_\_\_\_\_

20. \_\_\_\_\_

8. \_\_\_\_\_

21. \_\_\_\_\_

9. \_\_\_\_\_

22. \_\_\_\_\_

10. \_\_\_\_\_

23. \_\_\_\_\_

11. \_\_\_\_\_

24. \_\_\_\_\_

12. \_\_\_\_\_

25. \_\_\_\_\_

13. \_\_\_\_\_

**Challenge Words:** servant, precious, skirt, hammer, burst

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. size
- \*2. fight
- \*3. shy
- \*4. decide
- \*5. fright
- \*6. all right
- \*7. ice
- \*8. type
- 9. strike

- 10. beyond
- 11. science
- 12. clear
- 13. further
- 14. among
- 15. behind
- \*16. return
- \*17. whenever

- \*18. whether
- \*19. birth
- \*20. firm
- 21. center
- 22. better
- 23. shoulder
- 24. America
- 25. meet

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** handsome, tide, mighty, sunshine, knight

# Week 10 Homework

Name \_\_\_\_\_

TEKS 2.A.vi  
Student/Teacher Activity  
Homework Week 10 (Words:  
located, provided, become, believe,  
decide)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. waving
- \*2. traded
- \*3. smiling
- \*4. located
- \*5. provided
- \*6. escaping
- \*7. dividing
- \*8. together
- 9. certain

- 10. modern
- 11. history
- 12. never
- 13. side
- 14. become
- 15. believe
- \*16. fight
- \*17. size

- \*18. ice
- \*19. decide
- \*20. all right
- 21. clear
- 22. strike
- 23. further
- 24. science
- 25. among

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** admired, treasure, relax, advising, decorating

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. those
- \*2. coast
- \*3. known
- \*4. follow
- \*5. wrote
- \*6. approach
- \*7. growth
- \*8. yellow
- 9. spoke

- 10. everything
- 11. surface
- 12. slightly
- 13. saved
- 14. dance
- 15. breakfast
- \*16. escaping
- \*17. dividing

- \*18. traded
- \*19. together
- \*20. provided
- 21. history
- 22. side
- 23. never
- 24. certain
- 25. believe

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** meadow, stroke, microscope, swallow, float

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. even
- \*2. open
- \*3. idea
- \*4. hundred
- \*5. second
- 6. let's

- 7. against
- 8. afraid
- 9. again
- 10. area
- \*11. probably
- \*12. energy

- \*13. least
- \*14. separate (2)
- \*15. between
- 16. sudden
- 17. problem

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

**Challenge Words:** robin, definite, threat, honest, garbage, elementary, beaver, fierce

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- 1. clapped
- 2. either
- 3. program
- \*4. hurt
- \*5. serve
- \*6. return

- \*7. whenever
- \*8. after
- 9. America
- 10. aid
- 11. center
- 12. shoulder

- 13. person
- \*14. all right
- \*15. shy
- \*16. fright
- \*17. decide

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

**Challenge Words:** volunteer, stream, burst, servant, precious, hammer, skirt, handsome

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. type
- 2. further
- 3. beyond
- 4. among
- 5. science
- 6. behind

- \*7. smiling
- \*8. escaping
- \*9. waving
- \*10. located
- \*11. dividing

- \*12. together
- 13. become
- 14. modern
- 15. believe
- 16. history

1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	15. _____
8. _____	16. _____

**Challenge Words:** tide, knight, mighty, sunshine, decorating, relax, admired, treasure, advising

# Week 13 Homework

Name \_\_\_\_\_

TEKS 2.A.x  
Student/Teacher Activity  
Homework Week 13 (Words:  
corner, forest, another, brother,  
everything, surface)

Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. born
- \*2. shore
- \*3. start
- \*4. form
- \*5. mark
- \*6. corner
- \*7. forest
- \*8. began
- 9. knowledge

- 10. matter
- 11. wife
- 12. wasting
- 13. alone
- 14. another
- 15. brother
- \*16. yellow
- \*17. known

- \*18. follow
- \*19. coast
- \*20. those
- \*21. growth
- 22. saved
- 23. everything
- 24. dance
- 25. surface

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** fort, orbit, argue, remind, target

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. huge
- \*2. tool
- \*3. include
- \*4. drew
- \*5. used to
- \*6. produce
- \*7. afternoon
- \*8. different
- 9. figure

- 10. tonight
- 11. priced
- 12. shown
- 13. force
- 14. view
- 15. police
- \*16. mark
- \*17. forest

- \*18. shore
- \*19. began
- \*20. corner
- 21. knowledge
- 22. wife
- 23. matter
- 24. another
- 25. brother

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** restaurant, proof, introduce, cured, jewels

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. action
- \*2. discussion
- \*3. television
- \*4. information
- \*5. attention
- \*6. section
- \*7. decision
- \*8. question
- 9. future

- 10. driving
- 11. below
- 12. party
- 13. tube
- 14. answer
- 15. period
- \*16. tool
- \*17. huge

- \*18. afternoon
- \*19. used to
- \*20. drew
- 21. priced
- 22. police
- 23. view
- 24. force
- 25. shown

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** canyon, emotions, protection, reward, vision

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- 
- |  |                 |                  |
|--|-----------------|------------------|
| *1. today's                              | 9. language     | *18. television  |
| *2. nation's                             | 10. window      | *19. information |
| *3. nations'                             | 11. morning     | *20. question    |
| *4. children's                           | 12. threw       | *21. action      |
| *5. tree's ( <i>one tree's roots</i> )   | 13. population  | 22. below        |
| *6. trees' ( <i>many trees' trunks</i> ) | 14. parents     | 23. period       |
| *7. women's                              | 15. island      | 24. party        |
| *8. village                              | *16. discussion | 25. driving      |
|  | *17. decision   |                  |

- |           |           |
|-----------|-----------|
| 1. _____  | 14. _____ |
| 2. _____  | 15. _____ |
| 3. _____  | 16. _____ |
| 4. _____  | 17. _____ |
| 5. _____  | 18. _____ |
| 6. _____  | 19. _____ |
| 7. _____  | 20. _____ |
| 8. _____  | 21. _____ |
| 9. _____  | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ |           |

**Challenge Words:** attic, envelope, wander, collar, ticket

# Week 17 Homework

Name \_\_\_\_\_

TEKS 2.A.v  
Student/Teacher Activity  
Homework Week 17 (Words:  
mountain, temperature,  
education, discover, window,  
population)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

TEKS 2.A.ix  
TEKS 2.A.xxv  
Student/Teacher  
Narrative  
Homework Week  
17 (practice  
memory steps)

- |                |                                 |                 |
|----------------|---------------------------------|-----------------|
| *1. shook      | 10. order                       | *17. women's    |
| *2. round      | 11. cool                        | *18. children's |
| *3. cow        | 12. education                   | *19. nation's   |
| *4. wool       | 13. year's                      | *20. tree's     |
| *5. amount     | ( <i>this year's rainfall</i> ) | 21. threw       |
| *6. flower     | 14. cover                       | 22. parents     |
| *7. mountain   | 15. discover                    | 23. window      |
| *8. allow      | *16. nations' ( <i>many</i>     | 24. language    |
| 9. temperature | <i>nations' leaders</i> )       | 25. population  |

- |           |           |
|-----------|-----------|
| 1. _____  | 14. _____ |
| 2. _____  | 15. _____ |
| 3. _____  | 16. _____ |
| 4. _____  | 17. _____ |
| 5. _____  | 18. _____ |
| 6. _____  | 19. _____ |
| 7. _____  | 20. _____ |
| 8. _____  | 21. _____ |
| 9. _____  | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ |           |

**Challenge Words:** playground, avenue, aloud, tower, owl

# Week 18-A Homework

Name \_\_\_\_\_

TEKS 2.A.viii  
Student/Teacher Activity  
Homework Activity 18-A  
(Words: approach, breakfast)

Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. wrote
- 2. known
- \*3. approach
- \*4. follow
- \*5. coast
- 6. surface

- 7. spoke
- 8. saved
- 9. slightly
- 10. breakfast
- \*11. shore
- \*12. born

- \*13. forest
- \*14. began
- \*15. mark
- 16. alone
- 17. knowledge

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

**Challenge Words:** float, stroke, meadow, microscope, swallow, orbit, target, remind

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- 1. wasting
- 2. brother
- 3. another
- \*4. afternoon
- \*5. huge
- \*6. include

- \*7. produce
- \*8. used to
- \*9. different
- 10. force
- 11. figure
- 12. police

- 13. tonight
- \*14. television
- \*15. attention
- \*16. discussion
- \*17. decision

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

**Challenge Words:** argue, fort, jewels, cured, introduce, restaurant, proof, reward

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- 
- |              |                                 |   |
|--------------|---------------------------------|---|
| *1. section  | *7. nation's                    | *11. children's                           |
| *2. question | ( <i>the nation's capital</i> ) | *12. tree's ( <i>this tree's leaves</i> ) |
| 3. tube      | *8. trees'                      | 13. population                            |
| 4. period    | ( <i>those trees' apples</i> )  | 14. island                                |
| 5. answer    | *9. today's                     | 15. morning                               |
| 6. future    | *10. village                    | 16. parents                               |

- |          |           |
|----------|-----------|
| 1. _____ | 9. _____  |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

**Challenge Words:** canyon, protection, emotions, vision, ticket, envelope, wander, attic, collar

# Week 19 Homework

Name \_\_\_\_\_

TEKS 2.A.ii  
Student/Teacher Activity  
Homework Week 19 (Words:  
babies, activities, supplies)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. replied
- \*2. stories
- \*3. copying
- \*4. married
- \*5. babies
- \*6. activities
- \*7. supplies
- \*8. picture
- 9. nature

- 10. room
- 11. conditions
- 12. streets'  
(*many streets' names*)
- 13. understood
- 14. sugar
- 15. worry
- \*16. allow
- \*17. flower

- \*18. mountain
- \*19. cow
- \*20. shook
- 21. cover
- 22. order
- 23. temperature
- 24. discover
- 25. education

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

## Challenge Words: groceries, fasten, alphabet, victories, relying

# Week 20 Homework

Name \_\_\_\_\_

TEKS 2.A.xi  
TEKS 2.A.xxvii  
Student/Teacher Activity  
Homework Week 20 (Words:  
table, example, bicycle, single)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- 
- |             |                                      |                |
|-------------|--------------------------------------|----------------|
| *1. table   | 10. addition                         | *18. stories   |
| *2. several | 11. stones' ( <i>stones' sizes</i> ) | *19. supplies  |
| *3. level   | 12. around                           | *20. married   |
| *4. example | 13. libraries                        | 21. conditions |
| *5. animal  | 14. receive                          | 22. worry      |
| *6. travel  | 15. iron                             | 23. understood |
| *7. bicycle | *16. activities                      | 24. room       |
| *8. general | *17. picture                         | 25. streets'   |
| 9. single   |                                      |                |
- 
- |           |           |
|-----------|-----------|
| 1. _____  | 14. _____ |
| 2. _____  | 15. _____ |
| 3. _____  | 16. _____ |
| 4. _____  | 17. _____ |
| 5. _____  | 18. _____ |
| 6. _____  | 19. _____ |
| 7. _____  | 20. _____ |
| 8. _____  | 21. _____ |
| 9. _____  | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ |           |

## Challenge Words: colonial, label, whistle, saddle, sandwich

# Week 21 Homework

Name \_\_\_\_\_

TEKS 2.A.xxvi  
Student/Teacher Activity  
Homework Week 21 (Words:  
power, factories, several, general)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. soil
- \*2. destroy
- \*3. fault
- \*4. law
- \*5. already
- \*6. all ready
- \*7. although
- \*8. family
- 9. result

- 10. lake's  
*(the lake's shoreline)*
- 11. power
- 12. factories
- 13. little
- 14. machine
- 15. taught
- \*16. several
- \*17. travel

- \*18. example
- \*19. general
- \*20. table
- 21. libraries
- 22. around
- 23. single
- 24. stones'
- 25. receive

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** false, dinosaur, coins, straw, altogether

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

**TEKS 2.A.xxviii**  
Student/Teacher Activity  
Homework Week 22  
(Words: unimportant,  
recycle, memories, little)

- \*1. unimportant
- \*2. recycle
- \*3. disagree
- \*4. unusual
- \*5. recharge
- \*6. disconnected
- \*7. disobey
- \*8. doctor
- 9. million

- 10. thousand
- 11. memories
- 12. total
- 13. noise
- 14. weigh
- 15. neighbor
- \*16. destroy
- \*17. all ready
- \*18. law

- \*19. already
- \*20. although
- 21. machine
- 22. result
- 23. little
- 24. lake's  
*(the lake's shoreline)*
- 25. factories

**TEKS 2.A.xxix**  
Student/Teacher Activity  
Homework Week 22  
(Words: unimportant,  
disagree, unusual,  
disconnected, disobey)

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** legend, unconscious, guest, disapprove, reawaken

# Week 23 Homework

Name \_\_\_\_\_

TEKS 2.A.ix  
Student/Teacher Activity  
Homework Week 23 (Words:  
thoughtful, thousand)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

\*1. thoughtful

\*2. colorless

\*3. brightness

\*4. fearful

\*5. tasteless

\*6. friendliness

\*7. mouthful

\*8. office

9. president

10. colonies

11. physical

12. audience

13. uninteresting

14. height

15. weight

\*16. recycle

\*17. unusual

\*18. doctor

\*19. disobey

\*20. unimportant

21. thousand

22. neighbor

23. memories

24. noise

25. million

1. \_\_\_\_\_

14. \_\_\_\_\_

2. \_\_\_\_\_

15. \_\_\_\_\_

3. \_\_\_\_\_

16. \_\_\_\_\_

4. \_\_\_\_\_

17. \_\_\_\_\_

5. \_\_\_\_\_

18. \_\_\_\_\_

6. \_\_\_\_\_

19. \_\_\_\_\_

7. \_\_\_\_\_

20. \_\_\_\_\_

8. \_\_\_\_\_

21. \_\_\_\_\_

9. \_\_\_\_\_

22. \_\_\_\_\_

10. \_\_\_\_\_

23. \_\_\_\_\_

11. \_\_\_\_\_

24. \_\_\_\_\_

12. \_\_\_\_\_

25. \_\_\_\_\_

13. \_\_\_\_\_

**Challenge Words:** politeness, sorrowful, canoe, restless, motionless

# Week 24-A Homework

Name \_\_\_\_\_

TEKS 2.A.xxv  
Student/Teacher Activity  
Homework Week 24-A (Words:  
flower, mountain, amount)

Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

\*1. amount

7. discover

\*13. supplies

\*2. round

8. temperature

\*14. activities

\*3. flower

9. cool

\*15. replied

\*4. mountain

10. cover

16. sugar

\*5. wool

\*11. copying

17. nature

6. year's

\*12. babies

1. \_\_\_\_\_

10. \_\_\_\_\_

2. \_\_\_\_\_

11. \_\_\_\_\_

3. \_\_\_\_\_

12. \_\_\_\_\_

4. \_\_\_\_\_

13. \_\_\_\_\_

5. \_\_\_\_\_

14. \_\_\_\_\_

6. \_\_\_\_\_

15. \_\_\_\_\_

7. \_\_\_\_\_

16. \_\_\_\_\_

8. \_\_\_\_\_

17. \_\_\_\_\_

9. \_\_\_\_\_

**Challenge Words:** owl, avenue, playground, aloud, tower, groceries, alphabet, fasten

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.



- 1. worry
- 2. understood
- 3. conditions
- \*4. travel
- \*5. several
- \*6. animal

- \*7. level
- \*8. general
- \*9. bicycle
- 10. libraries
- 11. iron
- 12. addition

- 13. receive
- \*14. soil
- \*15. already
- \*16. fault
- \*17. family

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

**Challenge Words:** victories, relying, saddle, sandwich, colonial, whistle, label, false

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. all ready
- 2. result
- 3. machine
- 4. power
- 5. taught
- 6. factories

- \*7. recharge
- \*8. recycle
- \*9. disobey
- \*10. disagree
- \*11. unusual

- \*12. disconnected
- 13. thousand
- 14. million
- 15. weigh
- 16. total

1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	15. _____
8. _____	16. _____

**Challenge Words:** coins, straw, dinosaur, altogether, reawaken, legend, guest, unconscious, disapprove

# Week 25 Homework

Name \_\_\_\_\_

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

**TEKS 2.A.xxi**  
Student/Teacher Activity  
Homework Week 25  
(Words: nonfiction,  
misunderstanding,  
student, fearful)

\*1. nonfiction

\*2. misunderstanding

\*3. pregame

\*4. nonhuman

\*5. misbehaved

\*6. precooked

\*7. misspelled

\*8. student

9. direction

10. special

11. always

12. restudy

13. wireless

14. danger

15. ahead

\*16. fearful

\*17. thoughtful

\*18. colorless

\*19. office

\*20. friendliness

21. colonies

22. president

23. weight

24. physical

25. audience

**TEKS 2.A.xxii**  
Student/Teacher Activity  
Homework Week 25  
(Words: pregame,  
precooked, student)

**TEKS 2.A.xxiii**  
Student/Teacher Activity  
Homework Week 25  
(Words: pregame. office)

1. \_\_\_\_\_

14. \_\_\_\_\_

2. \_\_\_\_\_

15. \_\_\_\_\_

3. \_\_\_\_\_

16. \_\_\_\_\_

4. \_\_\_\_\_

17. \_\_\_\_\_

5. \_\_\_\_\_

18. \_\_\_\_\_

6. \_\_\_\_\_

19. \_\_\_\_\_

7. \_\_\_\_\_

20. \_\_\_\_\_

8. \_\_\_\_\_

21. \_\_\_\_\_

9. \_\_\_\_\_

22. \_\_\_\_\_

10. \_\_\_\_\_

23. \_\_\_\_\_

11. \_\_\_\_\_

24. \_\_\_\_\_

12. \_\_\_\_\_

25. \_\_\_\_\_

13. \_\_\_\_\_

**Challenge Words:** misfortune, berries, preshrunk, nonpoisonous, closet

# Week 26 Homework

Name \_\_\_\_\_

TEKS 2.A.xix  
TEKS 2.A.xx  
Student/Teacher Activity  
Homework Week 26 (Words:  
lives, halves, ourselves, teeth,  
sheet, potatoes)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- |                |                 |                       |
|----------------|-----------------|-----------------------|
| *1. life       | 10. join        | *18. misunderstanding |
| *2. lives      | 11. disappear   | *19. pregame          |
| *3. halves     | 12. darkness    | *20. nonhuman         |
| *4. ourselves  | 13. secret      | 21. direction         |
| *5. teeth      | 14. valley      | 22. ahead             |
| *6. sheep      | 15. control     | 23. always            |
| *7. potatoes   | *16. nonfiction | 24. special           |
| *8. except     | *17. misbehaved | 25. wireless          |
| 9. environment |                 |                       |

- |           |           |
|-----------|-----------|
| 1. _____  | 14. _____ |
| 2. _____  | 15. _____ |
| 3. _____  | 16. _____ |
| 4. _____  | 17. _____ |
| 5. _____  | 18. _____ |
| 6. _____  | 19. _____ |
| 7. _____  | 20. _____ |
| 8. _____  | 21. _____ |
| 9. _____  | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ |           |

## Challenge Words: salmon, tomatoes, oxen, volcanoes, calves

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. beginning
- \*2. controlled
- \*3. happened
- \*4. forgetting
- \*5. remembered
- \*6. maybe
- \*7. minute
- \*8. bottom
- 9. difficult

- 10. unnumbered
- 11. lateness
- 12. misheard
- 13. wives
- 14. ocean
- 15. lie
- \*16. except
- \*17. sheep

- \*18. life
- \*19. ourselves
- \*20. potatoes
- 21. darkness
- 22. environment
- 23. secret
- 24. control
- 25. join

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** propeller, polish, occurred, statue, preferred

# Week 28 Homework

Name \_\_\_\_\_

TEKS 2.A.xxiv  
Student/Teacher Activity  
Homework Week 28 (Words:  
cleanest, teacher, preseason,  
measure, misheard, ocean)

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. earlier
- \*2. cleanest
- \*3. leader
- \*4. actor
- \*5. easiest
- \*6. teacher
- \*7. quieter
- \*8. notice
- 9. exact

- 10. hardness
- 11. preseason
- 12. purpose
- 13. beginner
- 14. measure
- 15. wonder
- \*16. forgetting
- \*17. maybe

- \*18. controlled
- \*19. beginning
- \*20. remembered
- 21. ocean
- 22. lie
- 23. wives
- 24. misheard
- 25. difficult

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

**Challenge Words:** juiciest, curious, slimmest, employer, refrigerator

# Week 29 Homework

Name \_\_\_\_\_

## Practice the memory steps for each word.

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

**TEKS 2.A.xii**  
Student/Teacher Activity  
Homework Week 29  
(Words: washable,  
impossible, terrible,  
replaceable, disagreeable)

\*1. washable

10. misplaced

\*18. leader

\*2. impossible

11. forward

\*19. easiest

\*3. terrible

12. unforgettable

\*20. actor

\*4. replaceable

13. tiniest

21. hardness

\*5. disagreeable

14. solve

22. purpose

\*6. vegetables

15. serious

23. measure

\*7. nonreturnable

\*16. notice

24. beginner

\*8. written

\*17. quieter

25. wonder

9. summer

**TEKS 2.A.xiii**  
Student/Teacher Activity  
Homework Week 29  
(Words: impossible,  
replaceable, disagreeable,  
unforgettable,  
nonreturnable)

**TEKS 2.A.xiv**  
Student/Teacher  
Activity  
Homework Week 29  
(Words: impossible,  
unforgettable, tiniest,  
easiest)

1. \_\_\_\_\_

14. \_\_\_\_\_

2. \_\_\_\_\_

15. \_\_\_\_\_

3. \_\_\_\_\_

16. \_\_\_\_\_

4. \_\_\_\_\_

17. \_\_\_\_\_

5. \_\_\_\_\_

18. \_\_\_\_\_

6. \_\_\_\_\_

19. \_\_\_\_\_

7. \_\_\_\_\_

20. \_\_\_\_\_

8. \_\_\_\_\_

21. \_\_\_\_\_

9. \_\_\_\_\_

22. \_\_\_\_\_

10. \_\_\_\_\_

23. \_\_\_\_\_

11. \_\_\_\_\_

24. \_\_\_\_\_

12. \_\_\_\_\_

25. \_\_\_\_\_

13. \_\_\_\_\_

**TEKS 2.A.xxx**  
Student/Teacher Activity  
Homework Week 29  
(Words: washable, terrible,  
replaceable, tiniest, easiest)

**Challenge Words:** rescue, portable, inexcusable, reversible, disposable

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- \*1. tasteless
- \*2. thoughtful
- \*3. office
- \*4. friendliness
- \*5. brightness
- \*6. mouthful

- 7. physical
- 8. weight
- 9. height
- 10. uninteresting
- \*11. misunderstanding
- \*12. precooked

- \*13. misspelled
- \*14. misbehaved
- \*15. student
- \*16. nonfiction
- 17. restudy

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

**Challenge Words:** motionless, canoe, politeness, restless, sorrowful, misfortune, nonpoisonous, berries

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- 1. danger
- 2. wireless
- 3. special
- \*4. teeth
- \*5. lives
- \*6. potatoes

- \*7. except
- \*8. halves
- 9. join
- 10. valley
- 11. environment
- 12. control

- 13. disappear
- \*14. controlled
- \*15. bottom
- \*16. happened
- \*17. beginning

1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	

**Challenge Words:** closet, preshrunk, tomatoes, salmon, calves, volcanoes, oxen, occurred

**Practice the memory steps for each word.**

**Step 1:** Read the word. Say the syllables to help you spell.

**Step 2:** Underline any hard parts.

**Step 3:** Cover the word. Say and write the word by syllables. Check.

- 
- |               |              |               |
|---------------|--------------|---------------|
| *1. minute    | *7. actor    | 12. preseason |
| 2. difficult  | *8. earlier  | 13. exact     |
| 3. misheard   | *9. cleanest | 14. measure   |
| 4. unnumbered | *10. quieter | 15. beginner  |
| 5. lateness   | *11. teacher | 16. purpose   |
| 6. ocean      |              |               |

- |          |           |
|----------|-----------|
| 1. _____ | 9. _____  |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

**Challenge Words:** statue, propeller, polish, preferred, slimmest, employer, juiciest, curious, refrigerator

**HOMOPHONES**

Work with a partner. Take turns reading each homophone below, using it in a sentence, and spelling it aloud as your partner checks.

- |            |             |
|------------|-------------|
| 1. through | 11. bee     |
| 2. threw   | 12. by      |
| 3. one     | 13. buy     |
| 4. won     | 14. bye     |
| 5. to      | 15. their   |
| 6. two     | 16. there   |
| 7. too     | 17. they're |
| 8. for     | 18. would   |
| 9. four    | 19. wood    |
| 10. be     |             |

**WHETHER TO DOUBLE**

The chart below helps you decide whether to double the last consonant. First work by yourself to complete the chart. Then take turns with your partner to read each word in the last column, use it in a sentence, and spell it aloud as your partner checks.

Base word	Suffix	Is the base word one syllable?	Does the base word have one vowel?	Does the base word end with one consonant?	Does the suffix begin with a vowel?	Will you double the last consonant?	Write the word.
1. plan	ing						
2. hid	en						
3. plant	ed						
4. spoon	ful						
5. thin	er						
6. need	ed						
7. pass	ed						
8. mean	ing						
9. send	er						
10. plug	ed						

**WHETHER TO DOUBLE**

In this activity, you will decide whether to double the last consonant in each base word before adding the suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't double, and spell the word aloud as your partner checks.

- 1. pop + ed = \_\_\_\_\_
- 2. great + est = \_\_\_\_\_
- 3. fit + ing = \_\_\_\_\_
- 4. thank + ed = \_\_\_\_\_
- 5. skip + ing = \_\_\_\_\_
- 6. click + ed = \_\_\_\_\_
- 7. jog + er = \_\_\_\_\_
- 8. yell + ing = \_\_\_\_\_
- 9. clap + ed = \_\_\_\_\_
- 10. keep + ing = \_\_\_\_\_

**CONTRACTIONS**

First work by yourself to write as many contractions as you can using just the words below. You may use each word more than once. Example: *he's*

**he, she, it, we, you, they, who, what, is, are, will, would, have**

Then take turns with your partner to read each contraction you have written, use it in a sentence, and spell it aloud.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**CAPITAL LETTERS**

Names of countries, languages, months, and particular people are capitalized. First work by yourself to write examples in the boxes below. One example of a country is *Mexico*.

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud.

<b>Countries</b>	<b>Languages</b>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<b>Months</b>	<b>People</b>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**SILENT CONSONANTS**

**Part A**

First work by yourself. Read each word. Think of words that rhyme with the word *and* have the same silent consonant. Write the words on the lines below. Some items have more than one answer. The first answer is written for you.

1. yolk folk \_\_\_\_\_
2. right \_\_\_\_\_
3. calf \_\_\_\_\_
4. could \_\_\_\_\_
5. talk \_\_\_\_\_
6. numb \_\_\_\_\_

**Part B**

Work by yourself to fill in the silent consonant in each word.

7. si\_\_n
8. g\_\_ost
9. autum\_\_
10. \_\_onest
11. r\_\_inoceros
12. i\_\_land
13. \_\_onor
14. colum\_\_
15. r\_\_yme

**Part C**

Take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

**COMPOUND WORDS**

First work by yourself to write as many compound words as you can using only the words below. You may use each word more than once. Example: *anyone*

**no, any, some, every, body, time, one, how, where, thing**

Then take turns with your partner to read each compound word you have written, use it in a sentence, and spell it aloud as your partner checks.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**HOMOPHONES**

Work with a partner. Take turns reading each homophone below, using it in a sentence, and spelling it aloud as your partner checks.

- |           |           |
|-----------|-----------|
| 1. your   | 11. way   |
| 2. you're | 12. weigh |
| 3. no     | 13. our   |
| 4. know   | 14. hour  |
| 5. made   | 15. hear  |
| 6. maid   | 16. here  |
| 7. see    | 17. hi    |
| 8. sea    | 18. high  |
| 9. new    | 19. red   |
| 10. knew  | 20. read  |

**SILENT CONSONANTS**

First work by yourself. Read each word. Write one word that rhymes *and* begins with a silent consonant. The first one is written for you.

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

**Clue:** Think about the silent consonants in these words: *know*, *gnat*, *write*.

- |                             |                 |
|-----------------------------|-----------------|
| 1. quite <u>write</u> _____ | 11. clock _____ |
| 2. see _____                | 12. bench _____ |
| 3. song _____               | 13. hen _____   |
| 4. feel _____               | 14. plot _____  |
| 5. fist _____               | 15. tap _____   |
| 6. might _____              | 16. hat _____   |
| 7. deck _____               | 17. sing _____  |
| 8. sit _____                | 18. flew _____  |
| 9. draw _____               | 19. vote _____  |
| 10. crinkle _____           | 20. wife _____  |

**ABBREVIATIONS**

First work by yourself. Read each abbreviation. Write the word that the abbreviation stands for.

Then take turns with your partner to read each abbreviation and spell it aloud as your partner checks.

- |                         |  |
|-------------------------|--|
| 1. Mon. _____           | 12. USA _____                              |
| 2. Tues. _____          | _____                                      |
| 3. Wed. _____           | 13. in. _____                              |
| 4. Thurs. _____         | 14. ft. _____                              |
| 5. Fri. _____           | 15. lb. _____                              |
| 6. Sat. _____           | 16. qt. _____                              |
| 7. Sun. _____           | 17. gal. _____                             |
| 8. Dr. _____            | 18. mph _____                              |
| 9. Ave. _____           | 19. etc. _____                             |
| 10. St. _____ and _____ | 20. Write the abbreviation for your state. |
| 11. Rd. _____           | _____                                      |

**WHETHER TO DROP e**

The chart below helps you decide whether to drop e before a suffix. First work by yourself to complete the chart. Then take turns with your partner to read each word in the last column, use it in a sentence, and spell it aloud as your partner checks.

Base word	Suffix	Does the base word end with a consonant and then e?	Does the suffix begin with a vowel?	Will you drop e?	Write the word.
1. shake	ing				
2. peace	ful				
3. invite	ed				
4. hope	less				
5. elevate	or				
6. brave	ly				
7. adventure	ous				
8. stole	en				
9. excite	ment				
10. late	ness				

**WHETHER TO DROP e**

In this activity, you will decide whether to drop **e** before adding a suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't drop **e**, and spell the word aloud as your partner checks.

- 1. endure + ing = \_\_\_\_\_
- 2. endure + ance = \_\_\_\_\_
- 3. safe + ly = \_\_\_\_\_
- 4. cure + able = \_\_\_\_\_
- 5. use + less = \_\_\_\_\_
- 6. fame + ous = \_\_\_\_\_
- 7. ripe + ness = \_\_\_\_\_
- 8. distribute + or = \_\_\_\_\_
- 9. require + ment = \_\_\_\_\_
- 10. provide + ing = \_\_\_\_\_

**NUMBERS**

First work by yourself to write each number in words. Then check your work with your partner. Discuss which parts of each word can be easily misspelled. Underline the easily misspelled parts.

1. 14 \_\_\_\_\_
2. 19 \_\_\_\_\_
3. 27 \_\_\_\_\_
4. 35 \_\_\_\_\_
5. 49 \_\_\_\_\_
6. 52 \_\_\_\_\_
7. 63 \_\_\_\_\_
8. 78 \_\_\_\_\_
9. 84 \_\_\_\_\_
10. 96 \_\_\_\_\_

**ADDING SUFFIXES**

In many of the following words, the base word was changed before the suffix was added.

**amazement, becoming, confusing, dancer, dropping, figured, finest, fixed, flipper, frozen, missed, noiseless, pitcher, quitter, sadness, saving, sniffing, sobbing, wagging, warmest, wasting, wettest, winner, zipper**

First work by yourself to decide whether a change was made, and if so, which change was made. Write each word in the column that describes what happened to the base word.

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

---

The <b>e</b> was dropped.	The last consonant was doubled.	The base word was not changed.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**SYLLABLES *-tion* AND *-sion***

Each word below is a clue for a related *-tion* or *-sion* word.

First work by yourself to underline the letters that are a clue. Write the related *-tion* or *-sion* word.

Then take turns with your partner to read each word you have written, tell why you wrote *-tion* or *-sion*, and spell the word aloud as your partner checks.

1. act \_\_\_\_\_
2. impress \_\_\_\_\_
3. explode \_\_\_\_\_
4. prevent \_\_\_\_\_
5. decide \_\_\_\_\_
6. express \_\_\_\_\_
7. subtract \_\_\_\_\_
8. divide \_\_\_\_\_
9. discuss \_\_\_\_\_
10. select \_\_\_\_\_

**POSSESSIVES**

First work by yourself to write a sentence using each possessive word below. Then take turns with your partner to read each sentence you wrote and spell the possessive word as your partner checks.

- 1. dogs' \_\_\_\_\_
- 2. girl's \_\_\_\_\_
- 3. men's \_\_\_\_\_
- 4. horse's \_\_\_\_\_
- 5. players' \_\_\_\_\_
- 6. cat's \_\_\_\_\_
- 7. fishes' \_\_\_\_\_
- 8. children's \_\_\_\_\_
- 9. today's \_\_\_\_\_
- 10. women's \_\_\_\_\_
- 11. princess's \_\_\_\_\_
- 12. boys' \_\_\_\_\_

**SYLLABLES *-tion* AND *-sion***

Each word below is a clue for a related *-tion* or *-sion* word.

First work by yourself to underline the letters that are a clue. Write the related *-tion* or *-sion* word.

Then take turns with your partner to read each word you have written, tell why you wrote *-tion* or *-sion*, and spell the word aloud as your partner checks.

- 1. invade \_\_\_\_\_
- 2. protect \_\_\_\_\_
- 3. possess \_\_\_\_\_
- 4. correct \_\_\_\_\_
- 5. conclude \_\_\_\_\_
- 6. invent \_\_\_\_\_
- 7. confess \_\_\_\_\_
- 8. decide \_\_\_\_\_
- 9. express \_\_\_\_\_
- 10. inspect \_\_\_\_\_

**POSSESSIVES**

First work by yourself to write each of the following words in the column that describes the type of possessive it is.

**brother's, children's, cousins', father's, geese's, grandparents', lion's, men's, mice's, mother's, parents', sisters', sons', uncle's, women's**

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

---

singular possessive	plural possessive: plural noun ends with s	plural possessive: plural noun does not end with s
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**WHETHER TO CHANGE Y TO I**

The chart below helps you decide whether to change y to i before adding a suffix. First work by yourself to complete the chart. Then take turns with your partner to read each word in the last column, use it in a sentence, and spell it aloud as your partner checks.

Base word	Suffix	Does the base word end with a consonant and then y?	Does the suffix begin with a letter that is not i?	Will you change y to i?	Write the word.
1. copy	ed				
2. play	er				
3. reply	ing				
4. stay	ing				
5. marry	ed				
6. destroy	ed				
7. early	est				
8. buy	ing				
9. beauty	ful				
10. worry	ing				

**BUILDING WORDS**

First work by yourself to write as many words as you can using just the base words and suffixes below. You may use each one more than once. Example: *voter*

**Base words: sad, complete, plain, vote, compute**

**Suffixes: s, ed, ing, ly, er, est**

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**WHETHER TO CHANGE y TO i**

In this activity, you will decide whether to change y to i before adding a suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't change y to i, and spell the word aloud as your partner checks.

1. carry + ing = \_\_\_\_\_
2. pretty + est = \_\_\_\_\_
3. enjoy + ing = \_\_\_\_\_
4. hungry + er = \_\_\_\_\_
5. spray + ed = \_\_\_\_\_
6. busy + ly = \_\_\_\_\_
7. identify + ing = \_\_\_\_\_
8. hurry + es = \_\_\_\_\_
9. pay + ing = \_\_\_\_\_
10. sleepy + ly = \_\_\_\_\_

**BUILDING WORDS**

First work by yourself to write as many words as you can using just the prefixes, base words, and suffixes below. You may use each one more than once.

Example: *uninterested*

**Prefixes: un, re, dis**

**Base words: interest, connect**

**Suffixes: s, ed, ing, ly**

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**BUILDING WORDS**

First work by yourself to write as many words as you can using just the base words and suffixes below. You may use each one more than once. Example: *useful*

**Base words: use, fear, help, color**

**Suffixes: ful, less, ness**

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**OPPOSITES**

First work by yourself. Change the suffix of each word so that the new word means the opposite of the first word. The first one is written for you.

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

1. careful careless \_\_\_\_\_
2. hopeless \_\_\_\_\_
3. powerful \_\_\_\_\_
4. cloudy \_\_\_\_\_
5. thoughtless \_\_\_\_\_
6. painful \_\_\_\_\_
7. noisy \_\_\_\_\_
8. lawless \_\_\_\_\_
9. mindful \_\_\_\_\_
10. tasty \_\_\_\_\_

**HOMOPHONES**

Work with a partner. Take turns reading each homophone below, using it in a sentence, and spelling it aloud as your partner checks.

- |            |               |
|------------|---------------|
| 1. some    | 11. already   |
| 2. sum     | 12. all ready |
| 3. heard   | 13. write     |
| 4. herd    | 14. right     |
| 5. sun     | 15. main      |
| 6. son     | 16. mane      |
| 7. whole   | 17. hair      |
| 8. hole    | 18. hare      |
| 9. clothes | 19. poor      |
| 10. close  | 20. pour      |

**OPPOSITES**

First work by yourself. Add one of the prefixes to each word so that the new word means the opposite of the first word. The first one is written for you.

**Prefixes: non, mis, un, dis**

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

- |                            |                    |
|----------------------------|--------------------|
| 1. appear <u>disappear</u> | 10. tie _____      |
| 2. fiction _____           | 11. matched _____  |
| 3. usual _____             | 12. obey _____     |
| 4. respect _____           | 13. hook _____     |
| 5. spelled _____           | 14. agree _____    |
| 6. dairy _____             | 15. infected _____ |
| 7. friendly _____          | 16. lock _____     |
| 8. understood _____        | 17. like _____     |
| 9. conscious _____         | 18. safe _____     |

**UNUSUAL PLURALS**

First work by yourself. Write each plural word in the box that tells how the plural was formed. Write the singular next to the plural. The first one is written for you.

**Plural words: feet, geese, heroes, knives, leaves, men, mice, potatoes, radios, rodeos, stereos, thieves, tomatoes, wolves**

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud as your partner checks.

<p>The f or fe was changed to ves.</p> <p><u>plural</u>                      <u>singular</u></p> <p>1. _____                      _____</p> <p>2. _____                      _____</p> <p>3. _____                      _____</p> <p>4. _____                      _____</p>	<p>Letters within the singular word were changed.</p> <p><u>plural</u>                      <u>singular</u></p> <p>5. <u>feet</u>                      <u>foot</u></p> <p>6. _____                      _____</p> <p>7. _____                      _____</p> <p>8. _____                      _____</p>
<p>The letters es were added.</p> <p><u>plural</u>                      <u>singular</u></p> <p>9. _____                      _____</p> <p>10. _____                      _____</p> <p>11. _____                      _____</p>	<p>The singular word ends with a vowel and then o, so just s was added.</p> <p><u>plural</u>                      <u>singular</u></p> <p>12. _____                      _____</p> <p>13. _____                      _____</p> <p>14. _____                      _____</p>

**DOUBLING WITH POLYSYLLABIC WORDS**

In this activity, you will decide whether to double the last consonant of a polysyllabic word before adding a suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't double, and spell the word aloud as your partner checks.

1. propel + er = \_\_\_\_\_
2. happen + ing = \_\_\_\_\_
3. quarrel + ed = \_\_\_\_\_
4. occur + ed = \_\_\_\_\_
5. suggest + ed = \_\_\_\_\_
6. forgot + en = \_\_\_\_\_
7. admit + ed = \_\_\_\_\_
8. orbit + er = \_\_\_\_\_
9. permit + ing = \_\_\_\_\_
10. explain + ing = \_\_\_\_\_

**BUILDING WORDS**

First work by yourself to write as many words as you can using just the prefixes, base words, and suffixes below. You may use each one more than once. Example: *using*

**Prefixes: un, re**

**Base words: use, believe, fill, forget**

**Suffixes: ing, able**

Then take turns with your partner to read each word you have written, use it in a sentence, and spell it aloud.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**DOUBLING WITH POLYSYLLABIC WORDS**

In this activity, you will decide whether to double the last consonant of a polysyllabic word before adding a suffix.

First work by yourself to fill in each line below. Then take turns with your partner to read each word you have written, tell why you did or didn't double, and spell the word aloud as your partner checks.

1. edit + ing = \_\_\_\_\_
2. surround + ed = \_\_\_\_\_
3. admit + ing = \_\_\_\_\_
4. complain + ed = \_\_\_\_\_
5. permit + ed = \_\_\_\_\_
6. prefer + ing = \_\_\_\_\_
7. equal + ed = \_\_\_\_\_
8. discover + able = \_\_\_\_\_
9. commit + ed = \_\_\_\_\_
10. refer + ed = \_\_\_\_\_

# Spelling-Sound Chart



a\_



e\_



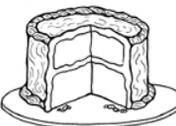
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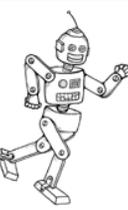
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dish



men's  
dog



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GS-BM4





# Guided Spelling™



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Developmental Studies Center  
2000 Embarcadero, Suite 305  
Oakland, CA 94606-5300  
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# Guided Spelling Lessons



Name: \_\_\_\_\_

# Week 1

## Short Vowels; Frequently Misspelled Words

### NEW WORDS

- |                 |  |
|-----------------|--|
| ___ *1. catch   | Catch the ball when I throw it to you.                                     |
| ___ *2. spend   | I spend at least 30 minutes every day reading for pleasure.                |
| ___ *3. skills  | My batting skills have improved since I've been practicing.                |
| ___ *4. pond    | My friend and I like to catch and release frogs at the pond.               |
| ___ *5. lunches | We carried our lunches in our backpacks.                                   |
| ___ *6. tracks  | The train tracks went through the center of town.                          |
| ___ *7. badge   | The police officer showed us her badge when we visited the police station. |
| ___ *8. a lot   | I see that a lot of leaves have fallen.                                    |
| ___ 9. cannot   | I cannot meet you after school.  |
| ___ 10. through | The train slowed before going through the tunnel.                          |
| ___ 11. off     | Please turn off the lights before leaving the room.                        |
| ___ 12. field   | The owl flew over the field searching for mice.                            |
| ___ 13. what    | I wonder what time the movie starts.                                       |
| ___ 14. young   | The young deer stared at us.   |
| ___ 15. spread  | We spread the blanket on the grass for the picnic.                         |

TEKS 2.A.i  
TEKS 2.A.xvii  
Student/Teacher Activity  
New Words  
(skills, tracks, lunches)

TEKS 2.A.xv  
TEKS 2.A.xvi  
TEKS 2.A.xxxi  
TEKS 2.A.xxxii  
Student/Teacher Activity  
New Words (through, off, field, what, young, spread)

# Week 1, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 1, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

# Week 1, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 1, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## Doubling with Single-syllable Words; Frequently Misspelled Words

TEKS 2.A.v  
TEKS 2.A.xxi  
TEKS 2.B.i  
Student/Teacher Activity  
New Words  
(Words: dropped, letting, cutting)

### NEW WORDS

- |                  |   |
|------------------|---|
| ___ *1. dropped  | I accidentally dropped the dish.                          |
| ___ *2. letting  | Our teacher is letting us work together.                  |
| ___ *3. cutting  | They were cutting up some paper for a collage.            |
| ___ *4. scrubbed | The doctor scrubbed her hands before surgery.             |
| ___ *5. quitting | We will be quitting the game when it gets dark.           |
| ___ *6. setting  | I was setting the dishes on the table.                    |
| ___ *7. mixed    | We mixed several colors to get the paint color we wanted. |
| ___ *8. dressed  | My little sister dressed her dolls.                       |
| ___ 9. can't     | We can't walk against a red light.                        |
| ___ 10. don't    | I don't often get to stay up late.                        |
| ___ 11. won't    | My parents won't let me stay up late on school nights.    |
| ___ 12. wanted   | I wanted a game for my birthday.                          |
| ___ 13. touch    | This material is soft to the touch.                       |
| ___ 14. though   | She went for a walk even though it was raining.           |
| ___ 15. clue     | The detective needed one more clue to solve the case.     |

# Week 2

## REVIEW WORDS

\_\_\_ \*16. lunches

\_\_\_ \*17. badge

\_\_\_ \*18. pond

\_\_\_ \*19. tracks

\_\_\_ \*20. catch

\_\_\_ 21. field

\_\_\_ 22. young

\_\_\_ 23. cannot

\_\_\_ 24. spread

\_\_\_ 25. off

## Challenge Words

whizzing, throbbed, knitting, waxed, juice

# Week 2, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 2, Day 2

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 2, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 2, Day 4

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Words with Long a Spelled a-consonant-e, ai, and ay; Frequently Misspelled Words

### NEW WORDS

- |                   |  |
|-------------------|--|
| ___ *1. space     | There is space on the shelf to store more books.           |
| ___ *2. brain     | The orca whale has a large brain for a marine mammal.      |
| ___ *3. clay      | We used clay to form animals for the jungle diorama.       |
| ___ *4. age       | We didn't know the dog's age.                              |
| ___ *5. plain     | Several hundred buffalo were grazing on the plain.         |
| ___ *6. sprayed   | When the skunk sprayed, it smelled awful.                  |
| ___ *7. Ms.       | Ms. Holmes is our principal.                               |
| ___ *8. Mr.       | Mr. Childers teaches band to the fourth and fifth graders. |
| ___ 9. Miss       | I told Miss Stanton that I would return the book tomorrow. |
| ___ 10. Mrs.      | Mrs. Stewart had her class put on a play.                  |
| ___ 11. were      | I wish we were going to the amusement park together.       |
| ___ 12. where     | I can never remember where I put my shoes.                 |
| ___ 13. skipped   | She skipped softball practice Tuesday.                     |
| ___ 14. of course | I will help you study for the quiz, of course.             |
| ___ 15. won       | Our team won the game by one goal.                         |

# Week 3

## REVIEW WORDS

\_\_\_ \*16. mixed

\_\_\_ \*17. scrubbed

\_\_\_ \*18. dressed

\_\_\_ \*19. quitting

\_\_\_ \*20. setting

\_\_\_ 21. though

\_\_\_ 22. touch

\_\_\_ 23. can't

\_\_\_ 24. clue

\_\_\_ 25. won't

## Challenge Words

fade, upstairs, spare, strain, deaf

# Week 3, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 3, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 3, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 3, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Polysyllabic Spelling

TEKS 2.A.vi  
TEKS 2.A.xxii  
TEKS 2.B.ii  
Student/Teacher Activity  
New Words  
(Word: became)

TEKS 2.A.xxviii  
TEKS 2.B.xix  
Student/Teacher Activity  
New Words (Words: finish,  
explain, until, became, public,  
unless, plastic, traffic, expect,  
insect)

### NEW WORDS

- |                 |  |
|-----------------|--|
| ___ *1. finish  | I will finish my homework on time.                       |
| ___ *2. explain | Our teacher will explain the rules for the science fair. |
| ___ *3. until   | Don't cross the street until the light turns green.      |
| ___ *4. became  | It became dark as the clouds covered the sun.            |
| ___ *5. public  | The public library is open most Saturdays.               |
| ___ *6. unless  | I won't go to the game unless you join me.               |
| ___ *7. plastic | I put the plastic bottle in the recycling bin.           |
| ___ *8. traffic | There was a lot of traffic on the freeway this morning.  |
| ___ 9. expect   | I expect to do well on the test because I studied hard.  |
| ___ 10. insect  | The monarch butterfly is a beautiful insect.             |
| ___ 11. it's    | It's going to be a warm and sunny day.                   |
| ___ 12. hitting | I hope to be hitting the ball out of the baseball park!  |
| ___ 13. case    | In case you forgot, your book is due today.              |
| ___ 14. prove   | The lawyer had to prove her case to the jury.            |
| ___ 15. blood   | Mosquitoes suck blood.                                   |

# Week 4

## REVIEW WORDS

\_\_\_ \*16. sprayed

\_\_\_ \*17. Ms.

\_\_\_ \*18. clay

\_\_\_ \*19. space

\_\_\_ \*20. plain

\_\_\_ 21. won

\_\_\_ 22. Miss

\_\_\_ 23. were

\_\_\_ 24. of course

\_\_\_ 25. skipped

## Challenge Words

insist, entertain, demonstrate, pace, soup

# Week 4, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 4, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 4, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 4, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Syllables with Schwas

TEKS 2.A.xxii

TEKS 2.B.ii

Student/Teacher Activity

New Words

(Word: moment)

### NEW WORDS

- |                   |   |
|-------------------|---|
| ___ *1. second    | He came in second in the foot race.                       |
| ___ *2. ago       | I got my first library card two years ago.                |
| ___ *3. upon      | “Once upon a time” is the beginning of most fairy tales.  |
| ___ *4. moment    | The lights went out for just a moment during the storm.   |
| ___ *5. open      | The store will open at 10:00 a.m.                         |
| ___ *6. hundred   | A hundred monarch butterflies were clustered on a branch. |
| ___ *7. even      | Fifty is an even number.                                  |
| ___ *8. idea      | He had an idea for his science report.                    |
| ___ 9. area       | Our class met at the picnic area.                         |
| ___ 10. let’s     | Let’s all join in and sing together.                      |
| ___ 11. splitting | We will be splitting up into two teams.                   |
| ___ 12. chair     | I sat in a comfortable chair and read my book.            |
| ___ 13. afraid    | Some people are afraid of heights.                        |
| ___ 14. again     | They want to see the movie again.                         |
| ___ 15. against   | It was difficult to walk against the strong wind.         |

# Week 5

## REVIEW WORDS

\_\_\_ \*16. finish

\_\_\_ \*17. public

\_\_\_ \*18. plastic

\_\_\_ \*19. unless

\_\_\_ \*20. explain

\_\_\_ 21. prove

\_\_\_ 22. expect

\_\_\_ 23. it's

\_\_\_ 24. blood

\_\_\_ 25. hitting

## Challenge Words

honest, definite, garbage, robin, threat

# Week 5, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 5, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 5, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 5, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Review of Weeks 1, 2, 3, and 4

### Week 1

- |                 |                |
|-----------------|----------------|
| ___ *1. skills  | ___ 6. field   |
| ___ *2. spend   | ___ 7. spread  |
| ___ *3. a lot   | ___ 8. through |
| ___ *4. badge   | ___ 9. young   |
| ___ *5. lunches | ___ 10. what   |

### Week 2

- |                   |                |
|-------------------|----------------|
| ___ *11. scrubbed | ___ *16. mixed |
| ___ *12. quitting | ___ 17. though |
| ___ *13. dropped  | ___ 18. don't  |
| ___ *14. cutting  | ___ 19. wanted |
| ___ *15. letting  | ___ 20. won't  |

### Week 3

- |                  |                   |
|------------------|-------------------|
| ___ *21. age     | ___ 26. won       |
| ___ *22. brain   | ___ 27. were      |
| ___ *23. sprayed | ___ 28. of course |
| ___ *24. Mr.     | ___ 29. where     |
| ___ *25. plain   | ___ 30. Mrs.      |

*continues*

# Week 6

## REVIEW WEEK WORDS *(continued)*

### Week 4

\_\_\_ \*31. became

\_\_\_ \*32. until

\_\_\_ \*33. unless

\_\_\_ \*34. explain

\_\_\_ \*35. finish

\_\_\_ \*36. traffic

\_\_\_ 37. prove

\_\_\_ 38. expect

\_\_\_ 39. insect

\_\_\_ 40. case

### Challenge Words

**Week 2** waxed, whizzing, knitting, juice, throbbed

**Week 3** upstairs, deaf, spare, fade, strain

**Week 4** pace, demonstrate, insist, soup, entertain

# Week 6 Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

1. \_\_\_\_\_

Mr. and Mrs Smith were letting us walk through their feild.

2. \_\_\_\_\_

He will explain how the young insects find their food.

3. \_\_\_\_\_

Of course we'll finnish on time unles we are interrupted.

4. \_\_\_\_\_

They scrubed the tables before serving the lunchs.

5. \_\_\_\_\_

We wo'nt be quiting practice untill the coach says it's time.

## Syllables with Long e Spelled e-consonant-e, ee, ea, and y

### NEW WORDS

\_\_\_ \*1. complete

I will complete my homework after dinner.

\_\_\_ \*2. keep

Her neighbor will keep her spare house key.

\_\_\_ \*3. least

I ride my bike to school at least once a week.

\_\_\_ \*4. energy

My puppy is a bundle of energy.

\_\_\_ \*5. between

I can't decide between the blue or the green backpack.

\_\_\_ \*6. reason

She gave the reason for her absence.

\_\_\_ \*7. probably

He probably will do well on the test because he studied hard.

\_\_\_ \*8. separate, separate

Separate the crayons. Put them in separate boxes.

\_\_\_ 9. problem

This problem requires three steps.

\_\_\_ 10. clapped

The audience clapped wildly after the performance.

\_\_\_ 11. away

I am going away to summer camp for two weeks.

\_\_\_ 12. program

The after-school art program is very popular.

\_\_\_ 13. sudden

All of a sudden the rain poured down.

\_\_\_ 14. either

You may play either soccer or basketball.

\_\_\_ 15. neither

She has neither a pen nor a pencil.

TEKS 2.A.vii

TEKS 2.A.xxiii

TEKS 2.B.iii

Student/Teacher Activity

New Words

(Words: complete, separate)

TEKS 2.A.viii

TEKS 2.A.xxiv

TEKS 2.B.iv

Student/Teacher Activity

New Words

(Word: between)

TEKS 2.B.xvii

Student/Teacher Activity

New Words

(Word: complete, between, reason, either, neither)

# Week 7

## REVIEW WORDS

\_\_\_ \*16. upon

\_\_\_ \*17. second

\_\_\_ \*18. ago

\_\_\_ \*19. hundred

\_\_\_ \*20. moment

\_\_\_ \*21. even

\_\_\_ 22. chair

\_\_\_ 23. afraid

\_\_\_ 24. splitting

\_\_\_ 25. area

## Challenge Words

stream, elementary, volunteer, beaver, fierce

# Week 7, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 7, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 7, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 7, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Syllables with **er**, **ir**, and **ur**

### NEW WORDS

- |                  |   |
|------------------|---|
| ___ *1. serve    | The cafeteria will serve lunch at noon.                       |
| ___ *2. birth    | At birth a baby elephant can weigh several hundred pounds.    |
| ___ *3. hurt     | I hurt my arm in baseball practice.                           |
| ___ *4. after    | I'm going to see you after my piano lesson.                   |
| ___ *5. firm     | She is firm about her decision to try out for the team.       |
| ___ *6. return   | He will return his library books tomorrow.                    |
| ___ *7. whether  | She wondered whether her parents would let her stay up.       |
| ___ *8. whenever | My dog barks whenever the doorbell rings.                     |
| ___ 9. better    | He is much better at chess than his father is.                |
| ___ 10. aid      | The nurse gave first aid to the accident victims.             |
| ___ 11. center   | Her brother always wants to be the center of attention.       |
| ___ 12. person   | The person who spilled the milk should clean it up.           |
| ___ 13. meet     | We can meet after school and study for the quiz.              |
| ___ 14. America  | South America and Africa are separated by the Atlantic Ocean. |
| ___ 15. shoulder | She hung the purse over her shoulder.                         |

**TEKS 2.A.x**  
**TEKS 2.A.xxvi**  
**TEKS 2.B.vi**  
Student/Teacher Activity  
New Words  
(Words: person, America, shoulder)

**TEKS 2.A.xxi**  
**TEKS 2.B.i**  
Student/Teacher Activity  
New Words  
(Words: better, center, person)

# Week 8

## REVIEW WORDS

\_\_\_ \*16. reason

\_\_\_ \*17. complete

\_\_\_ \*18. keep

\_\_\_ \*19. least

\_\_\_ \*20. probably

\_\_\_ \*21. separate (2)

\_\_\_ 22. either

\_\_\_ 23. away

\_\_\_ 24. neither

\_\_\_ 25. problem

## Challenge Words

servant, precious, skirt, hammer, burst

# Week 8, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 8, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 8, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 8, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Syllables with Long i Spelled i-consonant-e, igh, and y

### NEW WORDS

- |                   |  |
|-------------------|--|
| ___ *1. size      | The store has those shoes in my size.  |
| ___ *2. fight     | We heard two cats in a fight last night.                                     |
| ___ *3. shy       | Sometimes I'm shy and don't want to speak to the whole class.                |
| ___ *4. decide    | I need to decide what I will wear tomorrow.                                  |
| ___ *5. fright    | The actor at the haunted house gave us a fright.                             |
| ___ *6. all right | I'll be all right in this heat after I've had some water.                    |
| ___ *7. ice       | We added ice so the drinks would be cold.                                    |
| ___ *8. type      | He prefers the seedless type of orange.                                      |
| ___ 9. strike     | She swung at the pitch and missed; it was a strike.                          |
| ___ 10. beyond    | The stream is just beyond that grove of trees.                               |
| ___ 11. science   | In science class we learned about the molten rock under the Earth's surface. |
| ___ 12. clear     | The sky was clear and bright.  |
| ___ 13. further   | We read further in the book because it was so interesting.                   |
| ___ 14. among     | There are too many weeds among the flowers.                                  |
| ___ 15. behind    | Don't fall behind; we must all stay together.                                |

## REVIEW WORDS

\_\_\_ \*16. return

\_\_\_ \*17. whenever

\_\_\_ \*18. whether

\_\_\_ \*19. birth

\_\_\_ \*20. firm

\_\_\_ 21. center

\_\_\_ 22. better

\_\_\_ 23. shoulder

\_\_\_ 24. America

\_\_\_ 25. meet

## Challenge Words

handsome, tide, mighty, sunshine, knight

# Week 9, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 9, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 9, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 9, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Drop e Generalization

### NEW WORDS

- |                  |  |
|------------------|--|
| ___ *1. waving   | The ship's passengers were waving good-bye.        |
| ___ *2. traded   | They traded the books they had just read.          |
| ___ *3. smiling  | My friend is usually happy and is often smiling.   |
| ___ *4. located  | The movie theater is located near the bookstore.   |
| ___ *5. provided | The teacher provided us with art paper.            |
| ___ *6. escaping | They don't want the lizard escaping from its cage. |
| ___ *7. dividing | We were dividing the crackers between us.          |
| ___ *8. together | They walked home together.                         |
| ___ 9. certain   | She is certain that she returned the book.         |
| ___ 10. modern   | Computers are a modern way of writing.             |
| ___ 11. history  | We studied the history of our town.                |
| ___ 12. never    | I never go bike riding without wearing a helmet.   |
| ___ 13. side     | The dolphin swam along the side of the boat.       |
| ___ 14. become   | Ducklings quickly become larger.                   |
| ___ 15. believe  | I believe the concert begins at 7:00 p.m.          |

# Week 10

## REVIEW WORDS

\_\_\_ \*16. fight

\_\_\_ \*17. size

\_\_\_ \*18. ice

\_\_\_ \*19. decide

\_\_\_ \*20. all right

\_\_\_ 21. clear

\_\_\_ 22. strike

\_\_\_ 23. further

\_\_\_ 24. science

\_\_\_ 25. among

## Challenge Words

admired, treasure, relax, advising, decorating

# Week 10, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 10, Day 2

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 10, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 10, Day 4

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Syllables with Long o Spelled o-consonant-e, oa, and ow

**TEKS 2.A.ix**  
Student/Teacher Activity New  
Words (Word: approach)

**TEKS 2.B.xvii**  
Student/Teacher Activity  
New Words  
(Word: follow, approach, yellow,  
meadow, microscope, swallow)

### NEW WORDS

- |                    |  |
|--------------------|--|
| ___ *1. those      | She likes those red apples.                            |
| ___ *2. coast      | They sailed along the rocky coast.                     |
| ___ *3. known      | I haven't known him long.                              |
| ___ *4. follow     | My dog loves to follow me.                             |
| ___ *5. wrote      | He wrote a letter to his grandparents.                 |
| ___ *6. approach   | The biologist will approach the tree snake cautiously. |
| ___ *7. growth     | There was a lot of growth in our garden this summer.   |
| ___ *8. yellow     | The daisy was a bright, cheerful yellow.               |
| ___ 9. spoke       | I spoke to my friend on the telephone.                 |
| ___ 10. everything | The bus holds everything we need for our trip.         |
| ___ 11. surface    | The pool toys were floating on the surface.            |
| ___ 12. slightly   | This swimsuit is slightly damp.                        |
| ___ 13. saved      | Her catch saved the game for her team.                 |
| ___ 14. dance      | We learned to dance in P.E. class.                     |
| ___ 15. breakfast  | I like fruit and cereal for breakfast.                 |

# Week 11

## REVIEW WORDS

\_\_\_ \*16. escaping

\_\_\_ \*17. dividing

\_\_\_ \*18. traded

\_\_\_ \*19. together

\_\_\_ \*20. provided

\_\_\_ 21. history

\_\_\_ 22. side

\_\_\_ 23. never

\_\_\_ 24. certain

\_\_\_ 25. believe

## Challenge Words

meadow, stroke, microscope, swallow, float

# Week 11, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 11, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 11, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 11, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 12

Name: \_\_\_\_\_

## Review of Weeks 5, 7, 8, 9, and 10

### Week 5

- |                 |                |
|-----------------|----------------|
| ___ *1. even    | ___ 6. let's   |
| ___ *2. open    | ___ 7. against |
| ___ *3. idea    | ___ 8. afraid  |
| ___ *4. hundred | ___ 9. again   |
| ___ *5. second  | ___ 10. area   |

### Week 7

- |                       |                 |
|-----------------------|-----------------|
| ___ *11. probably     | ___ 16. sudden  |
| ___ *12. energy       | ___ 17. problem |
| ___ *13. least        | ___ 18. clapped |
| ___ *14. separate (2) | ___ 19. either  |
| ___ *15. between      | ___ 20. program |

### Week 8

- |                   |                  |
|-------------------|------------------|
| ___ *21. hurt     | ___ 26. America  |
| ___ *22. serve    | ___ 27. aid      |
| ___ *23. return   | ___ 28. center   |
| ___ *24. whenever | ___ 29. shoulder |
| ___ *25. after    | ___ 30. person   |

*continues*

# Week 12

## REVIEW WEEK WORDS *(continued)*

### Week 9

- |                    |                 |
|--------------------|-----------------|
| ___ *31. all right | ___ 36. further |
| ___ *32. shy       | ___ 37. beyond  |
| ___ *33. fright    | ___ 38. among   |
| ___ *34. decide    | ___ 39. science |
| ___ *35. type      | ___ 40. behind  |

### Week 10

- |                   |                   |
|-------------------|-------------------|
| ___ *41. smiling  | ___ *46. together |
| ___ *42. escaping | ___ 47. become    |
| ___ *43. waving   | ___ 48. modern    |
| ___ *44. located  | ___ 49. believe   |
| ___ *45. dividing | ___ 50. history   |

## Challenge Words

**Week 5** robin, definite, threat, honest, garbage

**Week 7** elementary, beaver, fierce, volunteer, stream

**Week 8** burst, servant, precious, hammer, skirt

**Week 9** handsome, tide, knight, mighty, sunshine

**Week 10** decorating, relax, admired, treasure, advising

# Week 12 Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

1. \_\_\_\_\_

They went to aide the person who had been hirt.

2. \_\_\_\_\_

Everyone claped after the sience program about enurgy.

3. \_\_\_\_\_

The book is probubly locatted on the shelf behind you.

4. \_\_\_\_\_

Lets deside which project to work on together.

5. \_\_\_\_\_

Their friends were smileing and waveing as they drove away to retern home.

6. \_\_\_\_\_

The sudden noise gave a fright to the shy little mouse.

## Syllables with **or** and **ore**; Syllables with **ar**

### NEW WORDS

___ *1. born	He was born in September.
___ *2. shore	We collected seashells at the shore.
___ *3. start	The race will start at the library.
___ *4. form	We will form the clay into pots.
___ *5. mark	He will mark the board for the carpenter.
___ *6. corner	The store is at the corner.
___ *7. forest	The deer wandered through the forest.
___ *8. began	We began the school day with a math review.
___ 9. knowledge	His grandfather has a lot of knowledge about gardening.
___ 10. matter	I will finish no matter how long it takes.
___ 11. wife	My uncle's wife is my aunt.
___ 12. wasting	I am very careful about not wasting water.
___ 13. alone	The dog was alone in the backyard.
___ 14. another	I would like to have another tropical fish.
___ 15. brother	Her brother will drive her to her friend's house.

# Week 13

## REVIEW WORDS

\_\_\_ \*16. yellow

\_\_\_ \*17. known

\_\_\_ \*18. follow

\_\_\_ \*19. coast

\_\_\_ \*20. those

\_\_\_ \*21. growth

\_\_\_ 22. saved

\_\_\_ 23. everything

\_\_\_ 24. dance

\_\_\_ 25. surface

## Challenge Words

fort, orbit, argue, remind, target

# Week 13, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 13, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 13, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 13, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

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9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Syllables with Long u and Sound /ōō/

### NEW WORDS

- |                   |   |
|-------------------|---|
| ___ *1. huge      | The humpback whale is a huge mammal.                |
| ___ *2. tool      | A hammer is a useful tool to have around the house. |
| ___ *3. include   | The activity will include everyone.                 |
| ___ *4. drew      | He drew a beautiful picture of a butterfly.         |
| ___ *5. used to   | I'm used to going to bed early.                     |
| ___ *6. produce   | The new factory will produce new cars.              |
| ___ *7. afternoon | During vacation we do crafts in the afternoon.      |
| ___ *8. different | There were different kinds of stories in the book.  |
| ___ 9. figure     | The square is a four-sided figure.                  |
| ___ 10. tonight   | They will be stargazing tonight.                    |
| ___ 11. priced    | The store offered low-priced office supplies.       |
| ___ 12. shown     | We were shown to our seats at the concert.          |
| ___ 13. force     | She hit the baseball with great force.              |
| ___ 14. view      | The view of the valley was breathtaking.            |
| ___ 15. police    | The police were directing traffic.                  |

# Week 14

## REVIEW WORDS

\_\_\_ \*16. mark

\_\_\_ \*17. forest

\_\_\_ \*18. shore

\_\_\_ \*19. began

\_\_\_ \*20. corner

\_\_\_ 21. knowledge

\_\_\_ 22. wife

\_\_\_ 23. matter

\_\_\_ 24. another

\_\_\_ 25. brother

## Challenge Words

restaurant, proof, introduce, cured, jewels

# Week 14, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 14, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 14, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

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4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 14, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

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10. \_\_\_\_\_

\_\_\_\_\_

## Syllables *-tion* and *-sion*

### NEW WORDS

- |                     |   |
|---------------------|---|
| ___ *1. action      | The movie was full of action.                         |
| ___ *2. discussion  | We had a discussion about the problem.                |
| ___ *3. television  | Mom turns off the television when we do our homework. |
| ___ *4. information | The ranger gave us information about animals.         |
| ___ *5. attention   | Pay attention when the instructions are given.        |
| ___ *6. section     | They sat in the front section.                        |
| ___ *7. decision    | I will decide now and stick to my decision.           |
| ___ *8. question    | I have a question about the assignment.               |
| ___ 9. future       | A new soccer field is planned for the future.         |
| ___ 10. driving     | My sister will be driving home from college.          |
| ___ 11. below       | The temperature dipped below freezing this morning.   |
| ___ 12. party       | We planned a party for my grandparents.               |
| ___ 13. tube        | They floated down the river on an inner tube.         |
| ___ 14. answer      | I knew the answer to the question.                    |
| ___ 15. period      | The grading period ended in November.                 |

# Week 15

## REVIEW WORDS

\_\_\_ \*16. tool

\_\_\_ \*17. huge

\_\_\_ \*18. afternoon

\_\_\_ \*19. used to

\_\_\_ \*20. drew

\_\_\_ 21. priced

\_\_\_ 22. police

\_\_\_ 23. view

\_\_\_ 24. force

\_\_\_ 25. shown

## Challenge Words

canyon, emotions, protection, reward, vision

# Week 15, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 15, Day 2

1. \_\_\_\_\_

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3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

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# Week 15, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

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3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 15, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Spelling Possessives

### NEW WORDS

- |                    |   |
|--------------------|---|
| ___ *1. today's    | They will have today's spelling test after lunch.                     |
| ___ *2. nation's   | One of our nation's symbols is the bald eagle.                        |
| ___ *3. nations'   | The nations' leaders discussed how to protect their shared coastline. |
| ___ *4. children's | The children's zoo has an animal nursery.                             |
| ___ *5. tree's     | Our one tree's branches shade our backyard.                           |
| ___ *6. trees'     | Many trees' canopies keep the rain forest cool and damp.              |
| ___ *7. women's    | The women's softball tournament will be this weekend.                 |
| ___ *8. village    | The village was located in a beautiful valley.                        |
| ___ 9. language    | My father speaks more than one language.                              |
| ___ 10. window     | Shut the window to keep the bees out.                                 |
| ___ 11. morning    | I love to wake up early in the morning.                               |
| ___ 12. threw      | He threw the ball over the fence.                                     |
| ___ 13. population | The population of the school has increased this year.                 |
| ___ 14. parents    | Her parents walk her to school every day.                             |
| ___ 15. island     | There is an island in the middle of the lake.                         |

# Week 16

## REVIEW WORDS

\_\_\_ \*16. discussion

\_\_\_ \*17. decision

\_\_\_ \*18. television

\_\_\_ \*19. information

\_\_\_ \*20. question

\_\_\_ \*21. action

\_\_\_ 22. below

\_\_\_ 23. period

\_\_\_ 24. party

\_\_\_ 25. driving

## Challenge Words

attic, envelope, wander, collar, ticket

# Week 16, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 16, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 16, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 16, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Syllables with /oo/ Spelled **oo**; Syllables with /ou/ Spelled **ou** and **ow**

### NEW WORDS

___ *1. shook	I shook my head in disbelief.
___ *2. round	Their kitchen table is round.
___ *3. cow	The cow grazed in the meadow.
___ *4. wool	Most of my winter sweaters are made from wool.
___ *5. amount	The amount of flour needed is two cups.
___ *6. flower	A rose is a fragrant flower.
___ *7. mountain	There was snow on the mountain year round.
___ *8. allow	Does the museum allow dogs?
___ 9. temperature	We set the oven temperature at 375 degrees.
___ 10. order	I placed my lunch order at the counter.
___ 11. cool	It became cool at sunset.
___ 12. education	My sister will finish her college education this spring.
___ 13. year's	This year's rainfall has been less than predicted.
___ 14. cover	The back cover had information about the author.
___ 15. discover	You'll discover many tiny creatures in a garden.

# Week 17

## REVIEW WORDS

\_\_\_ \*16. nations'

\_\_\_ \*17. women's

\_\_\_ \*18. children's

\_\_\_ \*19. nation's

\_\_\_ \*20. tree's

\_\_\_ 21. threw

\_\_\_ 22. parents

\_\_\_ 23. window

\_\_\_ 24. language

\_\_\_ 25. population

## Challenge Words

playground, avenue, aloud, tower, owl

# Week 17, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 17, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 17, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 17, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 18

Name: \_\_\_\_\_

## Review of Weeks 11, 13, 14, 15, and 16

### Week 11

- |                  |                   |
|------------------|-------------------|
| ___ *1. wrote    | ___ 6. surface    |
| ___ *2. known    | ___ 7. spoke      |
| ___ *3. approach | ___ 8. saved      |
| ___ *4. follow   | ___ 9. slightly   |
| ___ *5. coast    | ___ 10. breakfast |

### Week 13

- |                 |                   |
|-----------------|-------------------|
| ___ *11. shore  | ___ 16. alone     |
| ___ *12. born   | ___ 17. knowledge |
| ___ *13. forest | ___ 18. wasting   |
| ___ *14. began  | ___ 19. brother   |
| ___ *15. mark   | ___ 20. another   |

### Week 14

- |                    |                    |
|--------------------|--------------------|
| ___ *21. afternoon | ___ *26. different |
| ___ *22. huge      | ___ 27. force      |
| ___ *23. include   | ___ 28. figure     |
| ___ *24. produce   | ___ 29. police     |
| ___ *25. used to   | ___ 30. tonight    |

*continues*

# Week 18

## REVIEW WEEK WORDS *(continued)*

### Week 15

- |                     |                   |
|---------------------|-------------------|
| ___ *31. television | ___ *36. question |
| ___ *32. attention  | ___ 37. tube      |
| ___ *33. discussion | ___ 38. period    |
| ___ *34. decision   | ___ 39. answer    |
| ___ *35. section    | ___ 40. future    |

### Week 16

- |   |   |
|---|---|
| ___ *41. nation's ( <i>the nation's capital</i> ) | ___ *46. tree's ( <i>this tree's leaves</i> ) |
| ___ *42. trees' ( <i>these trees' apples</i> )    | ___ 47. population                            |
| ___ *43. today's                                  | ___ 48. island                                |
| ___ *44. village                                  | ___ 49. morning                               |
| ___ *45. children's                               | ___ 50. parents                               |

## Challenge Words

**Week 11** float, stroke, meadow, microscope, swallow

**Week 13** orbit, target, remind, argue, fort

**Week 14** jewels, cured, introduce, restaurant, proof

**Week 15** reward, canyon, protection, emotions, vision

**Week 16** ticket, envelope, wander, attic, collar

# Week 18

## Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

1. \_\_\_\_\_

That nations' population passed the one million mark.

2. \_\_\_\_\_

They gained knowlage by paying attension to other students' ansers.

3. \_\_\_\_\_

The iland off the coast had a beautiful sandy shor.

4. \_\_\_\_\_

The childrens parents' make brekfast every morning.

5. \_\_\_\_\_

We saw on telavision that todays weather will be warm in the afternoon

\_\_\_\_\_ and slightly cooler tonite.

6. \_\_\_\_\_

I use to follow my bruther wherever he went.

## Change **y** to **i** Generalization

TEKS 2.A.ii

TEKS 2.A.xviii

Student/Teacher Activity

New Words

(stories, babies, activities, supplies)

### NEW WORDS

- |                    |  |
|--------------------|--|
| ___ *1. replied    | She replied to the question.                       |
| ___ *2. stories    | The librarian reads children's stories aloud.      |
| ___ *3. copying    | I will be copying your address into my book.       |
| ___ *4. married    | Their parents were married in Paris.               |
| ___ *5. babies     | The babies were sleeping in the nursery.           |
| ___ *6. activities | There were many activities at the school carnival. |
| ___ *7. supplies   | I need to get new school supplies.                 |
| ___ *8. picture    | My grandmother put my picture on her mantel.       |
| ___ 9. nature      | We hiked on the nature trail to the redwood trees. |
| ___ 10. room       | There is plenty of room for everyone.              |
| ___ 11. conditions | The weather conditions were excellent for skiing.  |
| ___ 12. streets'   | Our city streets' dividing lines need repainting.  |
| ___ 13. understood | They understood all of the rules of the game.      |
| ___ 14. sugar      | We made lemonade from lemon, water, and sugar.     |
| ___ 15. worry      | Don't worry about the test; I'm sure you did well. |

# Week 19

## REVIEW WORDS

\_\_\_ \*16. allow

\_\_\_ \*17. flower

\_\_\_ \*18. mountain

\_\_\_ \*19. cow

\_\_\_ \*20. shook

\_\_\_ 21. cover

\_\_\_ 22. order

\_\_\_ 23. temperature

\_\_\_ 24. discover

\_\_\_ 25. education

## Challenge Words

groceries, fasten, alphabet, victories, relying

# Week 19, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 19, Day 2

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 19, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 19, Day 4

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Syllables Ending in Consonant-**l**-e and Consonant-**a-l**

TEKS 2.A.xi  
TEKS 2.A.xxvii  
TEKS 2.B.vii  
Student/Teacher Activity  
New Words  
(Words: example, table)

### NEW WORDS

- |                   |   |
|-------------------|---|
| ___ *1. table     | We set the table for dinner.  |
| ___ *2. several   | There are several peaches in the bowl.  |
| ___ *3. level     | Some areas of Death Valley are below sea level.                                 |
| ___ *4. example   | This painting is an example of the artist's early work.                         |
| ___ *5. animal    | The koala is an animal native to Australia.                                     |
| ___ *6. travel    | My aunt loves to travel to South America.                                       |
| ___ *7. bicycle   | She rode her bicycle to her friend's house.                                     |
| ___ *8. general   | In general, the bus is here by 8:30 a.m.  |
| ___ 9. single     | She took a single helping.  |
| ___ 10. addition  | Their school will have an addition of six classrooms.                           |
| ___ 11. stones'   | We gathered many stones. The stones' weight was too great for the pickup truck. |
| ___ 12. around    | We will leave for the game around 4:00 p.m.                                     |
| ___ 13. libraries | There are libraries in our district schools.                                    |
| ___ 14. receive   | He will receive an award for his science project.                               |
| ___ 15. iron      | The gate was made of iron.  |

# Week 20

## REVIEW WORDS

\_\_\_ \*16. activities

\_\_\_ \*17. picture

\_\_\_ \*18. stories

\_\_\_ \*19. supplies

\_\_\_ \*20. married

\_\_\_ 21. conditions

\_\_\_ 22. worry

\_\_\_ 23. understood

\_\_\_ 24. room

\_\_\_ 25. streets'

## Challenge Words

colonial, label, whistle, saddle, sandwich

# Week 20, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 20, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 20, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 20, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

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8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Syllables with **oi** and **oy**; Syllables with /aw/ Spelled **au**, **aw**, and **a**

### NEW WORDS

- |                   |  |
|-------------------|--|
| ___ *1. soil      | The soil was perfect for growing vegetables.       |
| ___ *2. destroy   | A big fire can destroy many homes.                 |
| ___ *3. fault     | It was her fault that the dog got out of the yard. |
| ___ *4. law       | The law requires you to wear your seatbelt.        |
| ___ *5. already   | She has already graduated from high school.        |
| ___ *6. all ready | The dinner was all ready, so we sat down to eat.   |
| ___ *7. although  | She did not respond, although she knew the answer. |
| ___ *8. family    | We will have a family reunion at the park.         |
| ___ 9. result     | Your hard work will result in a good grade.        |
| ___ 10. lake's    | The lake's shoreline is steep and rocky.           |
| ___ 11. power     | The house is heated with solar power.              |
| ___ 12. factories | Many car factories are located nearby.             |
| ___ 13. little    | The little books were in a basket.                 |
| ___ 14. machine   | The mechanic used a machine to lift the car.       |
| ___ 15. taught    | I taught my brother how to write his name.         |

# Week 21

## REVIEW WORDS

\_\_\_ \*16. several

\_\_\_ \*17. travel

\_\_\_ \*18. example

\_\_\_ \*19. general

\_\_\_ \*20. table

\_\_\_ 21. libraries

\_\_\_ 22. around

\_\_\_ 23. single

\_\_\_ 24. stones'

\_\_\_ 25. receive

## Challenge Words

false, dinosaur, coins, straw, altogether

# Week 21, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 21, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 21, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 21, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Prefixes *un-*, *re-*, and *dis-*

TEKS 2.A.xiii  
TEKS 2.A.xxix  
TEKS 2.B.xxi  
Student/Teacher Activity  
New Words  
(Words: unimportant,  
disagree, unusual, recharge,  
disconnected, disobey)

TEKS 2.A.xxiv  
Student/Teacher Activity  
New Words  
(Words: disagree, thousand)

### NEW WORDS

- |                      |  |
|----------------------|--|
| ___ *1. unimportant  | This fact is unimportant to the case.  |
| ___ *2. recycle      | We recycle plastic jars, aluminum cans, and paper.                             |
| ___ *3. disagree     | Sometimes I disagree with my mom about what I will wear.                       |
| ___ *4. unusual      | We knew there was something wrong because the car was making an unusual sound. |
| ___ *5. recharge     | We must recharge the electric car every one hundred miles.                     |
| ___ *6. disconnected | The family moved and had the telephone disconnected.                           |
| ___ *7. disobey      | If you disobey the rules, you won't get to play in the game.                   |
| ___ *8. doctor       | His doctor advised him to exercise.  |
| ___ 9. million       | There seemed to be a million stars in the sky.                                 |
| ___ 10. thousand     | Ten one-hundred-dollar bills equal one thousand dollars.                       |
| ___ 11. memories     | I have wonderful memories of my camping vacation.                              |
| ___ 12. total        | The total amount he owed was on the bill.                                      |
| ___ 13. noise        | There was a faint chirping noise coming from the nest.                         |
| ___ 14. weigh        | She stepped on the scale to weigh herself.                                     |
| ___ 15. neighbor     | We brought our new neighbor a plant.   |

# Week 22

## REVIEW WORDS

\_\_\_ \*16. destroy

\_\_\_ \*17. all ready

\_\_\_ \*18. law

\_\_\_ \*19. already

\_\_\_ \*20. although

\_\_\_ 21. machine

\_\_\_ 22. result

\_\_\_ 23. little

\_\_\_ 24. lake's

\_\_\_ 25. factories

## Challenge Words

legend, unconscious, guest, disapprove, reawaken

# Week 22, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 22, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 22, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 22, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Suffixes *-ful*, *-less*, and *-ness*

TEKS 2.A.xiv

TEKS 2.A.xxx

Student/Teacher Activity

New Words

(Words: thoughtful, colorless, brightness, fearful, tasteless, friendliness, mouthful)

### NEW WORDS

- |                       |  |
|-----------------------|--|
| ___ *1. thoughtful    | It was so thoughtful of you to send me a card.                     |
| ___ *2. colorless     | Water is a clear liquid; it is colorless.                          |
| ___ *3. brightness    | We wore sunglasses due to the brightness of the sun.               |
| ___ *4. fearful       | I am very fearful of spiders.                                      |
| ___ *5. tasteless     | The soup had no flavor; it was tasteless.                          |
| ___ *6. friendliness  | She gets along well with people and is known for her friendliness. |
| ___ *7. mouthful      | The baby had a mouthful of crackers.                               |
| ___ *8. office        | The school office is located near the library.                     |
| ___ 9. president      | The president of the university spoke to the graduating class.     |
| ___ 10. colonies      | There were ant colonies located on the hill.                       |
| ___ 11. physical      | I need a physical exam before I can join the team.                 |
| ___ 12. audience      | The audience clapped wildly for the performers.                    |
| ___ 13. uninteresting | That story was very uninteresting; I didn't enjoy it at all.       |
| ___ 14. height        | I have grown in height this year; I'm taller than I was last year. |
| ___ 15. weight        | The veterinarian recommends that our cat lose some weight.         |

# Week 23

## REVIEW WORDS

\_\_\_ \*16. recycle

\_\_\_ \*17. unusual

\_\_\_ \*18. doctor

\_\_\_ \*19. disobey

\_\_\_ \*20. unimportant

\_\_\_ 21. thousand

\_\_\_ 22. neighbor

\_\_\_ 23. memories

\_\_\_ 24. noise

\_\_\_ 25. million

## Challenge Words

politeness, sorrowful, canoe, restless, motionless

# Week 23, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 23, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 23, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 23, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Review of Weeks 17, 19, 20, 21, and 22

### Week 17

- |                  |  |
|------------------|--|
| ___ *1. amount   | ___ 6. year's ( <i>this year's weather</i> ) |
| ___ *2. round    | ___ 7. discover                              |
| ___ *3. flower   | ___ 8. temperature                           |
| ___ *4. mountain | ___ 9. cool                                  |
| ___ *5. wool     | ___ 10. cover                                |

### Week 19

- |                     |                    |
|---------------------|--------------------|
| ___ *11. copying    | ___ 16. sugar      |
| ___ *12. babies     | ___ 17. nature     |
| ___ *13. supplies   | ___ 18. worry      |
| ___ *14. activities | ___ 19. understood |
| ___ *15. replied    | ___ 20. conditions |

### Week 20

- |                  |                   |
|------------------|-------------------|
| ___ *21. travel  | ___ *26. bicycle  |
| ___ *22. several | ___ 27. libraries |
| ___ *23. animal  | ___ 28. iron      |
| ___ *24. level   | ___ 29. addition  |
| ___ *25. general | ___ 30. receive   |

*continues*

# Week 24

## REVIEW WEEK WORDS *(continued)*

### Week 21

- |                    |                   |
|--------------------|-------------------|
| ___ *31. soil      | ___ 36. result    |
| ___ *32. already   | ___ 37. machine   |
| ___ *33. fault     | ___ 38. power     |
| ___ *34. family    | ___ 39. taught    |
| ___ *35. all ready | ___ 40. factories |

### Week 22

- |                   |                       |
|-------------------|-----------------------|
| ___ *41. recharge | ___ *46. disconnected |
| ___ *42. recycle  | ___ 47. thousand      |
| ___ *43. disobey  | ___ 48. million       |
| ___ *44. disagree | ___ 49. weigh         |
| ___ *45. unusual  | ___ 50. total         |

## Challenge Words

**Week 17** owl, avenue, playground, aloud, tower

**Week 19** groceries, alphabet, fasten, victories, relying

**Week 20** saddle, sandwich, colonial, whistle, label

**Week 21** false, coins, straw, dinosaur, altogether

**Week 22** reawaken, legend, guest, unconscious, disapprove

# Week 24

## Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

1. \_\_\_\_\_  
Factories use wool from animals such as sheep and alpacas to produce clothing.

2. \_\_\_\_\_  
Next summer their family will travel a thousand miles by bicycle.

3. \_\_\_\_\_  
This year's cool temperatures have been very unusual.

4. \_\_\_\_\_  
She disconnected the power cord from the machine.

5. \_\_\_\_\_  
We've all ready had several activities to promote recycling.

6. \_\_\_\_\_  
The teacher taught them about the soil conditions and the amount of water

\_\_\_\_\_ needed to grow tropical flowers.

## Prefixes *non-*, *mis-*, and *pre-*

### NEW WORDS

- |                          |  |
|--------------------------|--|
| ___ *1. nonfiction       | My favorite nonfiction books are about animals.                                    |
| ___ *2. misunderstanding | We had a misunderstanding about what time the concert started, so we arrived late. |
| ___ *3. pregame          | The pregame show was a marching band performance.                                  |
| ___ *4. nonhuman         | Robots can seem alive, but they are nonhuman.                                      |
| ___ *5. misbehaved       | My little brother misbehaved at the concert, so Dad took him out to the lobby.     |
| ___ *6. precooked        | He precooked the stew and reheated it before supper.                               |
| ___ *7. misspelled       | I misspelled your name by mistake.   |
| ___ *8. student          | A new student joined our class this week.  |
| ___ 9. direction         | The plane was headed in a southerly direction.                                     |
| ___ 10. special          | The store had a special offer on electronic equipment.                             |
| ___ 11. always           | I will always be there to help you.  |
| ___ 12. restudy          | I will restudy and take the test again.  |
| ___ 13. wireless         | The wireless connection was very convenient.                                       |
| ___ 14. danger           | There was a danger sign in front of the rock slide.                                |
| ___ 15. ahead            | I see the lights of the town up ahead.   |

# Week 25

## REVIEW WORDS

\_\_\_ \*16. fearful

\_\_\_ \*17. thoughtful

\_\_\_ \*18. colorless

\_\_\_ \*19. office

\_\_\_ \*20. friendliness

\_\_\_ 21. colonies

\_\_\_ 22. president

\_\_\_ 23. weight

\_\_\_ 24. physical

\_\_\_ 25. audience

## Challenge Words

misfortune, berries, preshrunk, nonpoisonous, closet

# Week 25, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 25, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 25, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 25, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Unusual Plurals

TEKS 2.A.iii  
TEKS 2.A.iv  
TEKS 2.A.xix  
TEKS 2.A.xx  
Student/Teacher Activity  
New Words

(Words: lives, halves, ourselves, teeth, sheep, potatoes)

### NEW WORDS

- |                    |   |
|--------------------|---|
| ___ *1. life       | We studied the life cycle of the monarch butterfly.           |
| ___ *2. lives      | Health professionals save lives every day.                    |
| ___ *3. halves     | Cut the tomatoes into halves.                                 |
| ___ *4. ourselves  | We need to do this project by ourselves.                      |
| ___ *5. teeth      | She gets her teeth cleaned at the dentist's office.           |
| ___ *6. sheep      | The sheep grazed on the hillside.                             |
| ___ *7. potatoes   | I love roasted potatoes for dinner.                           |
| ___ *8. except     | I can go swimming every day except Monday.                    |
| ___ 9. environment | Lions live in a hot and dry environment.                      |
| ___ 10. join       | They will join hands and dance in a circle.                   |
| ___ 11. disappear  | The plane flew into the clouds and seemed to disappear.       |
| ___ 12. darkness   | Most owls hunt only when darkness comes.                      |
| ___ 13. secret     | They kept their mother's present a secret until her birthday. |
| ___ 14. valley     | A stream ran through the valley.                              |
| ___ 15. control    | He learned how to control his dog at dog training class.      |

# Week 26

## REVIEW WORDS

\_\_\_ \*16. nonfiction

\_\_\_ \*17. misbehaved

\_\_\_ \*18. misunderstanding

\_\_\_ \*19. pregame

\_\_\_ \*20. nonhuman

\_\_\_ 21. direction

\_\_\_ 22. ahead

\_\_\_ 23. always

\_\_\_ 24. special

\_\_\_ 25. wireless

## Challenge Words

salmon, tomatoes, oxen, volcanoes, calves

# Week 26, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 26, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 26, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 26, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Doubling with Polysyllabic Words

### NEW WORDS

- |                    |  |
|--------------------|--|
| ___ *1. beginning  | The table of contents is at the beginning of the book.             |
| ___ *2. controlled | He controlled the toy car with a remote control device.            |
| ___ *3. happened   | Her birthday happened to fall on the last day of school.           |
| ___ *4. forgetting | I won't be forgetting my homework tomorrow.                        |
| ___ *5. remembered | She remembered to return her library book.                         |
| ___ *6. maybe      | I'm not sure whether I'll go; maybe I will.                        |
| ___ *7. minute     | We'll be finished in one minute.                                   |
| ___ *8. bottom     | The class rode on the lake in a glass-bottom boat.                 |
| ___ 9. difficult   | The math homework was difficult.                                   |
| ___ 10. unnumbered | The pages of the book were unnumbered.                             |
| ___ 11. lateness   | He has a problem with lateness; he never gets to practice on time. |
| ___ 12. misheard   | I misheard the time and was late for the movie.                    |
| ___ 13. wives      | Both wives and husbands joined in the activity.                    |
| ___ 14. ocean      | An ocean separates North America from Asia.                        |
| ___ 15. lie        | My dog will lie on her cushion.                                    |

# Week 27

## REVIEW WORDS

\_\_\_ \*16. except

\_\_\_ \*17. sheep

\_\_\_ \*18. life

\_\_\_ \*19. ourselves

\_\_\_ \*20. potatoes

\_\_\_ 21. darkness

\_\_\_ 22. environment

\_\_\_ 23. secret

\_\_\_ 24. control

\_\_\_ 25. join

## Challenge Words

propeller, polish, occurred, statue, preferred

# Week 27, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 27, Day 2

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 27, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 27, Day 4

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Suffixes -er, -or, and -est

TEKS 2.B.xxiii

Student/Teacher Activity

New Words

(Words: earlier, beginner, easiest)

### NEW WORDS

- |                   |   |
|-------------------|---|
| ___ *1. earlier   | The swimmers had practiced earlier in the day.                    |
| ___ *2. cleanest  | My brother has the cleanest bike of all.                          |
| ___ *3. leader    | The line leader guided us to the auditorium.                      |
| ___ *4. actor     | The actor spent many years perfecting his craft.                  |
| ___ *5. easiest   | That was the easiest piece of music to learn.                     |
| ___ *6. teacher   | The piano teacher had her students put on a recital.              |
| ___ *7. quieter   | The neighborhood is quieter at night.                             |
| ___ *8. notice    | There was a notice on the telephone pole about a lost cat.        |
| ___ 9. exact      | He needed exact change for the machine.                           |
| ___ 10. hardness  | The hardness of the ice allowed us to walk on the frozen lake.    |
| ___ 11. preseason | The players practiced on the school field during the preseason.   |
| ___ 12. purpose   | The purpose of the meeting was to introduce the new police chief. |
| ___ 13. beginner  | She is a beginner at soccer.                                      |
| ___ 14. measure   | I need to measure two cups of flour for this recipe.              |
| ___ 15. wonder    | I wonder if I'll get a kitten for my birthday.                    |

# Week 28

## REVIEW WORDS

\_\_\_ \*16. forgetting

\_\_\_ \*17. maybe

\_\_\_ \*18. controlled

\_\_\_ \*19. beginning

\_\_\_ \*20. remembered

\_\_\_ 21. ocean

\_\_\_ 22. lie

\_\_\_ 23. wives

\_\_\_ 24. misheard

\_\_\_ 25. difficult

## Challenge Words

juiciest, curious, slimmest, employer, refrigerator

# Week 28, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 28, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 28, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 28, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Word Parts *-able* and *-ible*

### NEW WORDS

- |                       |   |
|-----------------------|---|
| ___ *1. washable      | This baby blanket is washable.                                  |
| ___ *2. impossible    | It was almost impossible to remove the lid from the jar.        |
| ___ *3. terrible      | He had a terrible cold and stayed home from school.             |
| ___ *4. replaceable   | The broken saw was replaceable; there were many others like it. |
| ___ *5. disagreeable  | She is very disagreeable; she's always arguing with people.     |
| ___ *6. vegetables    | They always have vegetables for dinner.                         |
| ___ *7. nonreturnable | This dress was on sale, so it is nonreturnable.                 |
| ___ *8. written       | The book was written by a well-known author.                    |
| ___ 9. summer         | In the summer the evenings are long.                            |
| ___ 10. misplaced     | My dad misplaced his car keys, so we were late to school.       |
| ___ 11. forward       | The car jerked forward and bumped into the curb.                |
| ___ 12. unforgettable | I loved that book; it is unforgettable.                         |
| ___ 13. tiniest       | The Chihuahua is the tiniest dog I have ever seen.              |
| ___ 14. solve         | We were given several math problems to solve.                   |
| ___ 15. serious       | He was very serious about piano lessons.                        |

**TEKS 2.A.v**  
Student/Teacher Activity  
New Words  
(Words: vegetables,  
nonreturnable, unforgettable)

**TEKS 2.A.vi**  
Student/Teacher Activity  
New Words  
(Words: disagreeable,  
vegetables, tiniest, serious)

**TEKS 2.A.ix**  
Student/Teacher Activity  
New Words (Word: serious)

TEKS 2.A.viii  
TEKS 2.B.iv  
Student/Teacher Activity  
Review Words  
(Word: easiest)

## REVIEW WORDS

- |                  |                  |
|------------------|------------------|
| ___ *16. notice  | ___ 21. hardness |
| ___ *17. quieter | ___ 22. purpose  |
| ___ *18. leader  | ___ 23. measure  |
| ___ *19. easiest | ___ 24. beginner |
| ___ *20. actor   | ___ 25. wonder   |

## Challenge Words

rescue, portable, inexcusable, reversible, disposable

# Week 29, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 29, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 29, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Week 29, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

# Week 30

Name: \_\_\_\_\_

## Review of Weeks 23, 25, 26, 27, and 28

### Week 23

- |                      |                       |
|----------------------|-----------------------|
| ___ *1. tasteless    | ___ *6. mouthful      |
| ___ *2. thoughtful   | ___ 7. physical       |
| ___ *3. office       | ___ 8. weight         |
| ___ *4. friendliness | ___ 9. height         |
| ___ *5. brightness   | ___ 10. uninteresting |

### Week 25

- |                           |                     |
|---------------------------|---------------------|
| ___ *11. misunderstanding | ___ *16. nonfiction |
| ___ *12. precooked        | ___ 17. restudy     |
| ___ *13. misspelled       | ___ 18. danger      |
| ___ *14. misbehaved       | ___ 19. wireless    |
| ___ *15. student          | ___ 20. special     |

### Week 26

- |                   |                     |
|-------------------|---------------------|
| ___ *21. teeth    | ___ 26. join        |
| ___ *22. lives    | ___ 27. valley      |
| ___ *23. potatoes | ___ 28. environment |
| ___ *24. except   | ___ 29. control     |
| ___ *25. halves   | ___ 30. disappear   |

*continues*

# Week 30

## REVIEW WEEK WORDS *(continued)*

### Week 27

\_\_\_ \*31. controlled

\_\_\_ \*32. bottom

\_\_\_ \*33. happened

\_\_\_ \*34. beginning

\_\_\_ \*35. minute

\_\_\_ 36. difficult

\_\_\_ 37. misheard

\_\_\_ 38. unnumbered

\_\_\_ 39. lateness

\_\_\_ 40. ocean

### Week 28

\_\_\_ \*41. actor

\_\_\_ \*42. earliest

\_\_\_ \*43. cleanest

\_\_\_ \*44. quieter

\_\_\_ \*45. teacher

\_\_\_ 46. preseason

\_\_\_ 47. exact

\_\_\_ 48. measure

\_\_\_ 49. beginner

\_\_\_ 50. purpose

## Challenge Words

**Week 23** motionless, canoe, politeness, restless, sorrowful

**Week 25** misfortune, nonpoisonous, berries, closet, preshrunk

**Week 26** tomatoes, salmon, calves, volcanoes, oxen

**Week 27** occurred, statue, propeller, polish, preferred

**Week 28** slimmest, employer, juiciest, curious, refrigerator

# Week 30 Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

1. \_\_\_\_\_

Humans do not have teeth at the begining of their lifes.

2. \_\_\_\_\_

When a nonfiction book is too difficult, it can seem uninteresting.

3. \_\_\_\_\_

After the teachor spoke about lateness, they tried to arrive earlyer.

4. \_\_\_\_\_

Watch these potatos' disapear mouthful by mouthful.

5. \_\_\_\_\_

Astronomers can teach students' to mesure the brigtness of each star.

6. \_\_\_\_\_

I misspelled a word, so I had to re studdy it.



# Dictionary and Personal Word List

# Dictionary and Personal Word List

Name: \_\_\_\_\_

## A

\_\_\_ action  
\_\_\_ activities  
\_\_\_ actor  
\_\_\_ addition  
\_\_\_ afraid  
\_\_\_ after  
\_\_\_ afternoon  
\_\_\_ again  
\_\_\_ against  
\_\_\_ age  
\_\_\_ ago  
\_\_\_ ahead  
\_\_\_ aid  
\_\_\_ allow  
\_\_\_ all ready  
\_\_\_ all right  
\_\_\_ alone  
\_\_\_ a lot  
\_\_\_ already  
\_\_\_ although  
\_\_\_ always  
\_\_\_ America  
\_\_\_ among  
\_\_\_ amount

\_\_\_ animal  
\_\_\_ another  
\_\_\_ answer  
\_\_\_ approach  
\_\_\_ area  
\_\_\_ around  
\_\_\_ attention  
\_\_\_ audience  
\_\_\_ away  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

## B

\_\_\_ babies  
\_\_\_ badge  
\_\_\_ became  
\_\_\_ become

\_\_\_ began  
\_\_\_ beginner  
\_\_\_ beginning  
\_\_\_ behind  
\_\_\_ believe  
\_\_\_ below  
\_\_\_ better  
\_\_\_ between  
\_\_\_ beyond  
\_\_\_ bicycle  
\_\_\_ birth  
\_\_\_ blood  
\_\_\_ born  
\_\_\_ bottom  
\_\_\_ brain  
\_\_\_ breakfast  
\_\_\_ brightness  
\_\_\_ brother  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

# Dictionary and Personal Word List

## C

\_\_\_ cannot

\_\_\_ can't

\_\_\_ case

\_\_\_ catch

\_\_\_ center

\_\_\_ certain

\_\_\_ chair

\_\_\_ children's

\_\_\_ clapped

\_\_\_ clay

\_\_\_ cleanest

\_\_\_ clear

\_\_\_ clue

\_\_\_ coast

\_\_\_ colonies

\_\_\_ colorless

\_\_\_ complete

\_\_\_ conditions

\_\_\_ control

\_\_\_ controlled

\_\_\_ cool

\_\_\_ copying

\_\_\_ corner

\_\_\_ cover

\_\_\_ cow

\_\_\_ cutting

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## D

\_\_\_ dance

\_\_\_ danger

\_\_\_ darkness

\_\_\_ decide

\_\_\_ decision

\_\_\_ destroy

\_\_\_ different

\_\_\_ difficult

\_\_\_ direction

\_\_\_ disagree

\_\_\_ disagreeable

\_\_\_ disappear

\_\_\_ disconnected

\_\_\_ discover

\_\_\_ discussion

\_\_\_ disobey

\_\_\_ dividing

\_\_\_ doctor

\_\_\_ don't

\_\_\_ dressed

\_\_\_ drew

\_\_\_ driving

\_\_\_ dropped

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## E

\_\_\_ earlier

\_\_\_ easiest

\_\_\_ education

\_\_\_ either

\_\_\_ energy

# Dictionary and Personal Word List

Name: \_\_\_\_\_

\_\_\_ environment

\_\_\_ escaping

\_\_\_ even

\_\_\_ everything

\_\_\_ exact

\_\_\_ example

\_\_\_ except

\_\_\_ expect

\_\_\_ explain

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## F

\_\_\_ factories

\_\_\_ family

\_\_\_ fault

\_\_\_ fearful

\_\_\_ field

\_\_\_ fight

\_\_\_ figure

\_\_\_ finish

\_\_\_ firm

\_\_\_ flower

\_\_\_ follow

\_\_\_ force

\_\_\_ forest

\_\_\_ forgetting

\_\_\_ form

\_\_\_ forward

\_\_\_ friendliness

\_\_\_ fright

\_\_\_ further

\_\_\_ future

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## G

\_\_\_ general

\_\_\_ growth

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## H

\_\_\_ halves

\_\_\_ happened

\_\_\_ hardness

\_\_\_ height

\_\_\_ history

\_\_\_ hitting

\_\_\_ huge

\_\_\_ hundred

\_\_\_ hurt

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## I, J, K

\_\_\_ ice

\_\_\_ idea

\_\_\_ impossible

\_\_\_ include

\_\_\_ information

\_\_\_ insect

\_\_\_ iron

\_\_\_ island

\_\_\_ it's

\_\_\_ join

Name: \_\_\_\_\_

# Dictionary and Personal Word List

\_\_\_ keep

\_\_\_ knowledge

\_\_\_ known

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ located

\_\_\_ lunches

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ misunderstanding

\_\_\_ mixed

\_\_\_ modern

\_\_\_ moment

\_\_\_ morning

\_\_\_ mountain

\_\_\_ mouthful

\_\_\_ Mr.

\_\_\_ Mrs.

\_\_\_ Ms.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## L

\_\_\_ lake's

\_\_\_ language

\_\_\_ lateness

\_\_\_ law

\_\_\_ leader

\_\_\_ least

\_\_\_ let's

\_\_\_ letting

\_\_\_ level

\_\_\_ libraries

\_\_\_ lie

\_\_\_ life

\_\_\_ little

\_\_\_ lives

## M

\_\_\_ machine

\_\_\_ mark

\_\_\_ married

\_\_\_ matter

\_\_\_ maybe

\_\_\_ measure

\_\_\_ meet

\_\_\_ memories

\_\_\_ million

\_\_\_ minute

\_\_\_ misbehaved

\_\_\_ misheard

\_\_\_ misplaced

\_\_\_ Miss

\_\_\_ misspelled

## N

\_\_\_ nation's

\_\_\_ nations'

\_\_\_ nature

\_\_\_ neighbor

# Dictionary and Personal Word List

Name: \_\_\_\_\_

\_\_\_ neither

\_\_\_ never

\_\_\_ noise

\_\_\_ nonfiction

\_\_\_ nonhuman

\_\_\_ nonreturnable

\_\_\_ notice

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## O

\_\_\_ ocean

\_\_\_ of course

\_\_\_ off

\_\_\_ office

\_\_\_ open

\_\_\_ order

\_\_\_ ourselves

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## P

\_\_\_ parents

\_\_\_ party

\_\_\_ period

\_\_\_ person

\_\_\_ physical

\_\_\_ picture

\_\_\_ plain

\_\_\_ plastic

\_\_\_ police

\_\_\_ pond

\_\_\_ population

\_\_\_ potatoes

\_\_\_ power

\_\_\_ precooked

\_\_\_ pregame

\_\_\_ preseason

\_\_\_ president

\_\_\_ priced

\_\_\_ probably

\_\_\_ problem

\_\_\_ produce

\_\_\_ program

\_\_\_ prove

\_\_\_ provided

\_\_\_ public

\_\_\_ purpose

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Q

\_\_\_ question

\_\_\_ quieter

\_\_\_ quitting

\_\_\_\_\_

\_\_\_\_\_

## R

\_\_\_ reason

\_\_\_ receive

\_\_\_ recharge

\_\_\_ recycle

\_\_\_ remembered

Name: \_\_\_\_\_

# Dictionary and Personal Word List

\_\_\_ replaceable

\_\_\_ replied

\_\_\_ restudy

\_\_\_ result

\_\_\_ return

\_\_\_ room

\_\_\_ round

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## S

\_\_\_ saved

\_\_\_ science

\_\_\_ scrubbed

\_\_\_ second

\_\_\_ secret

\_\_\_ section

\_\_\_ separate

\_\_\_ serious

\_\_\_ serve

\_\_\_ setting

\_\_\_ several

\_\_\_ sheep

\_\_\_ shook

\_\_\_ shore

\_\_\_ shoulder

\_\_\_ shown

\_\_\_ shy

\_\_\_ side

\_\_\_ single

\_\_\_ size

\_\_\_ skills

\_\_\_ skipped

\_\_\_ slightly

\_\_\_ smiling

\_\_\_ soil

\_\_\_ solve

\_\_\_ space

\_\_\_ special

\_\_\_ spend

\_\_\_ splitting

\_\_\_ spoke

\_\_\_ sprayed

\_\_\_ spread

\_\_\_ start

\_\_\_ stones'

\_\_\_ stories

\_\_\_ streets'

\_\_\_ strike

\_\_\_ student

\_\_\_ sudden

\_\_\_ sugar

\_\_\_ summer

\_\_\_ supplies

\_\_\_ surface

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

# Dictionary and Personal Word List

— where  
— whether  
— wife  
— window  
— wireless  
— wives  
— women's  
— won  
— wonder  
— won't  
— wool

— worry  
— written  
— wrote

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

## X, Y, Z

— year's  
— yellow  
— young

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



# Spelling References

# Generalizations for Adding Suffixes

Name: \_\_\_\_\_

## Single-syllable Doubling Generalization

**IF** the base word has

- one syllable,
- one vowel,
- and one consonant after the vowel

**AND** the suffix begins with a vowel,

**THEN** double the last consonant.

### Examples

stop + ing = stopping

sun + y = sunny

big + est = biggest

hid + en = hidden

---

## Drop e Generalization

**IF** the base word ends with consonant-**e**

**AND** the suffix begins with a vowel,

**THEN** drop **e**.

### Examples

ride + ing = riding

brave + est = bravest

write + er = writer

shine + y = shiny

Name: \_\_\_\_\_

# Generalizations for Adding Suffixes

## Change y to i Generalization

**IF** the base word ends with consonant-y  
**AND** the suffix begins with any letter except **i**,  
**THEN** change y to i.

### Examples

puppy + es = puppies

happy + ness = happiness

carry + ed = carried

beauty + ful = beautiful

---

## Polysyllabic Doubling Generalization

**IF** the base word is polysyllabic  
– and ends with one vowel and one consonant  
– and has the accent on the last syllable  
**AND** the suffix begins with a vowel,  
**THEN** double the last consonant.

### Examples

begin + ing = beginning

begin + er = beginner

admit + ed = admitted

forgot + en = forgotten

# Frequently Misspelled Words

Name: \_\_\_\_\_

The phrases in parentheses will help you choose the correct word. Contractions and compound word families are shown on page 187.

## A

all ready (*They are all ready.*)  
all right  
a lot

## B

because  
before  
believe  
buy (*She will buy a pen.*)

## C

cannot  
classroom  
clothes

## D, E, F

Dr.  
eighteen  
eighty  
field  
first  
forty  
fourth (*third and fourth*)  
friend

## G, H, I

guess  
hear (*I can hear you.*)  
heard

## J, K, L

loose (*The knot came loose.*)  
lose (*Don't lose your pen.*)

## M, N, O

men's  
Miss  
Mr.  
Mrs.  
Ms.  
off  
one (*There's one page left.*)

## P, Q, R

people  
quite

## S

school  
sense  
St. (*Main St.; St. Louis*)

## T, U, V

their (*Join their group.*)  
there (*There it is.*)  
thirty  
thought  
through (*Wind blew through the window.*)  
too (*I ran too fast. I like that book, too.*)

touch

truth  
two (*We ate two oranges.*)  
used to

## W, X, Y, Z

wanted  
weather (*sunny weather*)  
were  
what  
where  
whether (*He asked whether he could go.*)  
while  
whole (*the whole book*)  
wind (*The wind blew. Wind up the string.*)  
women  
would (*Yes, I would.*)

Name: \_\_\_\_\_

# Frequently Misspelled Words

## CONTRACTIONS

n't (not)	's (is, has)	'll (will, shall)	'd (would, had)	've (have)	're (are)	'm (am) 's (us)
aren't	here's	he'll	he'd	I've	they're	I'm
can't	he's	I'll	I'd	you've	we're	let's
couldn't	how's	it'll	she'd	we've	you're	
didn't	it's	she'll	they'd	they've		
doesn't	she's	that'll	we'd			
don't	that's	they'll	who'd			
hadn't	there's	we'll	you'd			
hasn't	what's	you'll				
haven't	where's					
isn't	who's					
mustn't						
shouldn't						
wasn't						
weren't						
won't						
wouldn't						

## COMPOUND WORD FAMILIES

no-	any-	some-	every-	-ever
nobody	anybody	somebody	everybody	forever
nowhere	anyone	somehow	everyone	however
	anything	someone	everything	whatever
	anyway	something	everywhere	whenever
	anywhere	sometime		
		sometimes		
		somewhat		
		somewhere		



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2000 Embarcadero, Suite 305  
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